

“We live, learn and love in His way.”

Holy Family RC Primary School



## SAFEGUARDING AND CHILD PROTECTION POLICY

Reviewed September 2022

This policy has been made in accordance with **Working Together to Safeguard Children, 2018** (*Statutory guidance on inter-agency working to safeguard and promote the welfare of children*) **Keeping Children Safe in Education 2022** – (*statutory guidance on safeguarding children and safer recruitment*), **What to do if you're worried a child is being abused** (2015), **Information Sharing (2018)** and **Coronavirus (COVID19):safeguarding in schools 2020**.

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## **1. Statement of Intent**

At Holy Family, we believe that the protection of our children is an integral part of the ethos of the school. We seek to create an atmosphere in which children are recognised as unique and precious children of God. We seek to create a culture of openness and security where children are confident to talk to adults and are confident that they will be listened to.

The school will follow the procedures as laid down by the Oldham Local Safeguarding Children Board (OOSCP), will respect issues of confidentiality and will give priority to working together with other agencies to protect children in our care particularly those, who have been identified as being at risk of child abuse.

Safeguarding and promoting the welfare of children is everyone's responsibility at Holy Family Primary School. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child and recognise that no single practitioner can have a full picture of the child's needs and circumstances. All staff will reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment. The school will make the necessary provision for any child that been subject to, or is at risk of, abuse, neglect, or exploitation. Therefore, everyone who comes into contact with the child and their families has a role to play.

In this statement and policy, staff includes all those who work in school and who have contact with our children.

**The Designated Safeguarding Leads (DSLs) are: Mrs. Tunnicliffe ( Head Teacher)**

Email: [head@holyfamily.oldham.sch.uk](mailto:head@holyfamily.oldham.sch.uk)

**Deputy Designated Safeguarding Leads are:);**

**Mrs. Grimshaw (Safeguarding and Pastoral Support)**

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**Mrs. Needle (Deputy Headteacher and SENCO)**

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Mrs Hall (KS2 Leader)

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The Designated Child Protection Governors are Mrs. A Ostmeier.

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2021

## 2. Legal framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

### **Legislation**

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Voyeurism Act (Offences) 2019
- Domestic Abuse Act 2021
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

### **Statutory guidance**

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- Channel Duty Guidance 2021
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- Coronavirus (COVID19): safeguarding in schools (2020)

### 3. Roles and Responsibilities

#### 3.1 The Role of the Head Teacher and Governors

The Head Teacher and the Governors will seek to fully support the role and responsibilities of the designated persons for child protection through ensuring that:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Staff are aware of the DSLs, the procedures and have their full support.
- Inter-agency procedures are known and followed.
- Time is available for training.
- Time and adequate resources are available for the designated teacher to carry out their roles and responsibilities.
- An annual report to governors is provided which details the training undertaken during the year and monitors and reviews the school policy and in-school procedures.
- The appointed child protection governor is aware of the procedures and practices of the school and is able to challenge and support the school in ensuring good practice.
- Key Governors and Staff have attended Safer Recruitment Training. See Training Record.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.
- Children are taught about safeguarding via: Relationships and Health Education curriculum, PSHE curriculum; computing; assemblies; visitors to school eg NSPCC/police/fire service speaking about specific topics; daily conversations with staff; modelling of safe behaviour by staff. Children are taught how to report concerns.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.

### 3.2 The Role and Responsibilities of the DSLs

The first named DSL for the school, Mrs Booth, will be the first point of reference for any issues to do with child protection. In her absence, the Acting Deputy Headteacher, Mrs. Needle should be notified.

Mrs. Grimshaw will deal with issues on a daily basis and discuss actions with either Mrs. Tunnicliffe or Mrs. Needle.

In the absence of both Mrs. Tunnicliffe and Mrs. Needle concerns and advice can be sought from Mrs. Grimshaw and Mrs Hall (KS2 Leader and DSL).

The DSLs are not expected to be an expert. Once the school has reported concerns it is for the police and social services to carry out necessary investigations.

In this school the designated persons endeavour to:

- Co-ordinate action in cases of child abuse both within the school and with outside agencies.
- Act as consultant for school staff and outside agencies about particular children.
- Ensure that appropriate staff within school has sufficient knowledge about the child at risk to protect him/her.
- Keep information about those pupils on a Child Protection plan.
- Pass on information to the receiving designated person when the child changes school.
- Liaise with other agencies of the OSCP, Local Safeguarding Children Board.
- Arrange ongoing whole school awareness, raising staff development (including support staff), with regard to child protection.
- To attend training provided by the OSCP and designated persons network meeting.
- Undergo training, and update this training at least every two years.
- Provide staff with the appropriate policies and information upon induction.
- Take lead responsibility for safeguarding and child protection, including online safety.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.

- Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that the school knows which pupils have or had a social worker.
  - Understanding the academic progress and attainment of these pupils.
  - Maintaining a culture of high aspirations for these pupils.
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
  - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.

### **3.3 The Role and Responsibilities of every member of staff will be to:**

- Consider, at all times, what is in the best interest of the child.
- know who the designated teacher is;
- Receive and understand child protection and safeguarding (including online safety) updates, eg via email, as required and at least annually.
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.

- Maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- If at any point there is a risk of immediate serious harm to a child, make a referral to Children’s Social Care and/or the police immediately.
- know and follow the in-school procedures;
- understand the role of the designated teacher;
- attend any in-school meetings when appropriate;
- monitor any vulnerable child, who is in their local authority care, or on a child protection plan, child in need plan or under the Early Help Offer. Learning Mentor to inform Class Teacher in this instance.
- know that any child may benefit from Early Help but staff should be particularly alert to those with SEN, EHC Plan, a young carer, shows sign of being drawn into anti-social behaviour, missing from education or has poor attendance, risk of radicalisation or exploitation, returned to their home from care or are in a private fostering arrangement.
- Be prepared to identify pupils who may benefit from Early Help.
- have a general awareness of the possible indicators of abuse; and that mental health problems can sometimes be an indicator that a child has suffered abuse or is at risk of suffering abuse, neglect or exploitation.
- keep confidential any sensitive information which has been shared with them.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Follow the school’s procedure for, and approach to, preventing radicalisation as outlined in the **Prevent Policy**
- Follow school policies for Physical Intervention and Personal Care.
- Record conversations verbally in writing promptly.
- Log incidents on CPOMs, tagging relevant staff on a need to know basis.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.
- Safeguard pupils’ wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the ‘Teachers’ Standards’.

### 3.4 Role of Pupils

Speak to a member of staff should they have any concerns over another child.

Speak to a member of staff if they are upset or worried.

#### **4. Preventive Work in School**

The school will make use of resources available in the authority to encourage the development of the school as a 'listening' school.

The PSHE curriculum and Relationships and Health Education curriculum is used to identify any areas in which direct teaching might be appropriate to support children in protecting themselves and in recognising the need to protect others.

Children are taught about safeguarding via: PSHE and RHSE curriculum; computing; assemblies; visitors to school eg NSPCC/police/fire service speaking about specific topics; daily conversations with staff; modelling of safe behaviour by staff. Using mobile devices safely both in school and out of school is a key message to our children. See Online Safety Policy.

Children are taught how to report concerns.

#### **5. Recording, Storing and Sharing Information**

All confidential information relating to pupils is stored securely. The secure online tool CPOMs is used across the school for recording and sharing concerns. All staff have logins with the appropriate amount of access. Only the DSLs have full access, the headteacher and DSL are the administrators for this tool. The designated person preserves the right to confidentiality of any pupil. Relevant information will be shared on a need to know basis with appropriate staff.

Child protection records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

When a pupil, who is subject to a child protection plan, transfers to another school contact will be made, either by telephone or in a meeting, with the designated person from the receiving school, ensuring that all relevant information is transferred. Where the child has a child protection plan the child's social worker will be informed.

All children's records, on transfer to Holy Family, will be passed on to the designated person. Class teachers are aware of any child who is currently accessing support from external agencies via a list kept in class welfare files. The list also identifies children who have previously received support. They are aware that any sensitive information concerning these children should be reported to the designated person. Where a child transfers to a new school, their child protection file is transferred as soon as possible and within five days as per KCSIE guidance and consider any additional information that should be shared.

On the disclosure of an incident, or in the event of a teacher having emerging concerns, the member of staff will record the details on CPOMs. A chronology will be started showing the date, the action taken and the lead person/agency. This log will be continued and monitored as further concerns arise. This enables good communication in the case of different members of staff receiving information at different times.



At Holy Family, we are proactive in developing effective links with relevant agencies and are committed to taking an active role in multi-agency meetings. Key staff attend all core group meetings, child protection conferences, reviews and Early Help meetings.

School has a procedure for the early identification of concerns about a child's welfare, in an attempt to avoid reaching threshold of Children's Social Care. These concerns are shared with parents who are offered an Early Help Assessment. School complete the assessment with the family and transfer the information to the Early Help Team.

The designated person will continue to work closely with the parents, Early Help Team, Key Worker and other significant professionals.

## **6. Early Help**

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and

consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

## **7. Acting on concerns**

### **If a member of staff has concerns about a child or a child has disclosed abuse:**

Staff will follow the guidance given for individuals at Appendix 1, and the school will then follow the in-school child protection procedures, as shown at Appendix 2.

Staff attention is drawn particularly to those children who have special educational needs or disabilities, those with English as an additional language, young carers and looked after children who may be unable or reluctant to express their concerns themselves. Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

For the purpose of this policy, "abuse" is defined as a form of maltreatment of a child which involves inflicting harm or failing to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others- this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate off line abuse. Children may be abused by one or multiple adults or other children.

All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

## **8. Pupils potentially at greater risk of harm**

The school recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

### **Pupils who need social workers**

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.

### **Home-educated children**

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

### **LAC and PLAC**

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

### **Pupils with SEND**

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

1. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
2. children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
3. communication barriers and difficulties in overcoming these barriers.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

Occasionally (as set out in the school Behaviour Policy) reasonable force has to be used to keep pupils safe. This is written into any care plan for SEND children who it might be relevant to. Staff on site have been trained in "Positive Handling" to ensure this is done safely.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

### **LGBTQ+ pupils**

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

### **Pupils requiring mental health support**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

## **9. Information for Parents/Carers**

Any referrals being made will be discussed with parents/carers. The school upholds the policy laid out by the LA guidelines. However, the DSL will not discuss a referral if the child is believed to be in danger as a result of this discussion.

## **10. Looked After Children and Previously Looked After Children**

Jane Hall is Designated Teacher, supported by Maria Grimshaw. School have adopted Local Authority Policy on Looked After Children, (February 2016), a copy of which can be found in the Central Safeguarding File.

## **11. Private Fostering**

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives. Should a child be in Private Fostering the school has a mandatory duty to inform the local authority of this arrangement.

## **Specific Safeguarding Issues**

### **12 Domestic abuse**

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **"domestic abuse"** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. **"Abusive behaviour"** includes physical or sexual abuse, violent or threatening behaviour, controlling or

coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.

**“Personally connected”** includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

### **13. Homelessness**

The DSL and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

### **14. Child on Child Abuse**

For the purposes of this policy, “Child-on-child abuse” is defined as abuse between children. We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. All staff understand the importance of challenging inappropriate behaviour between children and young people. Staff should also recognise that downplaying certain behaviours as “just banter” or “boys being boys” can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring.

School will work closely with children and families where child on child abuse has occurred. This is most likely to include, but not limited to:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as “teenage relationship abuse.”
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. This may include an online element which facilitates, threatens and/or encourages physical abuse.
- sexual violence – this may include an online element which facilitates, threatens or encourages sexual violence and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

### Serious violence

Staff will be aware about risk factors that might increase the likelihood of involvement in serious violence.

Risk factors include:

- being male having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to child on child abuse

Child on child abuse is dealt with via the school behaviour policy. A full investigation will take place and risk assessed on a case by case basis. School will work with parents to determine the best course of action. This may include internal management, Early Help or referral to CSC. The risk of child on child abuse is minimised by: educating through PSHE and RHE curriculum; assemblies; visitors to school eg NSPCC/police/fire service speaking about specific topics; daily conversations with staff; modelling of safe behaviour by staff. We also ensure appropriate supervision of the children at all time. Worry boxes and feelings boxes are also placed around the school should a child prefer to disclose abuse in this way. Our Learning Mentor monitors these and follows up with the children. Incidents of child on child abuse are investigated by SLT and the Learning Mentor and recorded on CPOMs. The victims of this abuse are then monitored and have follow up conversations with members of staff. The perpetrators are also monitored and supported through restorative behaviour management.

### **15. Sexting**

In line with [UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people 2017](#), staff follow the procedures set out in Appendix 5. [Overview of Sexting Guidance.pdf](#)

### **16. Protecting Pupils from FGM and HBV**

We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) such as breast-ironing, and provide guidance on these issues through our safeguarding training.

Staff are following the Local Authority Policy on FGM, which is due for consideration by the Governing Body with a view to adopting. A copy of this policy can be found in the Central Safeguarding File.

If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.

Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

**NB.** The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

- Indicators that FGM may have already taken place include the following:
- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse, and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

## **17. Child Sexual Exploitation and Grooming**

Sexual and exploitation is a form of abuse whereby children are deliberately persuaded to enter into situations where they receive something (for example, gifts, money, food, accommodation) or through violence or the threat of violence, in exchange for sexual activity. Most victims are female, though there is thought to be considerable underreporting by male victims, who may be confused about their sexuality and be unwilling to draw attention to themselves. Most perpetrators are male, though women may also be involved. Children may be exploited by an individual, several individuals working as an organised group, or by a gang.

Grooming is the process of 'preparing' a boy or girl for a sexual purpose. Grooming is often slow and subtle, continuing for several weeks or months and lulling the child into a false sense of security. It always involves manipulation and deceit.

Two types of grooming are recognised: street grooming which occurs in the community, and online grooming using technology including the internet and mobile phones.

(Note: references to children, young people or pupils mean all individuals under the age of 18. References to parents mean parents, carers and others with parental responsibility.)

School staff will be aware of the key indicators that child is a victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.



- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

### **The complexity and challenge of sexual exploitation and grooming:**

It can be difficult to identify children and young people who are at risk of sexual exploitation. The grooming process draws children in to what they initially perceive as a new and caring relationship with an exciting older boyfriend or girlfriend. Attempts to explain the risks to the child may be met with derision and hostility. By the time the child realises the reality of the 'relationship' they may have been seriously sexually and physically abused, threatened with the distribution of indecent photographs or videos of their abuse and warned that they will put themselves or their family in danger if they speak out. Unsurprisingly, the child will be reticent to disclose their abuse, particularly to people in positions of authority such as teachers, social workers or police officers. The child may find it impossible, for a number of reasons, to speak to their parent and their abusers will have sought to isolate them from their family and friends. Some children may have developed drug or alcohol addictions and rely on their abusers for supply.

A fundamental learning point to emerge from cases of sexual exploitation such as those in Derby, Rochdale and Oxford and the Jimmy Saville case is that many children who try to disclose their abuse are not believed, or value judgements are made by professionals about the young person, suggesting they are 'willing partners' in a lifestyle they have 'chosen'. Remarkably, some young people's concerns and disclosures have been dismissed as groundless because of their challenging behaviour, involvement in crime or history of going missing from home, school or care.

As a school we have a responsibility to do all we can to raise awareness of sexual exploitation and grooming and to identify and support any pupil who is at risk of abuse. The importance of Healthy relationships will be taught through RHE.

### **School Action:**

School staff are the only professionals in daily direct contact with children and we play an important role in keeping pupils safe and supporting them when things go wrong. To help keep our pupils safe from sexual exploitation and grooming we will:

Promote healthy and safe relationships

Raise pupils' awareness of sexual exploitation and grooming at an age appropriate level.

Raise staff awareness of sexual exploitation and grooming

Help parents to understand the issues

Contribute to multi-agency safeguarding and child protection arrangements

### **Sexually active young people:**

In law, a child is a person under the age of 18. Not all sexual activity involving a child is criminal, nor is it always abusive. The law is very clear on certain aspects of sexual activity, but schools and other agencies are expected to use professional judgement to determine whether a concern about sexual activity involving a child over the age of 13 is exploitative or abusive and should be referred to children's social care or the police.

### **The age of consent:**

The age of consent to sexual activity throughout the UK is 16. The age of consent to homosexual activity has gradually been reduced from 21 to 18 and is now 16. Heterosexual, gay, lesbian or bisexual children are all able to consent once they reach 16. Children of this age, although above the age of consent, may be victims of sexual exploitation, sexual abuse or rape.

Sexual activity involving a child under 13 is always a criminal offence and school will always refer such concerns to children's social care.

School staff should report any concern about under-age sexual activity to the Designated Lead, who will decide on the most appropriate course of action. The school will follow Oldham Local Safeguarding Children Board Advice guidance on dealing with under-age sexual activity.

Any concerns should be raised with the MASH Team 0161 770 7777.

School staff who are approached by a pupil wishing to discuss sexual matters must make it clear to the pupil that they cannot guarantee confidentiality but will act in the child's best interests.

### **Warning Signs:**

Sexual exploitation is a form of sexual abuse and the range of indicators of sexual abuse can be found in Appendix 2

### **Procedures to be followed when sexual exploitation or grooming are known or suspected:**

Early identification of risk is known to be a crucial factor in reducing harm so the vigilance of school staff is critically important. Staff should not attempt to manage concerns about sexual exploitation or grooming in isolation. The Designated Lead must always be informed and school leadership will enlist the advice and support of children's social care and the police as appropriate.

### **18. Modern Slavery**

For the purposes of this policy, "**modern slavery**" encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation. All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

## 19. Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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; and
- children who regularly miss school or education or do not take part in education.

## 20. County lines criminal activity

For the purpose of this policy, “County lines criminal activity” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state.
- Parental reports of concern.
- Having been the victim or perpetrator of serious violence eg Knife Crime
- Moving drugs
- Handing over and collecting money for drugs
- Being exposed to techniques such as plugging, where drugs are concealed internally to avoid detection.

- Being found in accommodation they have no connection with where there is drug activity.
- Owing a debt bond to their exploiters.

## 21. Attendance and CME (Children Missing Education)

Attendance at Holy Family is closely monitored in line with our school procedures (available in the School Office). Families whose children have poor attendance are supported by the school to define any underlying problems and refer on to appropriate help. Staff should pay particular attention to the mental health of a child with poor attendance. See [Children Missing Education- statutory guidance Sept 2016](#). Parents are asked to provide three emergency contacts for their children which are stored on our SIMs database. See policy.

## 22. Child Abduction and Community Safety Incidents

For the purposes of this policy, “**child abduction**” is define as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

## 23. E-Safety

The school will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil’s online activity.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. The school will, however, ensure that the use of filtering and monitoring systems does not cause “over blocking”, which may lead to unreasonable restrictions as to what pupils can be taught online.

Staff will be aware of the filtering systems in place and will know how to escalate concerns where they are identified.

- The school’s internet access is designed expressly for pupils use and includes filtering appropriate to the age of the pupils. The children are taught about the dangers of using the internet and social media platforms including the use of Facebook, Twitter and Instagram. The school works in partnership with parents, children and ICT providers ‘Oldham Council’ and Foresight, to ensure that children at Holy Family are unable to access social network sites within the school.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

### **Communicating with parents**

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use.

The school will also make it clear to parents what their children are being asked to do online for school.

### **Reviewing online safety**

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

### **Personal electronic devices**

Children who walk home alone may bring mobile phones into school. These must be handed in to class teachers first thing in the morning and collected as they leave the building.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

- Staff must have their mobile phones on 'silent' during teaching times. Phones must be kept away from children. Staff must not check or answer calls or texts during these times. Staff should ensure that contacts who may need to contact them urgently during the school day, (eg, family or schools attended by their own children) phone the school office in the case of an immediate emergency. The sending of abusive or inappropriate text messages by staff is strictly forbidden as is the use of mobile phones to take pictures or videos of children, either in the building or on school trips.
- Children are educated through PHSE, RHE and Computing about safe ways to use the internet and mobile devices and how to report any concerns.
- All staff are aware that technology is a significant component in many safeguarding and well-being issues.

See Online Policy

## **24. Cyber Crime**

For the purposes of this policy, "**cyber-crime**" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.

- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise.

## **25. Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The school's Mental Health First Aiders are Ms. Lloyd and Miss Boniface.

## **26. Collecting children from school & parental contacts**

All children must be collected at hometime by a person aged 16 or above who has been nominated by their parents. School keeps a record of up to 3 contacts per child who have parental permission to collect them from school at hometime. If a child is to be collected before hometime eg for a medical appointment, school must be notified in advance and evidence of the appointment provided. In line with GDPR the 3 named contacts for each child will be stored on our electronic SIMS system and also on a paper list kept securely in the classroom for the teachers use at hometime.

## **27. Channel – Prevent**

Channel is an early intervention strategy aimed at identifying and supporting those individuals vulnerable to radicalisation into violent extremism. Channel is designed to establish an effective multi-agency referral and intervention processes to identify vulnerable individuals and provide them with diversionary intervention to support them and reduce their vulnerability.

Should a member of staff, parent or child have a concern they should report it Mrs A Booth immediately and in her absence Mrs Grimshaw.

Referrals or advice regarding Channel/Prevent concerns can be accessed in the following ways:

- Email – [Channel.project@gmp.police.uk](mailto:Channel.project@gmp.police.uk)
- Local Co-ordinator – DC David Bull – 0161 856 8912 or david.bull@gmp.police .uk
- Complete the referral and assessment form, copies can be found in the Safeguarding File
- LA Prevent Lead – Natalie Downs – 0161 770 5196 natalie.downs@oldham.gov.uk

All staff have completed the on-line general awareness module at [course.ncalt.com/channel](https://course.ncalt.com/channel).

Additionally two members of staff have attended Local Authority Training. (Mrs A Booth and Mrs Grimshaw)

## **28. Contextual safeguarding and partnership working**

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSLs, will always consider the context of incidents – this is known as contextual safeguarding. However, all staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to CSCS.

The school works in partnership with Oldham Safeguarding Children Partnership. (OSCP)

The school is committed to:

- Seek to establish effective links with partner agencies to achieve best outcomes for vulnerable children and families.
- Attend and contribute fully to multi-agency forums, including case conferences.
- Provide information held by school requested by safeguarding partners, including completion of OSCP Safeguarding Audits and information for learning reviews.
- School DSL and school leadership are aware of priority areas of work for OSCP.
- ; DSL/DDSL will **escalate** concerns they have about professional practice or about a safeguarding matter/case using the OSCP Escalation & Resolution Pathway.
- <https://www.olscb.org/cms-data/depot/hipwig/Escalation-and-Resolution-Pathway-FINAL-September-2020-.pdf>

School have a dedicated email address to receive domestic abuse encompass notifications from the police. Appropriate support will be put in place for any children where information has been received. DSL will consider whether any referrals into services is deemed appropriate. Any issues about notifications will directed to the police via: [Oldham.publicprotection@gmp.police.uk](mailto:Oldham.publicprotection@gmp.police.uk).

## **29. Staff Training**

Any new member of staff will be asked to undertake a short training session with the designated teacher on this policy and procedure. All staff teaching and non teaching will have received updated and relevant training from the Oldham Child Protection team and this is renewed **annually**. (See training record)

Staff training will be refreshed at least annually to reflect any new legislation or guidance and any new information or reminders will be communicated to staff as needed through staff meetings or e mail.

All staff will receive a copy of A Quick Guide to Making A Child Referral (Oldham ACPC) and have been made aware that they can access further information at [www.oldham.gov.uk/OSCP](http://www.oldham.gov.uk/OSCP). The following documents are provided for staff and they will be expected to sign to say they have read them. All staff will read KCSIE 2022 (Part One)

- Keeping Children Safe in Education (2022) Part One
- Working Together to Safeguard Children
- School Staff Conduct Policy
- School Safeguarding and Child Protection Policy
- School Behaviour Policy

Designated Safeguarding leads will receive refresher child protection training every **2 years** approved by OOSCP in line with DCSF requirements. They will be updated regularly and attend half termly network meetings lead by OOSCP.

### **30. Confidentiality**

All staff will follow the procedure below:

1. In cases of disclosure or abuse, by either children or adults, we are obliged to share the information with the designated person who will make referrals to social services without delay after speaking to the parents when it is necessary.
2. Monitor and record concerns.
3. Liaise with other agencies.
4. Attend relevant training.

All referrals are confidential; staff will agree to keep all referrals confidential and will not discuss them with any other person. In line with: [Information sharing: advice for practitioners providing safeguarding services \(July 2018\)](#).

The school's Privacy/Data Protection notice is available [here](#) and on the school website.

### **31. Staff Allegations**

All allegations or concerns about the behaviour of the adults whether employed by the school or another agency will be referred without delay to the designated person who will follow procedures



and contact relevant agencies as required, according to ACAP (OSCP). The Local Authority Whistle Blowing Policy is available [here](#) and on the school website.

If a member of staff or parent/carer has a cause for concern, there is a Local Authority policy (Greater Manchester Safeguarding procedure) for safeguarding allegations made against staff.

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

In the first instance, issues of concerns should be reported to the Head Teacher or the next most senior member of staff who should contact the Local Authority Designated Officer (LADO) TEL: 0161 770 8870. In the event of an allegation of abuse being made against the Head Teacher, allegations should be reported directly to the Chair of Governors and the local authority.

### **32. Single central record (SCR)**

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

All members of the proprietor body are also recorded on the SCR.

All adults (including visitors and volunteers) who have unsupervised access to children in school will have had the required List 99 or DBS check undertaken. The information concerning checks will be kept on a single central record held on the main office computer and maintained by Mrs. Hartley, Business Manager.

The SCR will also record checks on teachers prohibited from teaching and additional checks on teachers who have been working outside the UK.

All recruitment will follow Safer Recruitment Procedures. The Chair of Governors and Headteacher have received Safer Recruitment Training.

Section 128 checks are also completed on all governors.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

### **33. Monitoring and evaluation**

Policy and Practice within the school in the aspect of child protection will be reviewed annually, using the LCSB online audit tool. The results of this audit will be reported annually to the safeguarding governor.

Safeguarding reports will be shared with governors half termly. Governors with responsibility for Safeguarding will meet with DSL's twice a year.

Aspects for development from the last audit (February 2021):

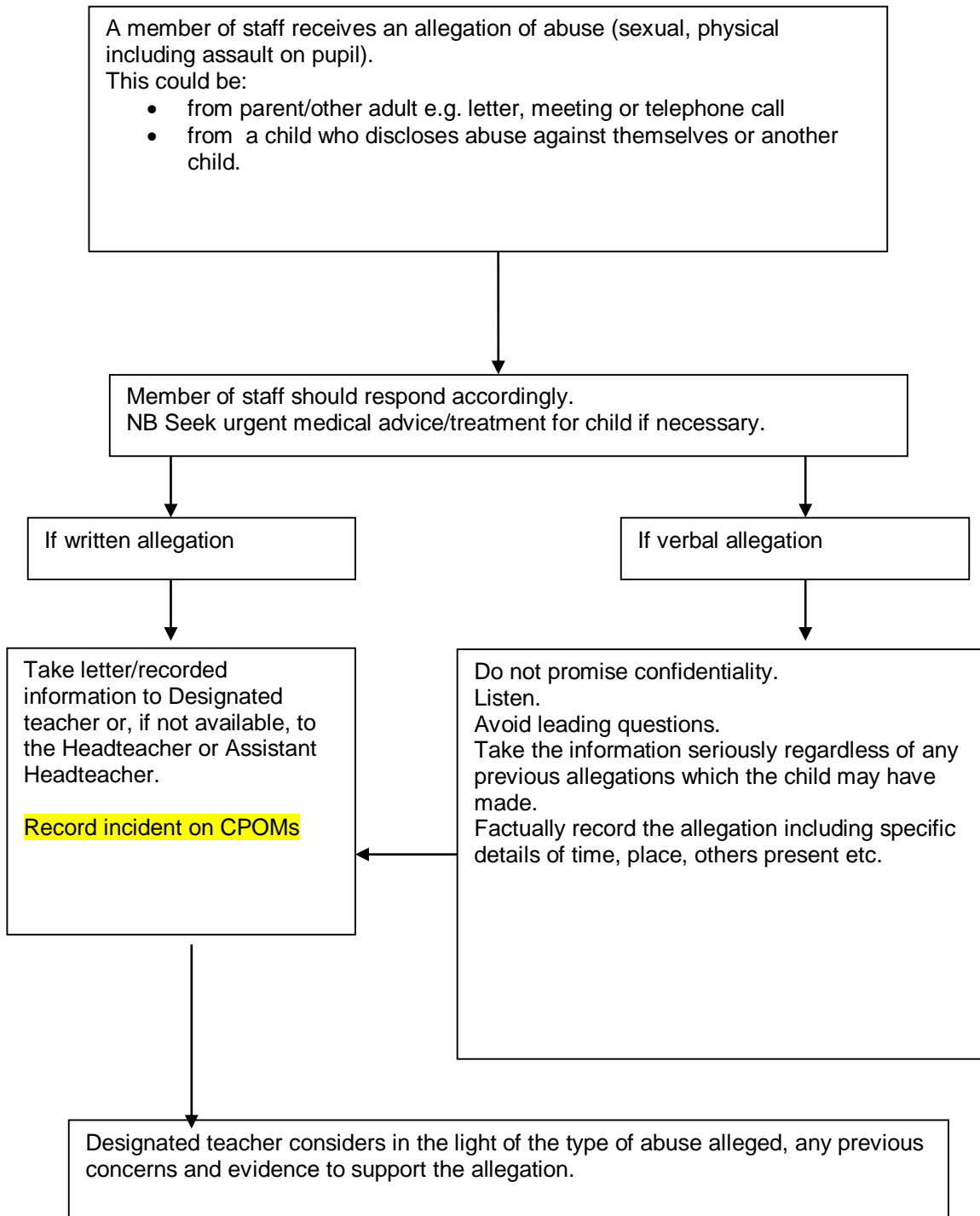
- Competencies around safeguarding to addressed in Appraisals
- Complete pupils survey around safety and safeguarding.
- Offer regular briefings for parents around online safety.

**This policy will be reviewed annually and ratified by the Governing Body with the next review in September 2023.**

## Appendix 1

### Action to be taken by any staff on receiving an allegation/disclosure of abuse

Good practice means that the person to whom the child chooses to disclose should listen and record as below so that the child is not expected to repeat the information to a series of people.



## Appendix 2 In School Child Protection Procedures.

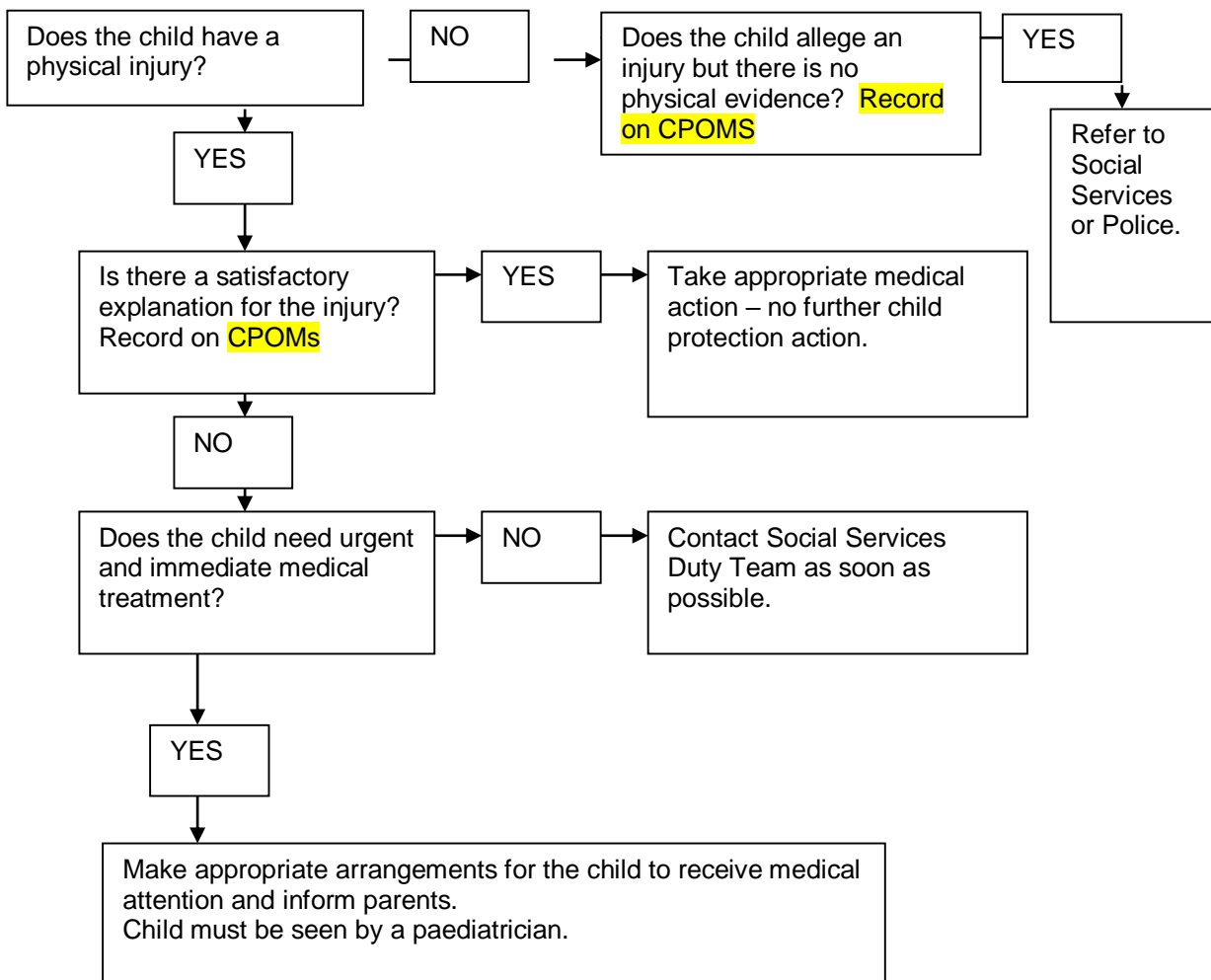
It is essential that parents are informed about our concerns and intended course of action in all cases of suspected child abuse, with the exception of suspected sexual abuse, multiple or organised abuse, or Munchausen’s Syndrome by Proxy.

The different forms of abuse that may precipitate a referral are:-

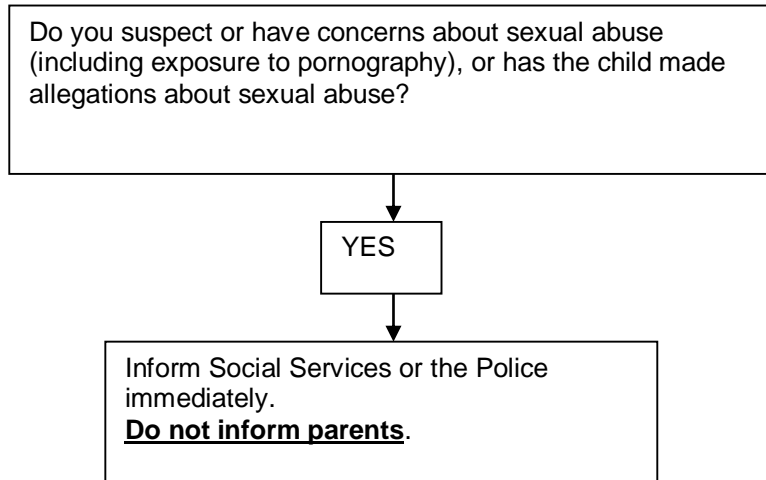
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The procedures to be followed after referral to the designated teacher are as listed below.

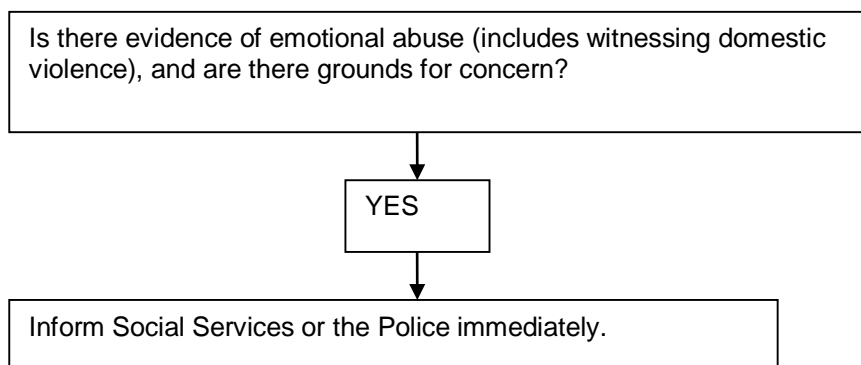
### Physical Abuse



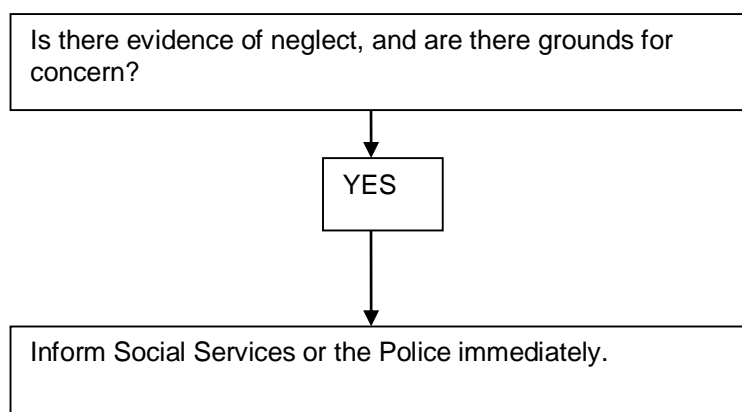
### Sexual Abuse



### Emotional Abuse.



### Neglect



In all cases make a written record of your observations and actions and record on CPOMS.

Making a referral

All staff should take any concerns about a child to the designated teacher. The designated teacher will then speak to the parents, as appropriate, and make the referral to the Social Services or the Police. The telephone referral must be followed by a written referral within three working days.

## **Definitions of Abuse – Working Together to Safeguard Children**

### **Physical Abuse**

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

### **Emotional Abuse**

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

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (eg. rape, buggery or oral sex) or non-penetrative acts such as masturbating, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific issue in education (sexual violence, sexual harassment and sexting).

### **Neglect**

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

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

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

## Appendix 4

### POSSIBLE INDICATORS OF ABUSE

The following is a list of warning signs which MAY be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems. They may suggest abuse if a child exhibits several of them or if a pattern emerges.

Possible signs of Physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Untreated injuries or lingering illness not attended to.
- Shrinking from physical contact.
- Fear of returning home or of a parent being contacted.
- Fear of undressing
- Fear of medical help
- Aggression/bullying.
- Over complicated behaviour or 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation.
- Deterioration in work
- Unexplained pattern of absences, which may serve to hide bruises or other physical injuries.

Possible signs of Emotional Abuse:

- Continual self-deprecation.
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Depression, withdrawal.





### Possible signs of Neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.
- Constant tiredness.

### Possible signs of Sexual Abuse

- Bruises, scratches, burns or bite marks on the body.
- Scratches, abrasions or persistent infections in the anal or genital regions.
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the child's age – shown, for example in drawings, vocabulary, games and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

### Possible Signs in older children

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destruction behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-complicated behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

### Possible signs in young children

- Over compliant behaviour.
- Mature sexual behaviour.

- Acting out aggressive behaviour (tantrums.)
  - Tummy pains – no medical explanation.
  - Child doesn't trust anyone.
  - Air of detachment – don't care attitude.
  - Whistle-blowing (paragraph 33)
  - Children who go missing from education (paragraph 51 and page 51)
  - Making referrals to the Disclosure and Barring Service (DBS) (paragraph 74)
- 
- Verify identify
  - Obtain a certificate for an enhanced DBS check (including barred list information, for those in regulated activity)
  - Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
  - Verify the candidate's mental and physical fitness to carry out the work
  - Verify the person's right to work in the UK
  - If the person has lived or worked outside the UK, carry out any other checks deemed necessary
  - Verify professional qualifications
  - Carry out a section 128 direction check (for anyone taking up a management position in an independent school or academy)
  - Check that a candidate to be employed as a teacher is not subject to a prohibition order

Paragraph 105 explains that there is no requirement to obtain an enhanced DBS check or checks for events that have occurred outside the UK for appointees who, in the previous three months, have worked in a school or FE college in England in a post which brought them into regular contact with children. However, all other pre-appointment checks must still be carried out, including a separate barred list check for those in regulated activity

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

76. Staff should recognise that children are capable of abusing their peers. Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child on child abuse and sets out how allegations of child on child abuse will be investigated and dealt with. The policy should reflect the different forms child on child abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be clear as to how victims of child on child abuse will be supported.

## Sexting: how to respond to an incident

An overview for all teaching and non-teaching staff in schools and colleges



UK COUNCIL FOR CHILD INTERNET SAFETY

This document provides a brief overview for frontline staff of how to respond to incidents involving 'sexting'.

All such incidents should be reported to the Designated Safeguarding Lead (DSL) and managed in line with your school's safeguarding policies.

The DSL should be familiar with the full 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People*, and should not refer to this document instead of the full guidance.

### What is 'sexting'?

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

### What to do if an incident involving 'sexting' comes to your attention

#### Report it to your Designated Safeguarding Lead (DSL) immediately.

- **Never** view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

If a 'sexting' incident comes to your attention, report it to your DSL. Your school's safeguarding policies should outline codes of practice to be followed.

### For further information

Download the full guidance [Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) (UKCCIS, 2016) at [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis).

Child Protection and Safeguarding Policy - schools			
Version	Date	Amended By	Comments
1	01/09/19	Alison Booth	
2	17/08/20	Alison Booth	<p>1.Updated DSL's Inclusion of COVID19: safeguarding in schools should another local lockdown be required.</p> <p>1.Added section to intent regarding child centred approach and the importance of everyones roles.</p> <p>3 governors responsibility for the teaching of RHE</p> <p>3.3 Staff to be alert to the needs of vulnerable children eg SEN</p> <p>3.3 Mental health problems can be an indication of abuse.</p> <p>4. Inclusion of RHE Curriculum.</p> <p>11. included working with families and types of peer on peer abuse as mentioned in KCSIE 2020. Changed to supported restorative behaviour rather than praised for restorative behaviours as it is an expectation.</p> <p>13. CSE included the teaching of healthy relationships through RHE.</p> <p>14. Included CCE</p> <p>16. included the need to pay attention to the mental health of a child with poor attendance.</p> <p>17. E safety included RHE.</p> <p>18. Included Mental Health as possible indicator of abuse.</p> <p>21. included recognition of extra-familial harm, removing the links to contextual safeguarding but emphasising that "children may be vulnerable to multiple harms"</p> <p>24. Included other staff working in the school not employed by the school regarding concerns or allegations.</p> <p>25. Inclusion of Section 128 checks on governors.</p>
3	17/08/21	Alison Booth	<p>Statement of Intent: The school will make the necessary provision for any child that been subject to, or is at risk of, abuse, neglect, or exploitation.</p> <p>Legislation: Current guidance, statutory and non-statutory.</p> <p>Roles and responsibility: All staff:</p> <ul style="list-style-type: none"> <li>• Consider, at all times, what is in the best interest of the child.</li> <li>• Receive and understand child protection and safeguarding (including online safety) updates, eg via email, as required and at least annually.</li> <li>• Be prepared to identify pupils who may benefit from Early Help.</li> </ul>

			<ul style="list-style-type: none"> <li>• Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.</li> <li>• Speak to the DSL if they are unsure about how to handle safeguarding matters.</li> <li>• Be aware of safeguarding issues that can put pupils at risk of harm.</li> <li>• Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.</li> </ul> <p>Roles and Responsibilities: Governors and DSL.</p> <p>Recording and reporting: Where a child transfers to a new school, their child protection file is transferred as soon as possible and within five days and consider any additional information that should be shared.</p> <p>6. Early Help added 15. Signs to be aware of CSE added 16. Modern Slavery added 12. Peer on peer abuse – need for staff to challenge any inappropriate behaviour.</p> <ol style="list-style-type: none"> <li>1. Child Abduction and Community Safety Incidents</li> <li>2. Cyber Crime</li> <li>3. Mental Health</li> <li>4. Monitoring and Evaluation.</li> </ol>
4	20/09/21	Alison Booth	<p>Reference to OSCP and partnership working included in Contextual Safeguarding and operation encompass.</p> <p>Updated definitions of abuse</p> <p>Peer on peer abuse- included greater detail on the school would manage this.</p> <p>Updated LA Prevent contact details.</p>
5	21/11/22	Alison Tunncliffe	<p>Updated Legislation to include KCSIE 2022, Apprenticeships, Children and Learning Act 2009, Recruit Teachers from Overseas 2022</p> <p>Role and Responsibilities: Governors need safeguarding training upon induction and updated regularly.</p> <p>Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.</p> <p>Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.</p> <p>Definition of Abuse. Pg 10.</p>

6			<p>E Safety Pg 18 Communicating with parents, personal electronic devices.</p> <p>Updated peer on peer abuse – Child on Child abuse. Specific Safeguarding issues, included Domestic Abuse, Homelessness</p> <p>8. Pupils potentially at greater risk of harm , added LGBT.</p> <p>SCR – added information regarding 3<sup>rd</sup> party supply staff.</p>
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