



Child Protection and Safeguarding Policy

Samuel Laycock School

This Policy was adopted on 19th December 2018

This Policy is due for review: Spring 2020

Useful contacts:

Head Teacher - Mr Andrew Foord

Designated Safeguarding Lead (DSL) – Ms Jennifer Tinsdeall

Deputy Designated Safeguarding Lead (DSL) – Ms Nicola Neal, Mr Andrew Foord

Designated Teacher for teaching about safeguarding / leading P.S.H.E – Ms Donna West

Designated Teacher for Looked after Children – Anita Walker

Chair of Governors - Carolyn Wright - carolyn.wright@asfc.ac.uk

Nominated Governor for Safeguarding and Child Protection – Carolyn Wright

Local Authority Designated Officer – Tania Brown Tel: 0161 342 4398 Email: tania.brown@tameside.gov.uk

Tameside Integrated Services for Children with Additional Needs (ISCAN): Jubilee Gardens-0161 371 2060

Tameside Public Service Hub:

Hours – Monday to Wednesday 8.30 am to 5pm, Thursday 8.30am to 4.30pm, Friday 8.30am to 4pm.

Tel: 0161 342 4101 Out of hours Tel 0161 342 2222

Greater Manchester Safeguarding Manual:

<http://greatermanchesterscb.proceduresonline.com/chapters/contents.html>

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Child Protection and Safeguarding Policy

1) Ethos & Scope

Our school, and its staff, form part of the wider safeguarding system for children. We will work with Social Care, the Police, Health Services and other Services to promote the welfare of children and protect them from harm.

We believe that safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action". KCSIE 2018.

Our Ethos

We believe that at Samuel Laycock School we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to. We recognise that there are risks involved in all situations and activities in life but that these risks need to be fully considered as reasonable and worthwhile and minimised relative to the benefits of each situation or activity. We recognise that all adults within our school including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm. We will work across our school community, including with parents, to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations. Staff members will maintain an attitude of "it could happen here" where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child. As a school we recognise that some pupils who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Some pupils may be particularly vulnerable to abuse and harm. The Designated Safeguarding Lead and Deputy Safeguarding Leads (DSL) should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and pupils which need to be reported in accordance with national (Government) and local (Safeguarding Pupils Board) procedures without delay. The DSL should also ensure staff working with pupils are alert to signs which may indicate possible abuse or harm. Samuel Laycock, considers the risks associated with vulnerability and ensures systems are in place to mitigate risk. This includes children who have not got the language skills to be able to communicate a disclosure. The available UK evidence on the extent of abuse among disabled pupils suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. School staff who work, in any capacity, with pupils with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse. It must also be stressed that in a home where there is domestic violence, drug or alcohol abuse, pupils may also be vulnerable and in need of support.

Scope

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

Definitions

Safeguarding: For the purpose of this Policy, Samuel Laycock School will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring 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.

We will safeguard pupils when we believe they are suffering from any abuse which includes: physical abuse, emotional abuse, sexual abuse, neglect, child sexual exploitation (CSE), bullying, including cyber bullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence/violence against women and girls (VAWG), homophobic or transphobic abuse, mental health, peer on peer abuse, private fostering, radicalisation and extremism, sexting, trafficking. This list is not exhaustive.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Significant Harm

The Children Act 1989 defines '**harm**' as "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; '**health**' means physical or mental health; and '**ill-treatment**' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

Categories of Abuse

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- Making a child feel worthless, unloved or inadequate
- Parent/carers only being there to meet another's needs
- Inappropriate age or developmental expectations and negative responses to inevitable failure of the child to meet these expectations
- Overprotection and limitation of exploration, learning and social interaction
- Seeing or hearing the ill treatment of another, e.g. domestic abuse
- Making the child feel worthless and unloved - high criticism and low warmth
- Serious bullying (including cyberbullying)
- Exploitation or corruption - Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect

Neglect is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent failing to:

- Provide adequate food, clothing and shelter, including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision, including the use of inadequate care givers or otherwise unsafe environment
- Ensure access to appropriate medical care or treatment
- Neglect of, or unresponsiveness to, a child's basic emotional needs

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Children under the age of 16 cannot be understood to be able to consent to sexual activity as a matter of definition of being a child. It is likely that nearly all our pupils will be vulnerable adults in the future. Vulnerable

adults will require assessment regarding peer to peer relationships and cannot be understood to be able to consent with regard to those in a position of power or authority over them.

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

Children with Special Educational Needs and Disabilities (SEND)

Our school recognises that as our pupils all experience SEND they, and those working to keep them safe, can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in our group of pupils. Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and certain injuries may relate to the pupil's learning difficulties, social and communication needs or disability without further causation related to safeguarding.
- Pupils with SEND can be disproportionately impacted by things like bullying- including outside of school- without outwardly showing any signs
- Significant barriers often exist in our pupils:
 - Understanding that what they are experiencing is unacceptable and abusive
 - Disclosing effectively, or communicating accurately, their experiences of being abused.

Therefore, it is particularly important that staff within our school:

- Develop strong professional relationships with parents
- Develop strong professional relationships with other agencies especially ISCAN
- Do not assume that our pupils experiencing learning difficulties and/or autism have indirectly learnt, or been able to retain or apply, the necessary social, emotional or moral rules.
- Directly teach pupils about emotions and about what behaviour is "right" and what is "wrong", including through our programme of Personal, Social, Health and Citizenship Education and modelling positive, respectful and appropriate relationships.
- Understand that many of our pupils' preferred or most effective form of communication is often not verbal and that other methods may need to be offered including visual, play, art or music forms of expression and interaction.
- Develop pupils' self-esteem, confidence and communication skills in school so that they can better advocate for themselves
- Thoroughly and accurately record information that could lead to patterns of non-disclosure signs and symptoms of risk or danger of abuse

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

Parental Partnership

Samuel Laycock School believes in being as open with parents as possible in order to earn their trust. School will usually contact parents to honestly discuss any changes in a pupil's wellbeing in order to work in partnership to best meet the pupil's needs. Even in cases where the school is required to report evidence of possible abuse the school does this firstly to protect the child but secondly in the understanding that (other than for Sexual Abuse, forced marriage, FGM, radicalisation and extremism and faith abuse) our partners in Child Protection and Safeguarding in Tameside are all fully committed to providing the maximum possible support for parents and families in meeting the child's needs and ensuring their safety. Abuse (other than Sexual Abuse, forced marriage, FGM, radicalisation and extremism and faith abuse) may be a symptom of a family struggling to cope and needing multi-agency support and referral of this situation is usually in the interests of the whole family.

Samuel Laycock School acknowledges that parents have the right to make a wide variety of choices for, and on behalf of, their child. Although we may discuss different approaches to meeting a pupil's needs in the spirit of open, honest, partnership, parental actions or choices will only be regarded as a matter of safeguarding where there is actual, or an intolerable risk of, "significant harm".

2) Legal Framework.

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

Legislation:

Children Act 1989 – particularly Section 47

Children Act 2004 – Children's Commissioner and LSCB

Education Act 2002 – Particularly the duty on schools to safeguard and promote the welfare of children

Education(Health Standards)(England) Regulations 2003 - the need for staff to have the health and fitness to teach.

Safeguarding Vulnerable Groups Act 2006 – outlining the protection of children and vulnerable adults.

Staffing and employment: Advice for Schools Feb 2017

Protection of Freedoms Act 2012 – including the safeguarding of vulnerable groups

The Education (School Teachers 'Appraisal) (England) Regulations 2012(as amended)

The Children and Families Act 2014

The Sexual Offences Act 2003 Statutory Guidance. DfE (2015)

Working Together to Safeguard Children DfE (2015- updated Feb 2017 – current update Sept 2018)

Keeping Children Safe in Education DfE (2016) – including the Single Central Record and action on Children Missing from Education

What to do if you are worried about a child being abused DfE (2015)

Information sharing advice for safeguarding practitioners DfE (2015)

Disqualification under the Childcare Act 2006 DfE (2015- updated 2016)

"The Prevent duty": Departmental advice for schools and childcare providers Local Guidance (including the updated guidance 2016)

Children's Needs Framework Thresholds for Assessment and the Continuum of Need (Dolt 2000)

3) Roles and Responsibilities

Designated Safeguarding Leads (DSL)

The DSL is Ms Jen Tinsdeall. The Deputy DSLs are Ms Nicola Neal and Mr Andrew Foord. The role of all DSLs include but are not limited to managing referrals – the DSLs will:

- Receive information from staff in school and any other source reporting information and process this information

- Monitor the information inputted into CPOMS to look for patterns.
- Refer all cases of suspected abuse to Tameside Public Service Hub and to the Police if a crime may have been committed.
- Liaise as necessary about Safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989- which places a duty on LAs to investigate and make inquiries into the circumstances of children considered to be at risk of 'significant harm' and, where these inquiries indicate the need, to decide what action, if any, it may need to take to safeguard and promote the child's welfare.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- Liaise with agencies providing support for our pupils with additional needs (ISCAN), early help services and coordinate referrals from Samuel Laycock School to targeted Early Help services for children in need of support. Monitor cases already supported by ISCAN and those referred to early help and consider referral to children's services where the situation does not improve.
- Refer cases to the Channel programme where there is a radicalisation concern as required.

Designated Teacher Looked After Children (LAC).

The Designated Teacher who is responsible for promoting the educational achievement of children who are looked after by the local authority is Anita Walker. She will work with Heads of Key Stage/Base in school and the Virtual Educational Establishment Head to protect these students from educational disadvantage including discussing how available funding can be best used to support their progress and meet the needs identified in the child's Personal Education Plan.

Nominated Governor for Safeguarding.

The nominated governor responsible for safeguarding to champion good practice is Carolyn Wright. She will liaise with the Head teacher and Designated Safeguarding Lead and provide information and reports to the governing body.

Head teacher.

The Head teacher, Mr Andrew Foord will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

Governing Body.

The Governing Body/board is collectively responsible for ensuring that safeguarding arrangements are fully embedded within our schools ethos and reflected in our day-to-day practice.

All Staff.

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if concerned about a child. We check external providers capability in this area through our Quality Assurance checks and volunteers and temporary members of staff receive basic training through our induction handbook.

Contractors, Service and activity providers and work placement providers.

We will ensure that contractors and providers are aware of our school's Safeguarding and Child Protection Policy and procedures through our induction booklet. We will require that employees and volunteers provided by these organisations use our procedure to report concerns. We will seek assurance that employees and volunteers provided by these organisations who are working with our children have been subject to the

appropriate level of safeguarding checks in line with Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2018. If assurance is not obtained, permission to work with our children or use our premises will be refused. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

4) Processes and Procedures

Record Keeping.

At Samuel Laycock School all staff must use the CPOMS online recording system to record all incidents or evidence potentially related to safeguarding pupils other than general risk assessments that are held on the school's server and behaviour reports that are completed on IRIS. CPOMS will be used to record all significant interactions with parents and the pupil and staff will be able to 'tag' the report of an incident if they have any potential safeguarding concerns. A paper version of the CPOMS incident log will be made available to short-term temporary staff and contractors and this, once completed, must be handed to the DSL for entry into the digital CPOMS system. Any incidents logged on CPOMS that give rise to any form of safeguarding concern must be marked to alert the DSL. In this way the DSL will be able to spot patterns of incidents and/or link incidents to previous information from interactions with the pupil and their family in order to better assess the level of concern or need represented. CPOMS ensures an individual file is created as necessary for children with Safeguarding concerns and maintains a chronology of significant incidents for each child with safeguarding concerns. CPOMS ensures that such records are kept confidentially and securely and separate from the child's educational record. Any report is submitted to CPOMS on the day the incident/conversation occurs. When a child joins our school the DSL will request the transfer of any safeguarding information prior to beginning at school. When a child leaves our school, the DSL will make contact with DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner. Where the educational institution that the pupil is coming from, or going to, uses CPOMS the pupil's entire CPOMS history can be transferred digitally. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.

Confidentiality, Consent and Information sharing.

We recognise that all matters relating to child protection are confidential. The Head teacher or the DSL will disclose any information about a pupil to other members of staff only on a need to know basis and in the best interests of the child. The school is compliant with the GDPR/ Data Protection act 2018. This places duties on organisations and individuals to process personal information fairly and lawfully, however it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. All staff members must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or well-being. All staff members have a professional responsibility to share information with other agencies in order to safeguard children. All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. Wherever appropriate, school will share information with parents and adopt a position of open partnership in our concern for their child.

Attendance at school

One of the key mechanisms by which the school fulfils its duty of care for students is by our interactions with pupils. Clearly this can only usually happen when students attend school. Therefore, it will be a key element of safeguarding students that attendance is maximised and that absence is followed up by school in a timely

manner on the first day by the Deputy DSL. School will need a verbal contact with parents to give a reason for absence. Where parents do not phone school, school will phone them.

Getting help for pupils and families- welfare support/early help

Not all concerns for the welfare of a child either meet the threshold of 'significant harm' or are part of a pattern of concerns reaching that threshold. Much of what will be recorded on CPOMs will not amount either in itself, or in sum, to 'significant harm'. However, that does not mean that the school will not attempt to help the pupil and their family to improve the welfare of the child- in particular in order to prevent the deterioration in a situation that would ultimately lead to 'significant harm'. We will offer support and help as a school whenever we think we can be of assistance to families and resources allow. For example; parent training or workshops on issues such as 'managing behaviour' or 'E safety'. Where school cannot reasonably extend its resources to supporting families sufficiently we will work with other agencies through established procedures to attempt to get the help that they need. In particular we will call Common Assessment Framework meetings (CAFs) where parents agree, in order to source and co-ordinate support for the family from other agencies. Where parents do not agree to a CAF meeting we will continue to monitor the situation with regard to any safeguarding concerns of the child experiencing, or at intolerable risk of experiencing, 'significant harm' and the possible need for a formal referral. Where pupils already have an allocated Social Worker we will work with the Social Worker and ensure that all safeguarding concerns are shared with them. Where early help or other support- including a CAF and/or ongoing Social Worker involvement- is appropriate, the DSL will keep the case under constant review and consideration given to a formal referral to the children's social care hub if the child's situation does not appear to be improving or the situation develops to form an intolerable risk of imminent 'significant harm'.

Early help for children and their families- Inter-Agency Working.

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the Tameside Integrated Services for Children with Additional Needs (ISCAN). Providing help early is more effective in promoting the welfare of children than reacting later. Our School will work together with other agencies to provide a coordinated offer of early help, in line with Working Together to Safeguard Children 2018, to any child who needs it. We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will work closely with early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children. We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Tameside Safeguarding Children Board.

Dealing with a disclosure made by a child- advice for all members of staff and volunteers.

If a child discloses that he or she has been abused in some way, the member of staff or volunteer will follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell someone.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.

- Complete a CPOMS incident form alerting the DSL, or, for volunteers, the child protection incident/welfare concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Discussing concerns with the family and the child- advice for the Designated Safeguarding Lead.

In general, we will always discuss any concerns that school may have with the child's parents. They need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation. If we make a decision not to discuss our concerns with the child's parents or carers this will be recorded in the child's child protection file ON CPOMS with a full explanation for our decision. We will consider the child's wishes and feelings, if age and/or cognitively appropriate, as part of planning what action to take in relation to concerns about their welfare. When talking to children, we will take account of their age, understanding and preferred language, which may not be English. We will consider carefully how a disabled child may need support in communicating. How we talk to a child will also depend on the substance and seriousness of the concerns. We may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised. If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality. We will expect to discuss our concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless we consider that this would place the child at increased risk of significant harm. We do not need the parents' consent to make a referral if we consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to Children's Social Care. If we decide to refer the child without the parents' consent, we will make sure to record this with a full explanation of our decision. When we make our referral, we will agree with Children's Social Care what the child and parents will be told, by whom and when.

Making a referral

If a child is in imminent danger or is at risk of 'significant harm', a referral will be made to the appropriate children's social care authority (usually Tameside) and/or the police immediately. Usually this will be done by the DSL but staff must be aware that anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. The web address: <https://www.gov.uk/report-child-abuse-to-local-council> can be used to report suspected abuse to the local council or, if Tameside is the appropriate authority, contact Tameside direct on: Monday to Friday during office hours - 0161 342 4101 or, Monday to Friday outside office hours and weekends and public holidays, 0161 342 2222. All staff will be informed that they must report to the DSL or themselves ring 999 if they believe the child to be in immediate danger. Other useful numbers: NSPCC Child Protection Helpline- 0800800500 (free), Childline 08001111.

If, after a referral, the child's situation does not appear to be improving, the designated safeguarding leads (or the person who made the referral) will press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. To reiterate the policy above: Where early help is appropriate, the designated safeguarding lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Where early help or other support is appropriate, the case will be kept under constant review and consideration will be given to a formal referral to children's social care if the child's situation does not appear to be improving or there is an intolerable risk of imminent 'significant harm'.

Whistle Blowing and Complaints.

We will seek to ensure that all pupils feel confident to communicate to staff any concerns they may have about their safety. We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. We will ensure that all staff members are aware of their duty to raise concerns, where they

exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary they will speak with the Head Teacher, the chair of the governing body or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline 0800 028 0285. We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

Supporting Children.

All staff have a role in supporting children when they are experiencing difficulties. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our School may be the only stable, secure and predictable element in their lives. We acknowledge that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all pupils by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring a comprehensive curriculum response to E-Safety, enabling children and parents to learn about the risks of new technologies and social media and how to use these responsibly.
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Providing pupils with a number of appropriate adults to approach if they are in difficulties.
- Supporting the child's development in ways that will foster security, confidence and independence.
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability based bullying are considered under child protection procedures.
- Liaising and working together with other support services and those agencies involved in safeguarding.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring all staff understands the additional safeguarding issues of children with special educational needs and disabilities and how to address them.
- Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.

5) Processes and Procedures- Prevention through a Safer Workforce

Safer Recruitment: Checks prior to working with our pupils

- Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- Candidates will be expected to account for any gaps in their employment and training history.
- At least one question at interview will explore the candidates level of understanding of, and approach to, keeping children safe.
- We will ensure at least one member of every interview panel has completed Safer Recruitment training. All staff will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: Statutory Guidance for Educational Establishments and Colleges, September 2018-
 - DBS

- barred list check (List 99)
- prohibition from teaching check (for teachers/ managers)
- written references including a question checking the suitability of the candidate to work with vulnerable children

We will maintain a Single Central List of this information.

We will ensure that agencies and third parties supplying staff provide us confirmation that they have made the appropriate level of safeguarding checks on individuals working in our educational establishment. These assurances will be kept with the Single Central List.

Identity check: We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

No offer of a post will be made other than subject to the successful completion of safeguarding checks.

Clear Policies and Procedures

Code of Conduct: School has a clear code of conduct for staff and volunteers including a duty of candour and the requirement that all students must be treated with “unconditional positive regard” at all times.

Appropriate Touch: It is not appropriate for a school to have a no-touch policy. There are many occasions when it is necessary and appropriate for staff to make physical contact with students for care and support. School specifies how and when this is appropriate throughout Appropriate Touch Policy.

Intimate Care: A special case of appropriate touch is when students require Intimate Care. The principles and procedures of this care will also be specified and each pupil will have a plan for this process.

Staff Induction, Training and Development.

New Staff:

All new members of staff including newly qualified Teachers and Teaching Assistants, will be given an Initial Induction based on the Staff Handbook that will include the basics of child protection and safeguarding. As soon as reasonable this will be developed to include child protection training on how to recognise signs of abuse, how to respond to any concerns, ESafety and familiarisation with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One and Annex A Further Information September 2016, and other related policies. We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

All Staff:

All staff members of our school will receive appropriate safeguarding and child protection training (whole educational establishment training) at least annually which is regularly updated. The DSL will provide briefings to the staff on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required but at least annually.

Nominated Governor:

The nominated governor for safeguarding and child protection, Carolyn Wright, will attend relevant training, this training will be updated at least every two years. Our school will maintain accurate records of staff induction and training.

Governors:

Governors will also undertake online safeguarding training.

Designated Safeguarding Lead (DSL):

The DSLs will undertake appropriate training, updated every two years, and update knowledge and skills at least annually in order to:

- Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
- Be aware of responsibilities under the Prevent Duty.
- Understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Continuum of Need guidance and tools and the early help planning processes.
- Have a working knowledge of how the local authority conducts initial assessment and reviews child protection case conferences in order to be able to contribute effectively to these.
- Be knowledgeable of the specific needs of children in need (as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.

Ensure each member of staff has access to and understands the School Safeguarding and Child Protection Policy and procedures, including providing induction on these specific documents to new staff members.

- Organise whole educational establishment child protection training for all staff members regularly (at least every 3 years), and provide updates at least annually. Ensure all staff who miss the training receive this by other means e.g. by joining any other training courses.
- Ensure the School allocates time and resources every year to enable relevant staff members to attend update sessions and training.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.
- Maintain accurate records of staff Induction and training.
- Make the Safeguarding and Child Protection Policy and procedures available publicly and raise parents' awareness that referrals about suspected abuse may be made and the role of the School staff in any investigations that ensue.

Managing allegations against members of staff

All allegations against a member of staff will be made directly to the Executive Headteacher without speaking or notifying the member of staff concerned. If off-site the Executive Headteacher must be contacted immediately by phone. If ill, or otherwise un-contactable, the Head of School, Ms Tinsdeall, must be informed. If the allegation is against the Executive Headteacher it must be made to the Chair of Governors.

We have a procedure in place to handle allegations against members of staff and volunteers in line with Keeping Children Safe in Education; Statutory Guidance for Educational establishments and Colleges, September 2018. In accordance with local guidance we adhere to Greater Manchester Safeguarding Procedures. Any allegation made against a staff member will be dealt with by the Head Teacher. In the case of allegations made against the Head Teacher the case manager will be the Chair of Governors who will request support from the LADO. Confidentiality will be ensured at all times allowing for a "need to know" communication of important information. Information will be anonymised where the identity of participants is not pertinent to that stage of the enquiry/investigation. The Headteacher or Chair of Governors will not prejudge an allegation but, rather, keep an open mind whilst prioritising the safety of pupils at all times.

The Headteacher or Chair will conduct preliminary enquiries to determine:

- a) Whether there is prima facie evidence of a case to answer
- b) Whether the alleged behaviour was potentially illegal

The result of this enquiry may be one of the following options:

- If there is prima facie evidence of illegality- at any stage of this process- the matter will be referred to the police.
- If there is prima facie evidence of behaviour that, whilst falling short of illegality, may constitute a breach of the schools policies and procedure, the Headteacher or Chair will conduct an investigation in line with the school's disciplinary procedures.
- If the prima facie evidence indicates that the behaviour fell short of best practice but indicates neither illegality nor breach of discipline they may recommend additional training for the member of staff.
- The preliminary enquires may indicate that there is no case for the member of staff to answer. The reasons for this decision will be recorded and shared with the member of staff and the person making the allegations retaining the maximum levels of confidentiality outlined above.

The following definitions will be used when determining the outcome of an internal allegation investigation:

- 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. The term, therefore, does not imply guilt or innocence.

6) Managing Safeguarding between Children – Peer-on - peer abuse

At Samuel Laycock School we believe that all children have a right to attend School and learn in a safe environment. Children should be free from harm by adults in the School and other students. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under our school's Behaviour Policy and Anti-Bullying Policy.

Managing Safeguarding allegations between pupils

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the educational establishment
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the educational establishment may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting
- Sexual Exploitation

- Encouraging other children to attend inappropriate parties
 - Photographing or videoing other children performing indecent acts or distributing materials.
- Although unlikely with regard to our pupil population we must remain alert to the possibility that in areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

We will:

- provide a developmentally appropriate PSHCE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Have a school ethos in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.
- Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. School should be informed that the young person raises safeguarding concerns, for example, if they have experienced serious abuse themselves. These pupils will have these needs added to their individual risk assessment and management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do when an allegation is made by a pupil against another pupil

Members of staff should consider whether the complaint raises a safeguarding concern. The process must be recorded through the CPOMS recording system. If there is a safeguarding concern the DSL should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact The Public Service Hub to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome on CPOMS for both pupils. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures/behaviour policy. In situations where our school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

7) Health and Safety (see Health and Safety Policy and Educational Visits Policy)

Site Security.

Entry- All Staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure. We check the identity of all visitors and volunteers coming into our educational establishment. Visitors are expected to: sign in and out using the electronic visitors' log, complete the Visitors Induction Booklet, and to display a visitors badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. School will not accept the behaviour of any individual, parent or anyone else that threatens school security or leads others i.e. a child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the educational establishment site.

Exit- In order to safeguard the vast majority of our pupils it is necessary that they are not able to leave the school site unsupervised. This necessity- or otherwise- will be agreed with parents as part of each pupil's Individual Risk Assessment and further reviewed should a Promoting Positive Behaviour Plan be developed. Therefore the school will take steps to ensure that pupils are not able to leave the site unless facilitated by a member of staff- usually fully supervised for an agreed purpose. Where a pupil is considered to be a safe independent traveller they will be allowed to leave the site on request according to conditions agreed with parents.

Assessment of Risk.

- All general situations and activities will be risk assessed- eg general use of a classroom, corridor, playground, arrival and departure...
- All activities with increased risk will be formally risk assessed- eg hydrotherapy, cookery, trampoline...
- We will assess the risk involved in physical interventions necessary to support pupils experiencing episodes of Challenging Behaviour.
- All visits outside of school will be risk assessed and will require approval by the Educational Visits Co-ordinator.
- All visits outside of school involving adventurous activities including water will be further checked by the Local Authority.

Other Risks.

See Health and Safety policies and procedures for keeping pupils safe from: Faulty equipment/building, Substances Hazardous to Health, Fire and Emergency, Intruder in School...

8) Self-Evaluation

Quality Assurance.

The DLS will evaluate the outcome of the school's:

- Annual parental survey including questions on pupils' attitude to school and the quality of care in school.
- Annual pupil voice survey- seeking to maximise the independence of responses- including questions on whether pupils enjoy school, feel safe in school or experience bullying.

The Nominated Governor for Safeguarding and Child Protection will:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (a minimum of once a year).
- Supervise the completion of the annual audit of the Schools safeguarding arrangements using the tool provided by the Tameside Local Safeguarding Children Board.
- Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans.
- Take lead responsibility for instructing and monitoring the progress of the DSL in remedying any deficiencies and weaknesses identified in child protection arrangements.

Safeguarding as part of the Curriculum is taught through: PSHE, circle time, computing and other curriculum opportunities where pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint. The following areas are addressed within PSHE,

circle time, computing and in the wider curriculum: bullying, including cyber-bullying E-safety, road, fire and water safety, Inter-personal relationships, domestic violence, Child sexual exploitation (CSE), online and offline, honour based violence and forced marriage, female genital mutilation (FGM), radicalisation and extremism

Policy Review.

This policy and the procedures will be reviewed every academic year or in the light of the changes in regulation and guidance both nationally and from the Tameside Local Safeguarding Children Board including that arising from Serious Case Reviews. All other linked policies will be reviewed in line with policy review cycle. The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

Linked Policies and Procedures.

The following policies and procedures are relevant for the Child Protection and Safeguarding Policy and procedure.

- Administration of Medicines Policy
- Anti – Bullying Policy
- Arrival and Departure Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Policy and Procedures
- Complaints Procedure
- Drug and Alcohol
- E- Safety
- Educational Visits Policy
- Equalities Policy
- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges.
- Health and Safety Policy and other linked policies and risk assessments.
- ICT Acceptable use Policy.
- Minibus and Transport Policy
- Offsite Activities and Educational Visits Policy and risk assessments.
- Pastoral Care Policy.
- Physical Education and Sports Guidance.
- Premises Inspection Checklist.
- Preventing Extremism and Radicalisation Safeguarding Policy.
- PSHE Policy.
- Pupil Images Policy.
- Recruitment and Selection Policy and procedures.

- Teachers' Standards, Department for Education guidance available on GOV.UK website.
- Sex and Relationship Education Policy.
- E Safety Policy.
- Special Educational Needs and Disability Policy.
- Spiritual, Moral, Social and Cultural Development Policy.
- Staff Code of Conduct/Behaviour Policy
- Work Experience Handbook.

Appendices:

SPECIFIC SAFEGUARDING ISSUES

The government website, GOV.UK, has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website if they require additional information.

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- E-safety
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- "Honour-based" violence
- Mental health
- Private fostering
- Preventing radicalisation and the Prevent duty
- Self-harm and suicidal behaviour
- Sexting
- Teenage relationship abuse
- Trafficking

- Further information on Children Missing from Education

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions. We will put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of them going missing again. We will inform the local authority of any pupil who fails to attend School regularly, or has been absent without the educational establishment's permission for a continuous period of 10 days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State). Refer to Keeping Children Safe in Education September 2016

- Further guidance on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important that we recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Teachers and other School staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Our school will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who are absent from school

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited. As much as possible it is important that the young person is involved in decisions that are made about them. Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance - <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited> Link to DfE Statutory Guidance outlining how organisations and individuals should work together to

protect young people from sexual exploitation - <https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

- Further Information on Domestic Abuse

The definition of “domestic violence and abuse” was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Emotional

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse. For further information consult “Domestic Violence and Abuse” <https://www.gov.uk/domestic-violence-and-abuse>

- Further Information on On-line-Safety (use of ICT, the internet, mobile technology and social media)

We have an On-line-Safety policy which includes guidance for all pupils in relation to On-line-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns using CPOMS if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL should contact the Single Point of Advice for advice on how to proceed with regards to talking to parents carers about On-line-Safety. In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently staff must report concerns in a timely way so that advice and support can be sought. For further information see Keeping Children Safe in Education Annex C.

- Further information on Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom. Students who fear they may be at risk of FGM can often come to the attention of, or

turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage. Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016) <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>. Staff should be aware of new mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out. Further details can be found Annex A of Keeping Children Safe in Education September 2016

- Further Information on Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) or financial abuse can also be a factor. Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk. Further details can be found Annex A of Keeping Children Safe in Education September 2016

- Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine an educational establishment's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism. The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area. 'Channel' is the name for the process of referring a person for early intervention and support, including:

- Identifying people at risk of being drawn into terrorism
- Assessing the nature and extent of that risk, and
- Developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs. The Department for education has published The Prevent duty Departmental advice for educational establishments and childcare providers at: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

- Further Information on Self-harm and suicidal behaviour

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance. We will refer to Greater Manchester Safeguarding Procedures for guidance on recognition, reporting a child presenting at educational establishment with these needs. GM Procedures Safeguarding Procedures can be found at– www.tamesidesafeguardingchildren.uk . We support pupils in school through our Mental Health First Aiders and, when appropriate, will refer students to Healthy Young Minds (formerly CAMHS).

- Further Information on Sexting

Sexting among children and young people can be a common occurrence, where they often describe these incidents as ‘mundane’. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

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

If these characteristics present a cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

- Further information on Private Fostering

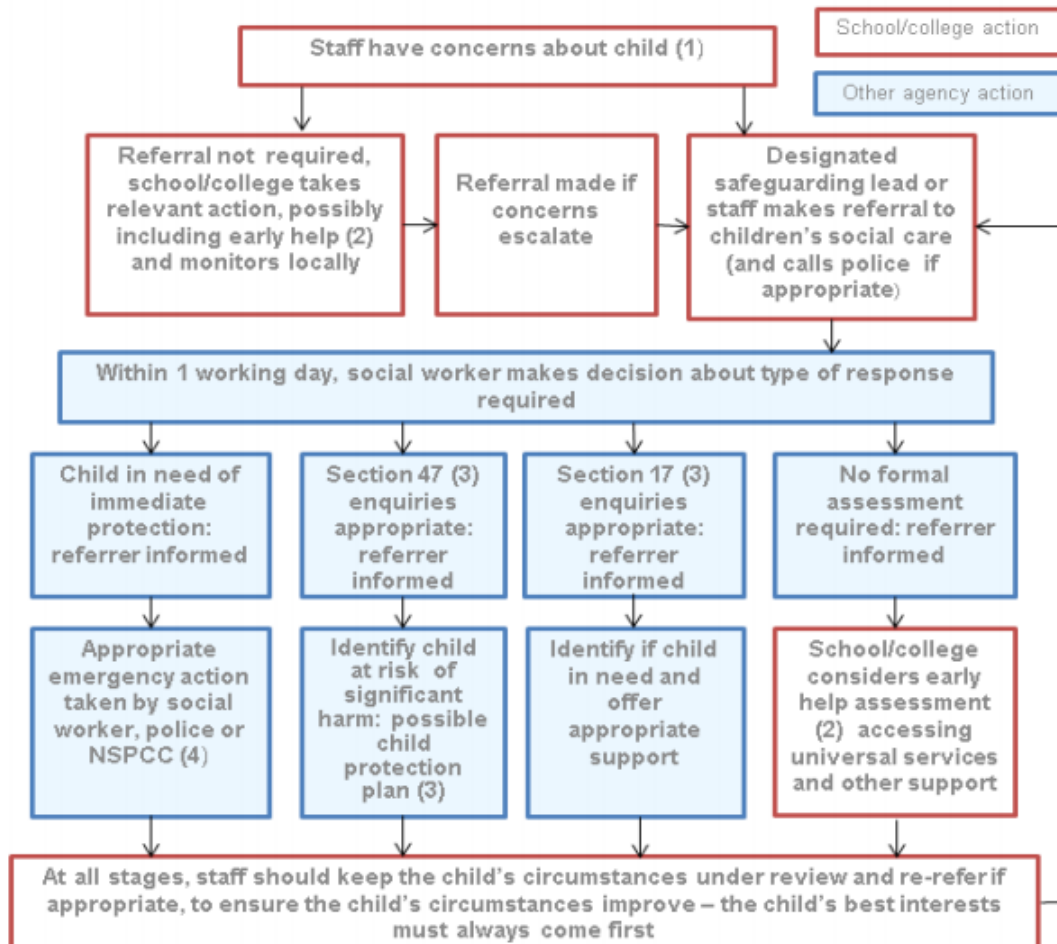
Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.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

Private Fostering definition: Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down. School staff plays an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children's Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency. Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

- Further information of Fabricated or Induced Illnesses

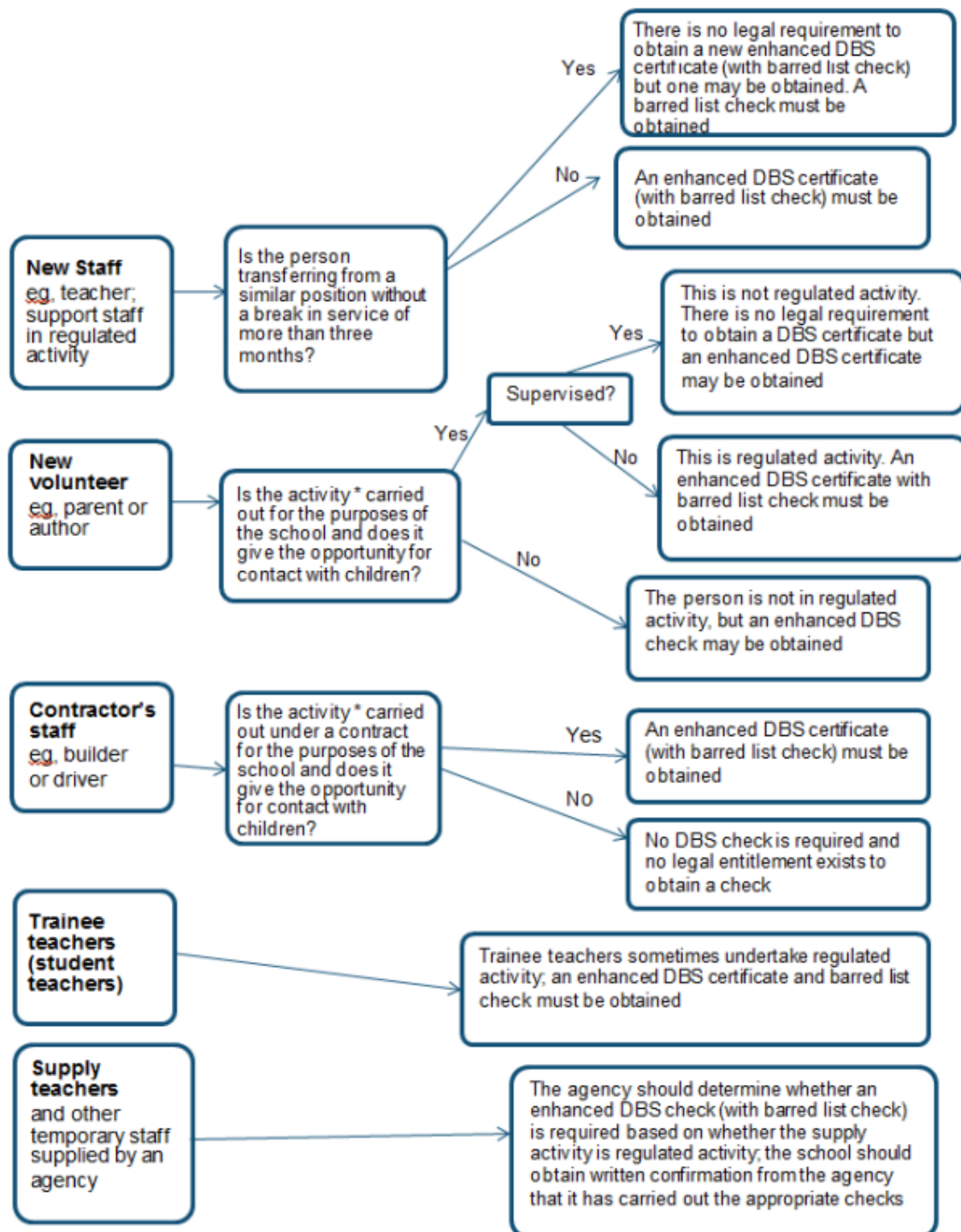
Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a carer is suspected, school will verify the reasons for the child's absences. We will also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. Such concerns will not be dismissed they are very real and have an impact on pupils' behaviour and academic performance. School will have our own procedures in place for dealing with such situations. The presenting signs and symptoms need careful evaluation for a range of possible causes. School will remain open minded to all possible explanations. When dealing with our concerns for a child, a child may present for medical/health attention with unusual and puzzling symptoms that are not attributable to any organic diseases and yet which do not involve deliberate fabrication or deception. We will work with our school nursing team to better understand how the pupil can be supported. Concerns that a child's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example education staff where a child is frequently absent from school on questionable health grounds. It is essential that a paediatrician is involved in the assessment of FII. However the paediatrician will almost always need the help of social care and other agencies in gathering information. In cases of suspected fabricated or Induced Illness, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting. An Individual Health Plan will be invaluable evidence. For further information & guidance see the Greater Manchester Safeguarding Procedures http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'