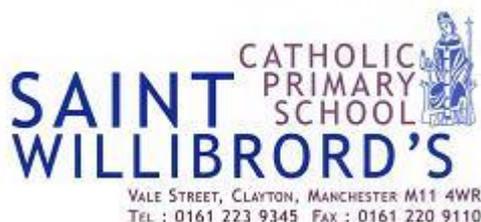


# Child protection and safeguarding policy and procedures

## St Willibrord's RC Primary



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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# SAFEGUARDING POLICY

St Willibrord's RC Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Carl McIver In their absence, the authorised member of staff is Laura Wordsworth		
<b>KEY SCHOOL STAFF &amp; ROLES</b>		
Name	Role	Location and/or Contact Phone Number
Amelia Key	Assistant Headteacher	School
Cath Finlay	Assistant Headteacher	School
Noel Fowler	Family Support Worker	School

<b>NAMED GOVERNOR * for Safeguarding &amp; Prevent</b>	Contact Phone Number/Email
Sharon Dempsey	St. Peter's High 0161 248 1550

<p>Our procedure if there is a concern about child welfare or safeguarding is:-</p> <ul style="list-style-type: none"> <li>• Record details of the concern (allegation) that has been made by the child as accurately as possible. DO NOT ask any leading questions.</li> <li>• Refer the matter to the Designated Safeguarding Lead for advice (if you complete your concerns and submit them on Safeguard this will inform a DSL).</li> <li>• DSL will follow agreed assessment procedure of the allegation Multi-Agency Safeguarding Hub (MASH) Helpline: <b>0161 219 2895</b>, Early Help Hubs: North <b>0161 234 1973</b>, Central <b>0161 234 1975</b>, South <b>0161 234 1977</b> National Society for the Prevention of Cruelty to Children (NSPCC): <b>0808 800 5000</b> Local Authority (LA) Safeguarding in Education Team: <b>0161 245 7171</b></li> </ul>
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<p>Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult is;</p> <ul style="list-style-type: none"> <li>• . Report to be made immediately to the Headteacher (or Deputy Headteacher in his absence)</li> <li>• 'Dealing with Allegations Made Against Staff' policy is to be followed. Manchester LA Designated Officer (formerly LADO): <b>0161 234 1214</b>.</li> </ul>
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<p>Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally.</p> <ul style="list-style-type: none"> <li>• Report to be made to the Headteacher / Deputy Headteacher. If the concern is about the Headteacher then the report should be to the Chair of Governors.</li> <li>• 'Whistleblowing Procedures' policy is to be followed NSPCC Whistleblowing Helpline: 0800 028 0285.</li> </ul>
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## 1. Aims

The school aims to ensure that:

Appropriate action is taken in a timely manner to safeguard and promote children's welfare

All staff are aware of their statutory responsibilities with respect to safeguarding

Staff are properly trained in recognising and reporting safeguarding issues

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

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) Regulations 2009 (and 2018 amendment) 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.

## 3. Definitions

**Safeguarding and promoting the welfare of children** means:

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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

## 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

Have special educational needs or disabilities

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

Are asylum seekers

## 5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Manchester Safeguarding Children's Board (MSCB) Our policy and procedures also apply to extended school and off-site activities. All staff in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL.

### 5.1 All staff

All staff 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.

All staff will:

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Behaviour Management Policy/Physical Restraint Policy
- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individuals and groups of children as required, if appropriate to their role

Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

All staff and volunteers must be clear with children that they cannot promise to keep secrets.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.

We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## 5.2 The designated safeguarding lead (DSL)

Our DSL is Carl McIver (Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

*Out of school hours Carl McIver can be contacted by mobile on 07791 039663 or by email on head@st-willibrords.manchester.sch.uk*

When the DSL is absent, there are a number of people trained to the same level and can act on his behalf:

- Laura Wordsworth – Deputy Headteacher
- Amelia Key – Assistant Headteacher
- Cath Finlay – Assistant Headteacher
- Noel Fowler – Family Support Worker

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL (and/or deputies) will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures.
- Training received on how to complete a referral
- Referrals are complete of all required information
- Referrals are followed up to ensure action is completed
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role.
- All staff receive at least yearly update
- Signs of Safety Training received by designated staff
- DSL training received at least every two years
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Always be available during school hours during term-time, and at other times as designated by the Headteacher.

## 5.3 The governing board

Our Governing Body will ensure that:-

- All policies, procedures and training in our school are effective and comply with the law at all times.
- Named members are identified as the designated governors for Safeguarding and for Prevent (may be the same person) and receive appropriate training.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers.
  - At least one person on any selection committee has Safer Recruitment training in place.
  - References are always sought and checked
  - Enhanced DBS is completed for all members of staff

- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures. – see policy.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes.
  - Have sight of policy
  - DBS checks
- There is appropriate challenge and QA of the safeguarding policies and procedures.
  - Part of the QA process from Manchester LA
  - Termly updates and challenge from the governing body.

## 5.4 The Headteacher

Our Headteacher will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG SEF pro-forma to the LA as requested
- A Designated Senior Member of staff, known as the DSL, for child protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed
  -
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions.
  - Where possible two people trained to DSL level will make the decision as to whether a referral is to be made.
  - If a clear decision cannot be reached then a consultation with MASH to be made
  - Advice from agencies is followed.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively.
  - Consistent Level One training in place for all staff
  - All staff are encouraged to refer any concerns to a DSL – if you have to ask the question to yourself or to someone else should I refer – then refer!
  - Clear explanation to staff that although they may not always get direct feedback about an individual case all are acted upon.
  - Explanation to all staff that information may all be part of a 'jigsaw' that adds to a bigger picture so is important to report.
- Any staff commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.
  - Members of school staff are generally present
  - Contents of presentations / lessons are vetted
  - All staff are well trained on what to be aware of and would raise concerns immediately.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

## 5.5 The Local Authority

Our Local Authority / MSCB will ensure that:-

The MSCB will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

Our DSL will keep up to date with the findings from SCRs in Manchester and share the learning and review our safeguarding procedures if relevant.

## 6. Confidentiality

### CONFIDENTIALITY & INFORMATION SHARING

Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.

Information about children will only be shared with other members of staff on a need to know basis.

All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

## 7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

### 7.1 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

- Record everything that the child says as accurately as possible (if it is possible have someone else write things down whilst you are speaking to the child)
- Inform a DSL verbally immediately because of the high level of concern.
- Wherever possible the person whom the allegation has been made to should see through the whole investigation.
- Recorded all details on Safeguard as soon as possible.
- Work together with the DSL to complete the referral for.
- Work together with any external agencies as required.
- Support the child throughout the process.

<https://www.gov.uk/report-child-abuse-to-local-council>

### 7.2 If a child makes a disclosure to you

If a child alleges a safeguarding issue to you, you should:

Listen to and believe them. Allow them time to talk freely and do not ask leading questions

Stay calm and do not show that you are shocked or upset

Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner

Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret

Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

Sign and date the write-up and pass it on to the DSL through the Safeguard system. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

### **7.3 If you discover that FGM has taken place or a pupil is at risk of 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'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

**Any teacher** who discovers 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.

The duty 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 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.

**Any member of staff** who suspects a pupil is *at risk* of FGM, must speak to the DSL and follow our local safeguarding procedures.

- Referral form to be completed in collaboration with a DSL
- Referral form is submitted
- Staff to work in collaboration with the Local Authority and with any other external services as required.

### **7.4 If you have concerns about a child (as opposed to a child being in immediate danger)**

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

#### **Early help**

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

#### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

### **MULTI-AGENCY WORKING**

We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

We will notify Children's Social Care if:

- a child subject to a child protection plan is at risk of permanent exclusion.

- there is an unexplained absence of a child who is subject to a child protection plan of more than two days from school.
- it has been agreed as part of any child protection plan or core group plan.

## **CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES**

Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.

A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.

Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews.

- A DSL will be assigned to each case who will be present at each CP meeting/conference unless an emergency prevents this.
- A DSL will be available during holidays / school closure periods to attend CP meetings if required.
- Contact numbers for a DSL during school closure times will be shared.

We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma

### **7.5 If you have concerns about extremism**

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264 that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

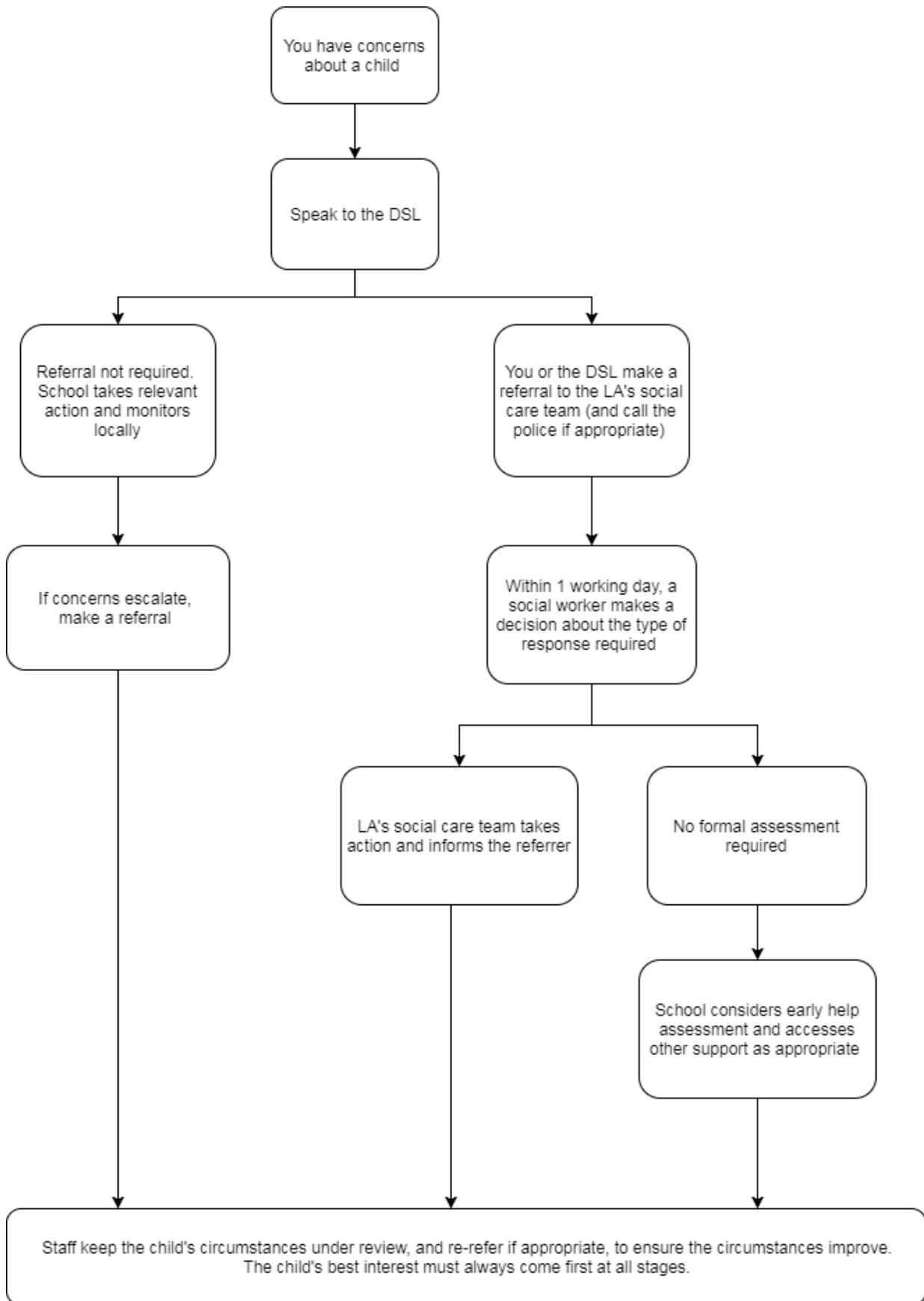
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

**Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)**



## 7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the Headteacher. If you have concerns about the Headteacher, speak to the chair of governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Headteacher/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

## 7.7 Allegations of abuse made against other pupils

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:*

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

*We will minimise the risk of peer-on-peer abuse by:*

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by using the TootToot online system or approaching any member of staff to speak.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## 8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child’s parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children’s social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details.

In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency unless it is believed that doing so would put the child at risk, e.g. in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

## 9. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. Mobile phones will only be used whilst children are not in school unless staff are in the dedicated staff room.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

- See Mobile Phone (for school staff) policy for further details

## 10. Complaints and concerns about school safeguarding practices

We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers.

- Please see 'Allegations against staff' policy

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistle-blower.

- See Whistleblowing Policy.

### 10.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### 10.2 Other complaints

All other complaints will be handled in line with the relevant policy which includes

- Behaviour policy
- Complaints Policy

All complaints will be dealt with quickly and fairly to provide support for the person who is making the complaint but also who the complaint is made about.

### 10.3 Whistle-blowing

The law does not define the term "**whistleblowing**". Whistleblowing can be described as the action of an individual exposing evidence of wrongdoing by employers or third parties in the context of the workplace. "Whistleblowing" is the term which has been adopted to describe arrangements which allow persons, usually employees, to express concerns (otherwise known as "blowing the whistle") about malpractice which may be occurring in the workplace.

The correct legal definition for "whistleblowing" is when an employee makes a "**qualifying disclosure**". A qualifying disclosure is one made in the **public interest** by an employee who has a **reasonable belief** that something is, or may be:-

- A criminal offence;
- Failure to comply with a legal duty;
- [Financial fraud or corruption;]
- [Abuse of authority;]
- [Serious breaches of school policies or procedures;]
- A miscarriage of justice;
- A danger to the health and safety of any individual;

- [Negligence;]
- [Unethical conduct and actions deemed unprofessional or inappropriate;]
- Damaging the environment;
- [Conduct likely to damage the School's reputation;]
- A deliberate attempt to conceal any of the above.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed. A reasonable belief is sufficient.

- Please see 'Whistleblowing' policy for full details and information

## 11. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL and/or put this onto Safeguard.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

- We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.
- We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- We keep secure the safeguarding records.
- We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) and LA Guidance (See Appendix F)

## RECORDING AND REPORTING CONCERNS

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system

## 12. Training

### 12.1 All staff

- All new staff and regular volunteers will receive appropriate safeguarding information during induction.
- All staff must ensure that they have read and understood 'KCSIE'.
  - Made clear in yearly training and all staff asked to sign and confirm that they have read and understood this document.
- All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
  - Yearly update training in place for all staff
  - Yearly update training on how to use the Safeguard system

- Monitoring that Safeguard is used to lodge all allegations made by children
- All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively.
  - Staff briefing sessions
  - Slack messages and updates

## **12.2 The DSL and deputies**

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

## **12.3 Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

## **12.4 Recruitment – interview/appointment panels**

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

## **12.5 Staff who have contact with pupils and families**

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

# **13. THE CURRICULUM**

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.

We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.

# **14. E-SAFETY**

E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote children's' achievement, and support the professional work of staff, as well as enhance our management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite.

We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.

## **15. Monitoring arrangements**

This policy will be reviewed **annually** by [name/job title of individual]. At every review, it will be approved by the full governing board.

## **16. Links with other policies**

This policy links to the following policies and procedures:

Behaviour

Staff [behaviour/code of conduct]

Complaints

Health and safety

Attendance

Online safety

Sex and relationship education

First aid

Curriculum

Privacy notices

**These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

## **Appendix 1: types of abuse**

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**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** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

Seeing or hearing the ill-treatment of another

Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** 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.

## Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### Appointing new staff

When appointing new staff, we will:

Verify their identity

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Regulated activity** means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)

Where the individual has received a caution or conviction for a relevant offence

If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009

If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

## **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

An enhanced DBS check with barred list information for contractors engaging in regulated activity

An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

## **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

## **Volunteers**

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers

Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

## **Governors**

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

## **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## Appendix 3: 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 Manchester LA / Salford Diocese.

### 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)

### Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or chair of governors 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 consider what other support is appropriate.

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 National College for Teaching and Leadership.

Where the police are involved, wherever possible the governing body 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 NCTL 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. We will retain these 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

## **Appendix 4: specific safeguarding issues**

### **Children missing from education**

We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases. This may form part of an Early Help Assessment (EHA) or a Parenting Contract.

We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

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.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

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 in immediate danger or at risk of harm.

### **EXCLUSIONS**

The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions

- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

## **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs
- Potential signs that a pupil may be at risk of FGM include:
  - The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
  - FGM being known to be practised in the girl's community or country of origin
  - A parent or family member expressing concern that FGM may be carried out
  - A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

## **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

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](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

## VULNERABLE GROUPS

We ensure all key staff work together to safeguard vulnerable children. This will include

- Analysis on Safeguard
- Key workers
- Early Help
- Regular meetings with involved professionals and family

Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum seeker
- is looked after, previously looked after or under a special guardianship order.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

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 in via the InVentry System at the front entrance and wear a visitor's badge.

All visitors to our setting, 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.

### **Non-collection of children**

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

- Wait with the child/ren in the designated area for collection until 3:10pm.
- Bring the child/ren to the main office and place a telephone call to parent (if more than one parent is listed begin with the parent who is known to pick up the child)
- If contact cannot be made with this person attempt contact with any other emergency contacts.
- **It is not permissible for a person who does not normally pick up the child/ren from school to take the child/ren unless parents have given AT LEAST verbal permission.**
- Establish with the parent/contact when they will be arriving at school to pick up the children and where they should come to. Inform child of this and ensure that child is supervised at all times.
- If contact cannot be made with a parent/emergency contact within thirty minutes (by 3:40pm) MASH consultation shall be made. If this is not possible then a telephone call to be made to the police. A member of the Leadership Team should be informed. An action plan will be drawn up and agreed.
- The child/ren should be supported at all times and it made very clear that they have not done anything wrong and that they will be safe and looked after.
- If Children's Services / Police have become involved then the Early Help / Child Protection procedure will be followed.
- Family Support Worker will work together with the family to support any difficulties in collecting the children on time from school.
- If the children are regularly not collected on time then an action plan will first be agreed between school and family. If this is not maintained then Early Help / Child Protection will be considered and consulted upon.

### **Missing pupils**

*Children are under the responsibility of the school once they pass through an identified entrance. Prior to passing through this point the children are the responsibility of parents. This includes*

- Breakfast Club – The side entrance door (from the infant playground) where the children will be greeted by a member of staff

- Nursery / Reception – Once the children come through the external doors of the classroom where they will be met by a member of staff (at 8:45am)
- Year 1 / 2 – From their footprints in the infant playground where a member of staff will greet pupils and bring them into school (at 8:45am)
- Year 3 / 4 / 5 / 6 – From their footprints in the Junior playground where they will be greeted by a member of staff (at 8:45am)
- The Ark – Either from the junior playground brought in by a member of staff or by reporting to the front office that they have arrived and a radio call will be put through to an Ark member of staff to come and bring the child into the main school.
- Children arriving late – will come to the front entrance and sign in via the InVentry system. Children will then be brought in through the security door.

### **A CHILD LEAVING SCHOOL OTHER THAN AT THE END OF THE DAY**

If a child has an appointment then the child's parent should come to the school office and show the appointment card to the office staff. The child will be signed out on the InVentry system and brought from their class and accompanied to their parent.

### **IF A CHILD ATTEMPTS TO LEAVE THE PREMISES WITHOUT PERMISSION OR WITHOUT A PARENT**

- Within the school grounds
  - A member of staff should supervise the child at all times and radio for support from another member of staff (ideally a member of the Leadership team)
  - The child should be told clearly that they are not permitted to leave the school grounds. The child should be told clearly that if they do leave the premises then a 999 call would need to be placed for their protection.
  - If a child attempts to climb a gate or a fence then the child should be clearly asked to come down. If it is safe to do so without causing further risk or harm to the child then the child should be helped down from the area where they are attempting to climb.
  - Equally if a child attempts to leave the school through an alternative means the same should apply at all times.
  - If in carrying out a dynamic risk assessment it is judged that attempting to bring the child down from the fence would put the child or adult at risk then do not attempt to do so.
  - Where possible, a member of staff should be positioned within the school grounds where the child will climb to.
  - If a child does climb over the fence or gate area then parents should be informed immediately.
  - If a child leaves the premises then staff should not at any time chase after the child or attempt to follow them as this could lead to the child running away from the staff member and into a road or further danger.
  - If it is safe to do so then observe the direction that the child has travelled into.
  - A member of the Leadership Team should be informed immediately when such an incident occurs (If they are not already involved).
  - Parents should be informed immediately and the police if it is not clear where the child has gone to.
  - School will work together with relevant agencies to ensure the safety of the child.
  - Following the incident a full report should be recorded of everything that has led to this serious incident and events that took place during and all actions.

### **IF A CHILD HAS NOT ENTERED THE SCHOOL THROUGH THE AGREED ACCESS POINTS AND LEAVES THE SCHOOL PREMISES**

The responsibility for a child until the child enters school is with parents. The entrance points have been identified on Page 2.

- If a child leaves the school grounds before they have passed through the identified entrance points and school are aware that the child has done this
  - Staff should not at any time chase after the child or attempt to follow them as this could lead to the child running away from the staff member and into a road or further danger.
  - If it is safe to do so then observe the direction that the child has travelled into.
  - A telephone call will be placed immediately to parents.
  - If appropriate then a telephone call will be placed to the police.
  - A member of the Leadership Team will be informed immediately.
  - School will work together with relevant agencies to support the safety of the child
  - Following the incident a full report should be recorded of everything that has led to this serious incident and events that took place during and all actions.