



METROPOLITAN BOROUGH OF BURY
All Saints' Church of England Primary School,
Stand
Child Protection and Safeguarding Policy 2025

All Saints is a voluntary controlled Church of England Primary School with a Foundation Unit.
“Happy are we who journey together in faith and love.”

Role	Named Person	Contact Details
Designated Safeguarding Lead 1	Mrs M Farrell, Head Teacher	0161 796 3392
Designated Safeguarding Lead 2	Miss R Messenger, Deputy H/T	0161 796 3392
Nominated Safeguarding Governor/Chair of Governors	Ms F Helling	0161 796 3392
Education Welfare Officer	Beverley McAuley	0161 253 7013
Local Authority Designated Officer	Mr Mark Gay	0161 253 5342
Operation Encompass Contact	Hazel Parry	hazel.parry@gmp.police.uk
Advice & Assessment	MASH	0161 253 5678
School Nurse	Andrea Poole	0161 206 0692/6271
GMP Prevent Team		0161 856 6362
Bury's Channel Panel		0161 856 6362

Early Help Hubs:

Bury East Locality Team (including Tottington/Ramsbottom) Telephone: 0161 253 5200

Whitefield Locality Team (including Prestwich) Telephone: 0161 253 5077

Radcliffe Locality Team Telephone: 0161 253 7465/7468

Children's Social Care:

MASH: Multi-Agency Safeguarding Hub: 0161 253 5678 (Monday – Friday, 8:45am – 4:45pm)

Emergency Duty Team: 0161 253 6606 (Out of Office hours)

Initial Response Team (IRT): 0161 253 5454 (for those already open to a Social Worker)

Safeguarding Team (SGT): 0161 253 6868 (for those already open to a Social Worker)

Complex Safeguarding Team: Contact MASH as above

Care and Support Service (CASS): 0161 253 6666 (for those open to a Social Worker)

Our procedure if there is an allegation that an **adult** has harmed a child, or that a child is a risk from a named adult is:

When managing allegations that might indicate a person could pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children at All Saints CEP

This policy should be followed where it is alleged that anyone working in All Saints CEP that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical allegations of abuse should also be referred to the Police.

Police: 101/999

Local Authority Designated Officer (LADO): Mark Gay – 0161 253 6168/ 07583877250, Email - LADO@bury.gov.uk

Lead Safeguarding Officer for Schools/Colleges: Gina Andrews 0161 253 5811/07974 604 223, Email - G.andrews@bury.gov.uk

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 {Amendment}; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2024 and the Governance Handbook.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

The policy is also based on the following legislation:

- The School Staffing {England} Regulations 2009
- Section 5B{11} of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- Statutory Guidance on FGM
- The Rehabilitation of Offenders Act 1974
- The Safeguarding Vulnerable Groups Act 2006 – Schedule 4
- Statutory Guidance on the Prevent Duty
- The Childcare {Disqualification} and Childcare {Early Years Provision Free of Charge} Extended Entitlement [Amendment] Regulations 2018
- Childcare Act 2006
- The General Data Protection Regulation
- Voyeurism {Offences} Act 2019 Statutory Guidance
- DfE {2015} The Prevent Duty
- DfE{2018} Disqualification under the Childcare Act 2006

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Wherever the word "staff" is used, it covers **ALL** staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc., and governors.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their statutory responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance2), and a central record is kept for audit.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues.

Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2024](#), and review this guidance at least annually. They will also answer a questionnaire to demonstrate that they have read and understood the document.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy/code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is the Headteacher Mrs Farrell. The DSL takes lead responsibility for child protection and wider safeguarding.

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

If necessary Mrs Farrell can be contacted on her mobile number {which staff have been given} or by email

When the DSL is absent, Miss Messenger, the Deputy Headteacher, will act as cover.

If Mrs Farrell and Miss Messenger are not available, Mrs Barrett, (SLT) will act as cover. The DSL will be given the time, funding, training, resources and support to:

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

The DSL will also keep the safeguarding governor informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

Taken from KCSIE 2022 Annex C: Role of the designated safeguarding lead Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals The designated safeguarding lead is expected to refer cases: • of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care • to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme • where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and • where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police. Working with others

The designated safeguarding lead is expected to: • act as a source of support, advice and expertise for all staff • act as a point of contact with the safeguarding partners • liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.

Further information can be found in the Statutory guidance - PACE Code C 2019. • as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member • liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and 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 and/or carers 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 children's attendance, engagement and achievement at school or college. This includes: o ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and o supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes. Information sharing and managing the child protection file The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. 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. 155 We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance. Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives. Raising awareness The designated safeguarding lead should: • ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff • ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this • ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this • link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and • help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff. Training, knowledge and skills The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they: • understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements • have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend

and contribute to these effectively when required to do so • understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children • understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes • are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers • understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners • understand and support the school or college with regards to the requirements of 157 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children. the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation • are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college • can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online • obtain access to resources and attend any relevant or refresher training courses, and • encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. Providing support to staff Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to: • ensure that staff are supported during the referrals processes, and • support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support. Understanding the views of children It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to: • encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and, • understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication. Holding and sharing information The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to: • understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, 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 General Data Protection Regulation (UK GDPR), and • be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

Training

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent Awareness Training In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

The governing board

The governing board will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation.

The governing board will appoint a senior board level (or equivalent) lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.

All governors will read Keeping Children Safe in Education part 1 and 2.

Section 13 has information on how governors are supported to fulfil their role.

The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

Confidentiality

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.

Recognising abuse and taking action

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

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

If a child is suffering or likely to suffer from harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

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

If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

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

If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

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

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

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

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger).

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

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

Early Help Approach in Bury

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to MASH if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

Steps in Early Help Approach in Bury

- Identify if a child/young person has an additional need.
 - Discuss identified need with the child/young person and/or their parent/carer.
 - During the discussion gain consent to raise at a Team Around School meeting (TAS) via an electronic form and share information with Early Help Co-ordinator.
 - Check to ascertain if an assessment has already been completed by e-mailing the Early Help co-ordinator (details above) giving details of the child/young person's name, address and date of birth. A response will be e-mailed back to you.
 - If support is already being given, make contact with the person who undertook the assessment and inform them of your involvement.
 - If support does not exist raise concerns via TAS (once consent has been given)
 - The Early Help co-ordinator will convene a meeting with all relevant professionals to discuss/allocate possible support. Guidance will be produced within that meeting.
 - Follow the guidance following on from the TAS meeting.
 - Agree next steps with the family and record these on the action plan of the EHFSP form.
- There are 3 likely results from the assessment:
- Assessment indicates no additional support is required
 - Assessment indicates additional support is required from another single agency – liaise with this agency regarding provision of support
 - Assessment indicates a multi-agency response is required – refer to TAF Process and

Story So Far.

Should a TAF (Team Around a Family) meeting be convened it cannot go ahead without the child (if age appropriate)/young person and/or their parent/carer being present.

- The Lead Professional is appointed at the first TAF meeting. This is not necessarily the person who raised the concern but usually the person who is most relevant to the action plan.
- The Story So Far and TAF plan should be reviewed regularly.
- Copies of completed Story So Far and TAF documentation including reviews should be:
 - kept as part of your own child/young person in-house records
 - b) given to the child/young person or parent/carer
 - c) sent to Early Help Co-ordinator.

Story So Far forms and CIN documentation along with further information on the Early Help process and advice on completing assessments can be obtained from www.bury.gov.uk and type Story So Far in the search facility. If you have any queries in respect of EHFSP contact the Early Help Team (OASIS Team) at Children's Services (0161 253 5200)

Referral

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

If you make a referral directly you must tell the DSL as soon as possible.

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

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Thresholds for Referral to Children's Services

Where a Designated Safeguarding Lead or line manager considers that a referral to Children's Services may be required, there are two thresholds (and their criteria) and types of referral that need to be carefully considered:

(i) Is this a Child in Need?

Under section 17 (S.17 (10)) of the Children Act 1989, a child is in need if:

- a. He/she is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- b. His/her health or development is likely to be impaired, or further impaired, without the provision of such services;
- c. He/she is disabled.

(ii) Is this a Child Protection Matter?

- a. Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries

- where they are informed that a child who lives or is found in their area:
- b. Is the subject of an Emergency Protection Order;
- c. Is in Police Protection; or where they have
- d. Reasonable cause to suspect that a child is suffering or is likely to suffer **significant harm**.

Therefore, it is the '**significant harm threshold**' that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need' and when to refer.

Making Judgements about 'Significant Harm'

There are no absolute criteria upon which to rely when judging what constitutes significant harm; sometimes a single traumatic event may constitute significant harm. More often, however, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development.

a. Children Act Guidance and Definitions

Within the Children Act 1989, the following guidance is offered:

Significance is not defined within the Children Act although it is to be 'measured' in terms of:

- a child's health and development, and
- that which could reasonably be expected of a similar child.

'Harm' means ill treatment or the impairment of health or development;

'Development' means physical, intellectual, social, emotional or behavioural development;

'Health' means physical or mental health, and

'Ill treatment' includes physical and sexual abuse and forms of treatment that are not physical, including for example, impairment suffered from seeing or hearing the ill treatment of another.

b. To begin with, in order to understand and establish significant harm, it is necessary to consider:

- The child's development within the context of their family and wider social environment
- Any special needs and how they impact at all levels (child and family);
- The nature of any harm and its likely impact upon the child's health and development;
- The adequacy of parental care.

c. More specifically, how does the following contextual information shape your professional judgement about this situation?

- Age of child (developmental stage/needs, vulnerability, abilities)?
- The 'act(s)' described or referred to – what is being described? Possible criminal act/investigation required? (10 is the age of criminal responsibility – e.g. if the concern relates to the actions of one child against another)
- Severity of ill-treatment?

- Degree and extent of physical harm?
- Duration and frequency?
- Extent and degree of premeditation?
- Degree of threat or coercion?
- Immediate risk?
- Nature of risk and evidence of risk – when and how is the child at risk?
- Impact upon the child's health and development?
- What am I being asked to do and what am I required to do in response to this information?

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

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

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

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

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012 Safe School, Safe Staff {See also Appendix 1}

We will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with a staff behaviour (code of conduct) policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned.
- a senior leader has Lead Designated Child Protection Officer (DCPO) responsibility
- on appointment, the DCPOs undertake interagency training and also undertake DCPO 'new to role' and an 'update' course every 2 years
- all other staff have Safeguarding training updated as appropriate
- any weaknesses in Child Protection are remedied immediately

- a member of the Governing Body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- The Lead DCPO, Mrs Farrell, is a member of the Senior Leadership Team. The Deputy Designated Child Protection Officers are Miss Messenger and Mrs Barrett. These Officers have undertaken the relevant training, and, upon appointment will undertake 'DCPO new to role' training followed by biannual updates.
- The DCPO's who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website).
- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding policy and guidelines so that they know who to discuss a concern with.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- All other staff and governors, have child protection awareness training, updated by the DCPO as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising leaflet.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

**LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer
Contact the LADO for guidance in any case.**

DEFINITIONS

Safeguarding and promoting the welfare of children means:

Protecting children from maltreatment

Preventing impairment of children's health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Taking action to enable all children to have the best outcomes

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

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and /or psychological needs, likely to result in the serious impairment of the child's health or development

Sexting {also known as youth produced sexual imagery} is the sharing of sexual imagery {photos or videos} by children.

Children includes everyone under the age of 18

The following **3 safeguarding partners** are identified in KCSIE. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local authority
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

TYPES OF ABUSE AND NEGLECT

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

Abuse: 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.

Physical abuse: a form of abuse which 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

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 a 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, although it may occur alone.

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

activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Adverse Childhood Experiences (ACES)

ACES are a wide range of stressful or traumatic experiences that occur when a child is growing up. They include events that affect a child directly (such as abuse) or indirectly (such as living with domestic abuse or a parent with mental health problems.) ACES can be single events, long term or repeated experiences. ACES are very common – about half of all people will have experienced one ACE and about one in ten will have experienced four or more ACES. Research shows the more ACES that occur (in childhood) the higher the chances of adults having poor mental health and also physical health conditions such as liver disease and cancer. Having more ACES also increases the likelihood of engaging in health harming behaviours such as smoking, using drugs, criminal behaviour, early sexual activity. A lot of people do not develop problems despite having ACEs. Things that improve the chances of staying well despite experiencing ACES include relationships with trusted adults and physical activity in childhood.

Domestic Abuse

The cross-government definition of domestic abuse or violence is:

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
- financial

- emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The Domestic Abuse Act came into force in April 2021. The act sets out the first definition in law of what constitutes domestic abuse. The definition goes well beyond physical violence. It recognises that domestic abuse can be emotional, coercive or controlling or economic. To fall within the definition, both victim and perpetrator must be “personally connected”. The definition ensures that different types of relationships are captured, including ex-partners and family members. The definition is gender neutral to ensure that all victims and all types of domestic abuse are sufficiently captured, and no victim is excluded from protection or access to services. The Domestic Abuse statutory guidance provides more detail around the features of domestic abuse, including recognising that the majority of victims are women, the majority of perpetrators are men.

New information has been added to KCSiE 2022 to explain the **impact** of domestic abuse. Information has been added to highlight the potential short-term and long-term detrimental impact on children’s health, wellbeing and ability to learn of experiencing domestic abuse at home or within their own intimate relationships.

In paragraph 43 of KCSiE 2022 new information has been added on domestic abuse including what a child may be subject to or have witnessed. Staff at All Saints CEP can identify the signs of domestic abuse and the impact on the child:

Signs of domestic abuse:

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very differently if other people are around. Children and young people might also feel frightened or confused, keeping the abuse to themselves. Common indicators that a child may be witnessing domestic abuse could include:

- aggression/bullying
- anti-social behaviour
- anxiety, depression, suicidal thoughts
- attention seeking
- bed wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches, mouth ulcers
- drug or alcohol misuse
- eating disorders
- problems in school, difficulty concentrating and/or learning
- tantrums
- withdrawal

Operation Encompass

Operation Encompass operates at Bury Council. It helps the Police and Schools to work together to provide emotional and practical help to children who are experiencing domestic abuse in the home environment. The system ensures that when the Police are called to an incident of domestic abuse, e.g. where there are children in the household who have experienced the domestic incident e.g. the Police will inform the Early Help team who will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can provide support to the child or the parent according to their needs.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its' website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time for a call from the team can be booked.

Contextual Safeguarding Issues (previously known as extra-familial harm)

All staff at All Saints CEP are aware of Contextual Safeguarding issues and that these can put children or young people at risk of harm. Contextual Safeguarding is an approach to understanding, and responding to, children/young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. All staff should be aware of Contextual Safeguarding and how this can impact on the child.

Children and young people may encounter risk in any of these environments e.g. outside of the family home. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Contextual Safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's ever-changing landscape.

Common behaviours linked to children who are at risk of contextual safeguarding issues include drug taking, knife crime, alcohol abuse, deliberately missing education and sharing nudes or semi-nude images/videos previously known as sexting (also known as youth produced sexual imagery) put children in danger. (This list isn't exhaustive)

Child Sexual Exploitation (CSE)

SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyber bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse

- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further information on CSE and FGM

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 to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites, such as Facebook, Snapchat, Instagram, BBM (Blackberry Messenger) and mobile devices.

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

Indicators of sexual exploitation can include a child:

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

Female Genital Mutilation (FGM): Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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.

Indicators

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi agency guidance this will apply to schools and colleges.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time {where this was not a problem previously}
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased, emotional and psychological needs - for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising {this is the biggest risk factor to consider}
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals {health, education or other} or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation - for example, a girl may tell other children about it {although it is important to take into account the context of the discussion}
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' {child health record} and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commenced in October 2015 these procedures remained when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty for FGM

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Now teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Breast Ironing

What is Breast Flattening or Breast Ironing?

The process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts.

Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of All Saint's CE Primary School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people from being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which this duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (‘Prevent Guidance’). Paragraphs 57-76 of the Prevent Guidance are concerned specifically with schools.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping

Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

When it is suspected that a pupil is vulnerable to radicalisation or there are concerns regarding a pupil's behavior, the process is to refer to Bury's Channel Panel, this generally would be the Safeguarding Lead who would contact DC Keith Galley (12507) North West Counter Terrorism Unit Prevent Engagement Officer Bolton & Bury Divisions Greater Manchester Police HQ, Central Park, Northampton Road, Newton Heath, M40 5BP. Email: Keith.Galley@gmp.pnn.police.uk Telephone: 0161 856 5662

Homelessness

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

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Child Criminal Exploitation (CCE)

Child criminal exploitation is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Criminal Exploitation (CCE):

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years, this would be criminal exploitation.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can place both boys and girls being criminally exploited at higher risk of sexual exploitation.
- Can be perpetrated by individuals or groups, males or females, and young people or adults.

All staff should be aware of how to understand and identify the risk of these harms and recognise that the experiences of girls being criminally exploited and the indicators of CCE for girls can be very different to boys.

County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the County Lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of

victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school). If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services e.g. Complex Safeguarding Team/third sector organisations who offer support to victims of county lines exploitation.

School staff will be aware of the following indicators that a child is the victim of County Lines:

- 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.

Harmful sexual behaviour may include:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults
- Sexual interest in adults or children of very different ages to their own
- Forceful or aggressive sexual behaviour
- Compulsive habits
- Sexual behaviour affecting progress and achievement

Sexual behaviour can also be harmful if one of the children is much older (especially where there is a difference of two years or more, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

This is an especially difficult issue to deal with, partly because it is hard to think of children sexually abusing other children, but also because it is not always easy to tell the difference between abusive and normal sexual behaviours in children. Children, particularly in the younger age groups, may engage in such behaviour with no knowledge or intent. It is important to consider what is developmentally appropriate.

While around one third of child sexual abuse is committed by other children and young people under the age of 18, the circumstances are often very different from when adults abuse, meaning they often require a different response.

In such circumstances, instead of talking about 'the abuser', we often use the term 'young person who has exhibited harmful sexual behaviour'. As children themselves, they have the right to be protected and supported to lead better lives. We must not ignore the risk they may continue to pose, but we must also recognise that, with the right help, the vast majority will not re-offend.

In conclusion, the process of dealing with referrals for HSB should not be seen as somehow separate or different to child sexual abuse referrals of any other type and in order that children are safeguarded (victim and/or perpetrator) agencies and their representatives will need to commit to the multi-agency requirements for Child Protection Strategy Discussions/Meetings.

Consider following Bury Council processes for a safeguarding referral: Multi Agency Safeguarding Hub **MASH** – 0161-253-5678.

All referrals to either Greater Manchester Police or Children's Social Care regarding HSB should be considered in conjunction with the Child Protection Procedures.

Sexual Violence and Sexual Harassment

The DfE has removed the reference to their advice on 'sexual violence and sexual harassment between children in school and colleges', the advisory document has now been added to Keeping Children Safe in Education 2022 with a significant increase in advice throughout the document and part five.

The definition of the terms "victims" and "perpetrators" has been added to KCSiE 2022. and throughout the document the reference to "peer-on-peer abuse" has been replaced with "child-on-child abuse".

At All Saints CEP we are aware to correctly address child-on-child sexual violence and harassment due to the additions from the sexual violence and sexual harassment between children in schools and colleges advice.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical

and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. **Staff should** be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk. Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
- Dismissing or tolerating such behaviours risks normalising such behaviours by dismissing or tolerating them.

What is sexual violence?

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally see Sexual Offences Act 2003 available at [Legislation.gov.uk](https://legislation.gov.uk) 93 penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

What is Sexual Harassment?

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual “jokes” or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - sending nudes/semi-nudes (previously known as sexting/youth produced imagery) is when someone shares a sexual message, naked or semi-naked image, video or text message with another person. It doesn’t have to be a nude image of them and could be an image of someone else. Young people can send nudes using phones, tablets and laptops and can share them across any app, site or game, including during a livestream. Many young people also share them on social media channels.

Response to Sexual Harassment

The initial response to a report from a child is important. It is essential that all victims are **reassured** that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. As is always the case, if staff are in any doubt as to what to do, they should speak to the Designated Safeguarding Lead (or a deputy).

All staff should:

- Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Be aware that children might not tell staff about their abuse and that staff may overhear a conversation and be alert to look out for changes in behaviour.
- Be aware of the zero-tolerance approach to sexual violence and sexual harassment.
- Report incidents of sexual harassment to their DSL.
- Understand that there are definitions of the terms “victims” and “perpetrators” has been added to KCSiE 2022.
- That “Peer-on-Peer abuse” has been replaced with “Child-on-Child abuse”.
- At All Saints we understand the emphasis and the importance of understanding intra familial harms and any necessary support for siblings following incidents. (Paragraph 483 KCSiE 2022).

Senior Leaders and DSLs:

- The Senior Leaders and DSLs at All Saints understand the emphasis and need to work with the relevant agencies to undertake discussions with statutory safeguarding partners e.g. Police, MASH/CSC (Paragraph 493)

- SLT and DSLs understand the importance of ensuring children understand the law on child on child abuse is there to protect them rather than criminalise them KCSiE 2022 Paragraph 469.
- Added a bullet point to emphasise the importance of understanding intra familial harms and any necessary support for siblings following incidents. (Paragraph 483).

At All Saints we consider the following discussions with DSLs and other statutory partners within our setting in relation to the following:

- What sexual violence looks like
- What sexual harassment looks like
- What harmful sexual behaviour is
- How to prevent abuse
- The importance of confidentiality and anonymity
- Discipline
- Support for victims and perpetrators
- How to advise and support parents and carers
- How to safeguard other children with consideration of the implementation of a risk assessment and/or safety plan

Consider following Bury Council processes for a safeguarding referral:

Multi Agency Safeguarding Hub **MASH** – 0161-253-5678.

All referrals to either Greater Manchester Police or Children’s Social Care regarding sexual violence and sexual harassment should be considered in conjunction with the Child Protection Procedures.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12th April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Honour Based Violence

The term Honour based violence covers all crimes which are committed to protect or defend the “honour” of the family and or the community including forced marriage, FGM and ritualistic abuse.

Whatever the motivation they are forms of abuse and should be treated as such.

It is important to be alert for signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, not participating in school activities and unreasonable restrictions at home.

Where it is suspected that a child/young person is at risk from honour based violence the DSL should be informed and will report these concerns to the appropriate agency.

Underage Marriage / Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. Both parties must give their full and free consent to the marriage. In England, a young person can marry from the age of 16 with parental consent or from 18 without parental consent.

Some communities use religion and culture to coerce individuals into marriage and believe it

is acceptable to marry at a younger age.

We are aware that schools can play an important role in safeguarding children from forced marriage and any concerns will be reported to the DSL in line with this policy.

The Forced Marriage Unit can be contacted on 020 7008 0151 or fmfu@fco.gov.uk

Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery.

Sharing Nudes or Semi-Nude Images/Video (previously known as sexting and the sharing of indecent images of pupils):

At All Saints we ensure that staff are aware to treat the sharing of indecent images of pupils through sharing nudes or semi-nude images/video as a safeguarding concern.

- Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes/semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sharing nudes or semi-nude images/video.
- Staff will be aware that creating, possessing, and distributing indecent imagery of pupils is a **criminal offence**, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised. Where a member of staff becomes aware of an incidence of sharing nudes or semi-nude images/video that involves indecent images of a pupil, they will refer this to the DSL as soon as possible.

Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved and reassuring them that they can receive support from the DSL.

- Report the incident to the DSL. The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- 1) **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- 2) **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil. Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:
 - Discuss this decision with the headteacher or member of the SLT/DSL.
 - Record how and why the decision was made using defensible decision making.

Where the incident is categorised as ‘experimental’, the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL will escalate the incident to MASH.

Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

Mental Health

At All Saints all staff are 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. All 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 by speaking to the designated safeguarding lead or a deputy DSL.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

At All Saints we understand that we have an important role to play in supporting the mental health and emotional wellbeing of our pupils. Each week the children take part in My Happy Mind a programme to support mental health and well-being. Also groups of children take part in Well-Being Warriors over a 10 week period.

Online Safety

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

The use of technology has become a significant component of many safeguarding issues. Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

Some risks to children being online could include the following:

Child sexual exploitation; child criminal exploitation, radicalisation; sexual abuse, grooming and/or cyber bullying. Technology can often provide the platform that facilitates harm. At All Saints we have an effective approach to online safety and educate both staff and children.

At All Saints community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

At All Saints We communicate with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will be asked to access
- who from the school or college (if anyone) their child is going to be interacting with online.

Online Safety:

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;

Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults;

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

At All Saints we recognise the importance of online safety training for staff and the requirements to ensure children are taught about safeguarding, including online safety.

At All Saints we have considerably enhanced information covering online safety, remote learning, blocks and filters, monitoring information security, cybercrime, reviewing online safety provision and information and support.

Where pupils need to learn online from home, All Saints will support them to do so safely.

At All Saints we understand that a significant part technology has on safeguarding and wellbeing issues of children and young people including Social Media. Social media can provide positive connectivity for children however it can also make children vulnerable.

At All Saints we provide advice and guidance on safety on social media and digital resilience. This is explored through the curriculum and any issues around the use of social media e.g. grooming or cyberbullying or any issues around social media can be reported to the DSL where a multi-agency safeguarding response will be considered e.g. Police and/or MASH.

We will ensure that appropriate blocks and filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. Paragraph 141 of KCSiE 2022 highlights the appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

We will encourage children to use social media safely, including opportunities for them to think and discuss the issues and to check their sources of information.

We will ensure that children do not misuse their devices whilst in school.

We have separate Acceptable Use Agreements for both staff and children. This covers the use of all technologies and platforms used, both on and offsite.

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

We work with parents to promote good practice in keeping children safe online, digital resilience including to support their children learning at home.

We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.

Paragraph 141 of KCSiE 2022 highlights the appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment 37 required by the Prevent Duty.

Online safety Additions to the KCSiE 2022 guidance state that governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:

- aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified. Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:
 - what systems they have in place to filter and monitor online use
 - what they are asking children to do online, including the sites they will be asked to access
 - who from the school or college (if anyone) their child is going to be interacting with online.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- Denial of Service attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources.
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

The DSL and team are aware that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. The DSL should consider referring into the Cyber Choices Programme. This is a nationwide Police programme supported by the Home Office and led by the National Crime Agency, working with regional and local Policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. It is important that lessons focus

on building children's confidence and abilities rather than simply warning them about all strangers. The DSL will work with the relevant services to ensure that the child/ren and families access the right support.

Children in the Court System

Children are sometimes required to give evidence in criminal courts for crimes committed against them or crimes they have witnessed.

If this arises in school members of staff should be mindful of the impact this can have on the child and their family.

Keeping Children Safe in Education 2018 Annex A contains links to guidelines to support children 5-11 year olds / 12-17 year olds

Children with Family Members in Prison

Approximately 200,000 children a year have a parent sent to prison.

These children are at increased risk of poor outcomes e.g. poverty, stigma, isolation and poor mental health.

Any members of staff working with these children should be aware of the potential impact on the child and offer appropriate support.

Annex A of Keeping Children Safe in Education 2018 contains a link to NICCO information to support professionals working with children of offenders.

Trafficked Children

- Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud.
- Where a member of staff is made aware of suspected or actual child trafficking / exploitation the DSL will refer any concerns to the MASH team.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

1. A parent
2. A person who is not a parent but has parental responsibility
3. A close relative
4. A Local Authority for more than 28 days and where the care is intended to continue. It is a statutory duty for the school to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect as non-disabled children.

Disabled children do however require additional action as they can be more vulnerable due to their additional needs e.g. physical, sensory cognitive or communication impairment (Safeguarding Disabled Children, 2009).

They may also be more vulnerable to bullying and intimidation.

We will ensure that our children with special educational need or disability (SEND) are listened to and responded to appropriately where they have concerns regarding abuse.

We will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

OTHER

- Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child.

INDICATORS

The school acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. The child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- Have an injury for which the explanation seems inconsistent
- Describe what appears to be an abusive act in which they were involved – verbally or in written form such as an essay or drawing
- Show unexplained changes in behaviour - e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time
- Demonstrate age inappropriate sexual awareness
- Engage in sexually explicit behaviour in games/PE or other areas of the school
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected
- Have difficulty in making friends
- Be prevented from socialising with other children

- Showing signs of depression, self-injury, suicidal tendencies
- Display variations in eating patterns including overeating or loss of appetite
- Lose weight for no apparent reason
- Become increasingly dirty or unkempt, with inadequate or damaged clothing

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse is actually taking place. It is **not** the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns.

Missing From Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education, particularly repeatedly, is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

- Schools should hold at least three phone numbers for different adults.
- Schools should immediately send a member of staff when contact cannot be made by phone with the parent of an unexpectedly absent child.
- If there is no answer when staff visit the family home, the police should be called immediately.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded.
- The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.
- **All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school 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).**

Notification and Referral Route

- If a practitioner becomes aware of a child missing from education (in whatever capacity), they should notify the CME Officer through the Headteacher.
- All cases of children and young people missing education or at risk of doing so should be reported to the CME Officer to ensure that comprehensive data on the issues is recorded. Even if a worker is ensuring that the child or young person moves swiftly into appropriate provision they should still make a [referral](#)
- All CME referral forms should be sent to cme@bury.gov.uk only after a child has 'missed' a **minimum of 20 consecutive school days**. Dates, time and any outcomes/details are to be submitted on the referral.
If the young person's destination is known in another area, school are to follow up with the other authority.

See Children Missing in Education Policy

Our procedures will be regularly reviewed and up-dated.

All new members of staff will be given a copy of our Child protection and safeguarding policy and our guidelines with the DCPOS' names clearly displayed, as part of their induction into the school.

The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in on the system, have their photograph taken and wear the badge identifying them.

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

Other professionals {sports coaches, music service etc.} will be asked to show their DBS on their initial visit, which will be checked alongside their photo ID and on subsequent visits will sign in as above.

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

Non-collection of children

In the event of a child not being collected at the end of a session, the school wishes to cause as little distress as possible to the child and to the family. At the same time, the school needs to ensure the health and safety of the child is not put at risk

If a child is not collected at the end of a session the procedure will be as follows:

- The register will be checked for any information regarding collection of the child
- If no information is available, attempts will be made to contact parents/carers at home or at work as appropriate.
- If above is unsuccessful, attempts will be made to contact emergency numbers on the registration form.
- Attempts will be made to contact the parents/carers in any other reasonable way e.g. another parent.

Staff will not allow the child to leave school with anyone other than those specified by parents.

- If staff are in any doubt about the safety of the child, the child will remain in the care of the school.
- If none of the above procedures are successful, Social Services or the police may be contacted.

Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the chair of governors.

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

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

Child on Child Abuse (previously known as Peer on Peer Abuse)

Terminology throughout KCSIE 2022 has changed from peer-on-peer abuse to child-on-child abuse as the term peer-on-peer abuse suggests the abuse is between children of a similar age which is not always the case.

All staff should be aware that children can abuse other children (often referred to as Child on Child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying) prejudiced based and discriminate bullying.

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Abuse in intimate personal relationships between children/peers.
- 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.
- Up-skirting, 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; sending nudes/semi nudes (previously known as sexting or known as youth produced sexual imagery).
- Initiation/hazing type violence and rituals.
- Physical may include an online element that facilitates, threatens and or encourages physical abuse.
- Causing someone to engage in sexual activity without consent.

Procedure:

All staff are aware of Child on Child abuse including its name change from Peer on Peer abuse. These issues will be addressed through our curriculum and assemblies throughout the year.

In respect of sexual violence and sexual harassment between children, our school, will take a proactive approach to prevent such incidents from taking place. At All Saints CEP, safeguarding is taught as part of the curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers/other children safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe e.g. through PSHE/RSE e.g. Healthy Relationships, British Values, Anti-bullying, Online safety etc...

Pupils/students will be made aware of what constitutes unreasonable pressure from peers/other children to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer/child/ren will be treated as seriously as allegations of abuse from an adult, it should **never** be dismissed as normal behaviour. Staff should report such concerns to the DSL.

At All Saints we understand the importance of ensuring children understand the law on child on child abuse is there to protect them rather than criminalise them, Paragraph 469 KCSiE 2022.

At All Saints we understand the emphasis and the importance of understanding intra familial harms and any necessary support for siblings following incidents. Paragraph 483 KCSiE 2022.

All staff should be aware of indicators which may be a sign that children are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults.

- The DSL will implement robust reporting procedures for child on child abuse and communicate these to all staff, pupils and parents/carers as appropriate.
- Reports made regarding child on child abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant agency, e.g. the Early Help teams, Police or MASH where required:

MASH: Multi-Agency Safeguarding Hub: 0161-253-5678 (8:45 – 4:45)

Emergency Duty Team: 0161-253-6606 (Out of Office hours)

Complex Safeguarding Team: Contact MASH as above

Early Help Teams:

Bury East Locality Team (including Tottington/Ramsbottom) Telephone: 0161 253 5200

Whitefield Locality Team (including Prestwich) Telephone: 0161 253 5077

Radcliffe Locality Team Telephone: 0161 253 7465/7468

- Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.
- Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. Childline, NSPCC etc...
- The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.
- Individuals will be given a copy of the school's amended Complaints Procedures Policy to assist them with the appeals process.
- Senior leaders at All Saints understand the crucial part education settings play in preventative education within the context of a whole-school or college approach that creates a culture that does not tolerate any form of prejudice or discrimination, including sexism and misogyny/misandry.
- The expectation is that schools/colleges' values and standards in this area will be underpinned e.g. in the behaviour policy, pastoral support system, as well as a planned programme of evidence-based RSHE.
- At All Saints we understand that we should be part of discussions with statutory safeguarding partners. (Paragraph 493 KCSiE 2022)
- The London Grid for Learning 'Undressed' guidance has been added in Paragraph 466 of KCSiE 2022) to support All Saints CEP.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff.

This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services

- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the safeguarding governor and other members of staff, as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through contacting the local PSCO or if not available ringing 101.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded.

Notifying parents

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

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

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

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

Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

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

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

Complaints and concerns about school safeguarding policies

Complaints against staff

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

Whistle-blowing

Please see All Saints' Whistleblowing policy.

Record-keeping

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

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing on the school's electronic recording system. If you are in any doubt about whether to record something, discuss it with the DSL.

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

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

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition the Appendix:

- sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- sets out our policy on record-keeping with respect to allegations of abuse made against staff

Training

Staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins, the safeguarding bulletin board in the staffroom and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

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

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

They will also undertake Prevent awareness training.

Governors

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

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

Recruitment – interview panels

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

Monitoring arrangements

This policy will be reviewed **annually** by Mrs Farrell and Miss Messenger. At every review, it will be approved by the full governing board.

15. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Curriculum
- Privacy notices

APPENDICES

Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR)

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We record the date and number of the DBS on our SCR.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.
- Verify their mental and physical fitness to carry out their work responsibilities.
- Verify their right to work in the UK.
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

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

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

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

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

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

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

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

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

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

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

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

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors:

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Pupils staying with host families

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

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

Allegations of abuse made against staff

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

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

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

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

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

Suspension

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

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

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

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations

are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

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

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

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

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

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

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

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

References

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

Learning lessons

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

This will include consideration of (as applicable):

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

