

# **Safeguarding and Child Protection Policy**

## **St Agnes C of E Primary School**

**Designated Safeguarding officer – Miss Sarah Butterworth**

**Deputy Safeguarding Officers – Mr Kevyn Taylor and Mrs Suzanne Pilling**



**Approved by:** Mr Chris Cartwright

**Last reviewed on:** September 2022

**Next review due by:** September 2023

# **SAFEGUARDING CHILDREN POLICY**

This Policy applies to all members of the school community: full time and part time staff, Governors, students and volunteers.

## **Our Vision and Mission Statement**

*'Learning together in God's Love'*

We are an inclusive Christian family, who **'Learn Together In God's Love'** with mutual respect, tolerance and kindness. **We treat each other as we would like to be treated (Matthew 7v12)** this allows us to thrive in our education, friendships and journey through life. We are proud to say we are all equal.

Through the range of experiences we offer to all our pupils we encourage an understanding of the meaning and importance of faith and promote all the Christian Values. We particularly focus on Responsibility, Creativity, Forgiveness, Perseverance, Hope, Thankfulness and Friendship. These Christian values form the basis of our vision and are embedded throughout our school life and underpin all our teaching.

St Agnes is a small school that supports our community by providing an education of the highest quality within the context of Christian belief and practice. We work closely with our families to ensure they are fully supported and cared for

We expect everyone at St Agnes C of E Voluntary Aided Primary School to follow 'The Great Expectations' –

Be Safe

Be in the right place at the right time

Do your best

Handle your emotions

Use appropriate language

Cooperate

Respect everyone and everything

## **Government and Local Authority Guidance**

This Policy is made in accordance with the following Guidance:

- Safer working practice for those working with children and young people in educational settings (SRC) – 2019
- Human rights act 1998
- Equality Act 2010
- Working together to safeguard children July 2018 – issued by Government
- Children Act 2004
- Keeping Children Safe in Education September 2022 – issued by Department for Education
- Oldham Safeguarding Children Partnership September 2019 – Child Protection Procedures

- Sexual violence and sexual harassment between children in schools and colleges December 2021
- Disqualification from Childcare – statutory guidance (bulletin Sept 2018 D.Devane) – August 2018
- Data Protection Act 2018 and UK GDPR

### **Local Priorities of Oldham Safeguarding Children Partnership 2018-2022:**

- Domestic abuse
- Complex and contextual safeguarding
- Children missing from education, including elective home education
- Children's lived experience
- Understanding the impact of trauma and children & young people
- Transitions (children's to adult services)

The OSCP Child Protection Procedures provides guidance on 'definitions of abuse' (see Appendix 1) and possible indicators of abuse (see Appendix 2).

### **OFSTED**

From September 2019, Ofsted's inspections of early years, schools and post-16 provision will be carried out under: Ofsted's Education Framework. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

### **Policies and Procedures**

We believe that school has a duty to ensure that safeguarding permeates all activities and functions. This Policy therefore complements and supports a range of other policies and procedures, including:

- Behaviour Management
- Anti-bullying
- Special Educational Needs
- Educational Visits
- Health and Safety
- SMSC & British Values
- ICT and access to the internet/eSafety
- Equal opportunities
- Looked After Children
- Complaints Policy
- Sex and Relationships Policy
- Online Safety Policy

When undertaking policy development, our school will consider Child Protection and other safeguarding matters within each policy or guideline.

### **Rationale**

Our school community fully recognises the contribution it can make to protect and support pupils in school. We are committed to safeguarding and promoting our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupil safety is of paramount importance in our aspirations to achieve the outcomes for every child, which is reflected in the six aims of our School Development Plan. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel

helplessness, humiliation and some sense of blame. We also ensure that victims are supported and kept safe. The school aims to provide a stable, secure and predictable element in the lives of the children at risk. When at school, their behaviour may be challenging and defiant and /or they may be withdrawn. Our school will endeavour to support the pupil in every way possible and ensure the child's wishes and feelings are taken into account. We will also ensure that parents have an understanding of the responsibility for child protection placed on the school through our School Website, newsletters and staff training to sign post effectively as needed.

### **Aims:**

- To ensure that the protection of children and safeguarding is an integral part of the ethos of the whole school.
- To ensure that this safeguarding policy is shared and followed by all stakeholders and companies leasing the property (Scouts, Brownies, KLASS).
- To create an atmosphere where all feel secure and valued.
- To be a 'listening school', where people are encouraged to talk and are listened to.
- To be aware of children's feelings and that they may not be able to express their feelings or tell someone about abuse, exploitation or neglect.
- To provide clear direction to staff, governors and volunteers working in school about expected codes of behaviour in dealing with Child Protection issues.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe through key skills and the curriculum.
- To implement safer recruitment practices and provide necessary training.
- To liaise closely with other agencies to protect our children, particularly those who have been identified as being at risk of abuse.

The above aims are incorporated into our School Development Plan (SDP).

### **Roles and Responsibilities**

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

If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff are also mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Wherever possible, there should be a conversation with the designated safeguarding leads who will help staff decide what to do next. Options include:

- Logging any concerns on CPOMS
- managing any support for the child internally through our pastoral support
- an early help assessment;
- a referral for statutory services (MASH) for example as the child is in need or suffering or likely to suffer harm.

### **Teachers from overseas**

Some overseas qualified teachers can apply to the Teaching Regulation Agency (TRA) for the award of qualified teacher status (QTS) in England. Please refer to KCSIE September 2021, Part 3 paragraph 157.

### **Staff Relationships (personal)**

Staff also have a responsibility to safeguard children taking into account personal circumstances (relationships) in line with guidance from the updated version of 'Disqualification from Childcare' (31<sup>st</sup> August 2018). If staff are in a personal relationship with a person who 'could place pupils at risk of harm' then the staff member could be affected although the current guidance is very mindful that staff members cannot be unduly prejudiced 'by association'. Such situations will be fully investigated by the Headteacher/Governing Body and appropriate action will be taken.

**Designated Person for Child Protection** – This role is carried out by the **Headteacher** who is responsible for ensuring that procedures in school follow DCSF guidelines and who are the first point of reference for any Child Protection issue in school. In the absence of our **Headteacher**, then **Mr Taylor (Class 3 teacher) or Mrs S Pilling (Pastoral care lead)** assumes this responsibility (and contacts the Headteacher with any immediate concerns). Duties include:

- ✓ Ensure that school operates an effective child protection policy.
- ✓ Ensure all staff are familiar with school and LA guidelines for identifying and reporting abuse, including allegations against staff. Support and advise staff.
- ✓ Ensure all staff receive training in child protection.
- ✓ Ensure all concerns, discussions and decisions are recorded in writing. These records include a clear summary of the concern, details of how this was followed up and any actions taken and outcome of decisions made.
- ✓ Co-ordinate action and liaising with other agencies and support services.
- ✓ Represent the school at child protection case conferences and provide information as required. Disseminate relevant information between agencies.
- ✓ Follow recommendations made by the Local Authority.
- ✓ Monitor the attendance and development of children on the child protection register.
- ✓ Complete CP records and send on to new schools.
- ✓ Ensure accurate and secure child protection.
- ✓ Maintain accurate, confidential and secure protection records.
- ✓ Refer to and follow the 'flow chart' (Appendix 3) where there are concerns about a child.
- ✓ Referral to MASH for Children's social care, early help and Healthy Young Minds are made via one online form which is available on the intranet page :  
[https://www.oldham.gov.uk/info/100010/health\\_and\\_social\\_care/1618/oldham\\_s\\_multi-agency\\_safeguarding\\_hub\\_mash](https://www.oldham.gov.uk/info/100010/health_and_social_care/1618/oldham_s_multi-agency_safeguarding_hub_mash)
- ✓ Key Contacts - LADO Number -770 8870  
Referral to MASH 770 7777 Early Help option1  
Healthy Young Minds (urgent) 716 2020
- ✓ The DSO will refer to Oldham Safeguarding Children Partnership escalation if school is unhappy with a decision made at conference or wish to escalate a safeguarding concerns about a service:

- **Governing Body** – The Governors, in particular the **Vice Chair of Governors who is the Nominated Child Protection Governor**, have the responsibility to monitor and ensure that all child protection procedures, policies and training are in place and appropriate. Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor
- All Governors as of September 2022 will receive appropriate safeguarding and child protection training (including online safety) at induction, and this will be regularly updated (annually). This should equip them with the knowledge to provide strategic challenge to ensure that there is an effective support and delivery of a whole school approach to safeguarding. This is online with Keeping Children Safe in Education 2022.
- Governors regularly review the online safety policy and the filtering policy to ensure this is effective.
  
- **Whole staff** – All staff (including supply staff) should know who the DSOs are, should follow school procedure and understand the role of the DSOs. They have a responsibility to be generally aware of the possible indicators of abuse, monitor any vulnerable child in their care and ensure that all children are treated with appropriate sensitivity and respect. They should also keep clear, dated, factual and confidential records of concerns and where appropriate, attend relevant meetings.

All staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs(whether or not they have a statutory education and health care plan);
- is showing signs of being withdrawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is a young carer;
- is frequently missing/goes missing from home or from care
- is at risk of modern slavery, trafficking or exploitation
- is misusing drugs or alcohol;
- is at risk of being radicalised or exploitation
- is in a family circumstance presenting a challenge for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.
- Vulnerable children who have a social worker

## **School Procedures**

Any member of staff with a safeguarding concern or if an allegation is disclosed to them about a child or by a child must inform the DSL. School uses an approach that recognises concerns tend to grow and may be apparent before someone makes an allegation. Information regarding the concerns must be recorded on the same day in a clear, precise and factual way – All information should be logged on CPOMS.

### **Recording, storing and sharing of child protection information**

Staff are actively encouraged to pass issues of concern in **written format on CPOMS** which is then referred to the designated person. All records are kept securely. Only the designated person/s has access to this information and all child protection information is shared on a 'need to know basis'. Information is transferred to the DSL of a new school. If a child has a Child Protection Plan, the child's social worker is lead contact. All concerns, discussions and decisions are recorded in writing. If in any doubt about recording requirements, staff should discuss with the designated leads.

### **Advice for staff who receive a disclosure:**

- Listen carefully
- Take it seriously
- Reassure the child
- Inform the child (if old enough) that you will have to pass onto someone who can help
- Make a factual recording
- Pass on directly to the DSL / Deputy
- Don't ask direct/closed questions
- Don't promise confidentiality

### **Child Protection and the Curriculum**

We believe that the curriculum is important in safeguarding children. We will raise awareness of child protection issues and equip children with the skills needed to keep them safe through:

- Circle time/worry wellies/suggestion sock - developing self-esteem and communication skills
- Informing about all aspects of risk
- Developing strategies for self-protection
- Developing a sense of boundaries between appropriate and inappropriate behaviour in adults
- Developing non-abusive behaviour between pupils – (Positive Behaviour Policy)
- Developing an understanding of relationships – (SRE policy and guidance 2022)
- Assemblies/Christian Values (British values) – (R.E. Policy)
- School Council
- Special assemblies/visitors eg Childline
- Esafety updates (age-appropriate) during Computing sessions
- We enable children to have good relationships with staff ensuring they are confident to report abuse and know their concerns will be treated seriously and they can express their views and feelings.
- Teaching the children about safeguarding themselves including online safety.
- Teaching children about LGBTQ and ensuring that children have a trusted adult to talk to and be open with. (SRE Policy and guidance 2022)

## **Vulnerable children including children with Special Educational Needs and Disabilities – supporting pupils at risk**

Children may be vulnerable, for example, if they have additional or special educational needs, are Looked After, have experienced or are experiencing some form of neglect or other abuse. Our school will seek to provide such children with the necessary support and to build their self-esteem and confidence.

Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.

Child protection implications will be considered when individual support plans are reviewed in the case of children who require some form of intimate care, help with changing or physical support or physical intervention.

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

St Agnes has a zero tolerance approach to bullying or discrimination of any children but in particular vulnerable groups. (Equalities Act 2010)

### **Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

### **Looked after children and previously looked after children**

Children who are looked after or previously looked after is commonly the result of abuse and/or neglect. Staff are trained to have skills, knowledge and understanding to keep CLA or Post CLA children safe. Staff are made aware of the children's legal status and arrangements for contact and care.

Sarah Butterworth is the designated teacher for looked after children. The designated teacher has responsibility for promoting educational achievement for all children within the social care system and has full training and experience in this area.

The DSL works with the Virtual school heads to ensure pupil premium is allocated and used correctly to promote the education of children within social care.

### **Children potentially at greater risk of harm**

All children should be protected, however we do recognise that some groups of children may be at greater risk of harm. These groups include:



- Children who need a social worker
- Children missing from Education
- Elective Home Education
- Children requiring mental health support
- Looked after or previously looked after children
- Care Leavers
- Children with Special Education needs, disabilities or health issues
- LGBT children

### **Consulting parents**

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

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

We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies should be used whenever possible. However, we ensure that parents are aware that we may need to make CP referrals without their consent or knowledge.

If parents have a safeguarding complaint please see the schools complaints policy for further information.

### **Use of Interpreters**

At St Agnes we ensure that every family has is treated fairly and not discriminated against because of ethnicity, set out in our aims we want to ensure families are listened to and encouraged to talk to us.

Therefore if English is not the first language for a parent or carer the school will offer and provide an interpreter or use of Google Translate if appropriate. – See Appendix 5 for use of interpreters.

### **STAFF TRAINING IN CHILD PROTECTION AND SAFEGUARDING**

All staff are reminded of the policy and procedures during induction when they are employed by the school and annually thereafter. Other staff in key pastoral roles may complete training as appropriate to broaden the expertise of the school. Whole staff INSET on child protection/safeguarding and online safety takes place throughout the year including updates via emails, e-bulletins and staff meetings. At these times, opportunities are provided for staff to contribute and shape safeguarding policy and arrangements and child protection issues. Governors are invited to school training where appropriate. The DSL and Deputy DSL will complete relevant training from Oldham LA when available. School offers whole school training to all staff at relevant times in conjunction with our Local Safeguarding Board and Mr David Devane in particular.

Early Help: All school staff should be aware of the early help process and understand their role to take timely action to help a child if they have a safeguarding concern.

## **SAFE WORKING AND RECRUITMENT**

The school complies fully with DCSF Guidelines, KCSIE 2022 Guidelines and follows all OMBC Human Resources support, guidance and vetting/DBS checking procedures. We ensure that DBS checks on all staff and all volunteers are carried out as required and a central school file is maintained – Single Central Record (SCR). The Headteacher, 2 Governors have completed the safer recruitment training and will ensure that their expertise is updated as required. As advised in KCSIE 2022 online searches for shortlisted candidates will be tested at interview.

All staff should ensure that they do not behave in a way that will result in founded or unfounded allegations of inappropriate, abusive or dangerous behaviour. Whole staff training is offered regularly in this respect.

If a member of staff (including supply staff) receives an allegation of inappropriate or abusive behaviour against a pupil by a colleague, or feels required to make such an allegation, they should pass the information, without delay, to the Headteacher. (If the allegation is against the Headteacher, it should be referred to the Chair of Governors.) All such matters are dealt with in the strictest confidence. The Headteacher will, on the same day, contact the LA Designated Officer and follow the Statutory Guidance contained in 'Safeguarding Children and Safer Recruitment in Education' and LA detailed procedures. If a member of staff feels unable to discuss concerns with the Headteacher, he/she should contact another senior member of staff or the LADO/CPO. Further guidance is outlined in Part four (page 56 - 70) of the 'Keeping Children Safe In Education' guidance September 2022.

KCSIE 2022 outlines the framework that should be followed in all cases in which it is alleged that a teacher or other member of staff including supply/agency 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 or harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- School will also check that when employing supply staff any low level concerns are reported to the supply agency and vice-versa. If the school has any doubt about a supply staff or permanent staff member regarding low level concerns this will be reported to the LADO.

Our LADO officer for Oldham is Collette Morris 0161 770 8870.

### **Contractors, Service and Activity Providers and Work Placement Providers**

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

### **Whistle Blowing**

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. If necessary staff can speak with the Headteacher, the Chair of Governors, Safeguarding Governor, or with the Local Authority Designated Officer. Should staff

not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

### **Site Security**

All staff have a responsibility for reporting concerns to ensure our school building and grounds are safe and secure. We check the identity of all visitors and volunteers coming into our school. Visitors are expected to sign in and out at the office and to display a visitor's badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. St Agnes Primary School will not accept inappropriate behaviour from any individual, parent or visitor that threatens school security or leads to a child, staff member or other adult feeling unsafe. Such behaviour will be treated as a serious concern and the police may be called. It may also result in a decision to refuse the person future access to the school site.

### **ONLINE SAFETY**

At school, our children are safeguarded from potentially harmful and inappropriate online material. To ensure this, appropriate filters have been put in place on all our computers, laptops, i-books and i-pads. These filters are managed and updated and checked regularly by our IT consultant – Mr Craig Barratt (FORESITE) – and all our staff are vigilant at all times reporting concerns as and when needed. Staff and children receive regular training and updates through bulletins and our school website. Further information regarding online safety can be found in our online safety policy 2022 and Section 2 paragraph 128 – 147 of KCSIE 2022 is used to support school and has useful online links for teaching staff.

Children and parents are taught and made aware about the importance of online safety both at school and when children are away from school. Our children are taught how to keep safe in all areas of online use.

### **Mobile Phones**

Year 6 children are allowed to bring mobile phones into school, but these must be switched off and handed to the class teacher in registration and will be given back to the pupil at the end of the day. If this safeguarding rule is breached then any mobile phones will be confiscated and returned to them when collected by the parent.

Staff are not allowed to use mobile phones in the presence of children. Mobile phones may be used in the office or classrooms at breaktimes when children are not present.

### **Drop off/Collection of children to/from school**

Persons bringing and collecting children from school MUST be over the age of 16 years to ensure the safety of the children in our care. Staff have the right to question the age of any person dropping off or collecting from school, if they suspect that a person is under the age of 16 and therefore they may be asked to supply identification to clarify age to ensure the safety of all children.

### **Child on Child Sexual violence and sexual harassment between children in schools**

For advice and guidance on what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when incidents occur, or have alleged to have occurred school will refer to the DfE document - 'Keeping Children Safe In Education' guidance September 2022. Staff have all read both documents and follow a 'it could happen here' attitude to ensure no incident is overlooked and a zero tolerance approach to any incident of sexual

violence or harassment is maintained and this behaviour will not be tolerated. Our aim is to children protect and ensure correct procedures are followed. We also ensure that children understand the law on child on child abuse is there to protect them rather than criminalise them. The school is aware in advance and will follow LA and Police Procedures if an incident occurs. The DSL is also trained and aware of local specialist support available to all children.

The school has developed a culture and ethos in which all children feel safe and have trusted adults that they can report incidents too. The DSL and all staff are aware of the support offered to schools found in KCSIE 2022.

In the event of an incident of this nature the school will implement a risk assessment to ensure the safety of all children and will seek guidance from the Local Authority and Police when doing so. The school also uses the Brook Traffic light system as a supporting tool.

### **Children Missing from Education**

All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

Following guidance from Oldham's Safeguarding Lead (D. Devane), school will follow the CME flow chart which is found in Appendix 4.

### **Elective Home Education**

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work with other key professionals to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

### **Child Criminal Exploitation – 'County Lines'**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money into one or more areas within the UK, using dedicated mobile phone lines or other forms of 'deal lines'

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If there are any suspicions relating to 'County Lines' involving children or families from school then we will again refer to the DfE document - 'Keeping Children Safe In Education' guidance September 2022 and act accordingly.

### **Modern Slavery**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and

how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

### **Preventing Radicalisation**

We, at the St Agnes we recognise that protecting children from the risk of radicalisation is part of our school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. We recognise the need to prevent people from being drawn into terrorism and take our 'Prevent' duty seriously. This includes ensuring that all staff and Governors have accessed 'Prevent' training.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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. 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. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Reasonable checks, for example for links with extremism, should be carried out on all visitors who are intending to work with children, and/or staff or to address assemblies

**Educate Against Hate**, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Prevent awareness training is important to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

The Channel Programme is available for children to be referred to where there is concern they are vulnerable to radicalisation.

### Useful contacts for PREVENT

Multi-Agency Safeguarding Hub – [child.mash@oldham.gov.uk](mailto:child.mash@oldham.gov.uk) 0161 770 7777.

On-line referrals at:

[https://www.oldham.gov.uk/info/100010/health\\_and\\_social\\_care/1618/oldham\\_s\\_multi-agency\\_safeguarding\\_hub\\_mash](https://www.oldham.gov.uk/info/100010/health_and_social_care/1618/oldham_s_multi-agency_safeguarding_hub_mash)

For advice and support

- Council Prevent lead – Bruce Penhale [bruce.penhale@oldham.gov.uk](mailto:bruce.penhale@oldham.gov.uk) 0161 770 4196
- Council Channel Co-ordinator – [GMChannel@manchester.gov.uk](mailto:GMChannel@manchester.gov.uk) 0161 770 7777

GMP Prevent officer for Oldham: DC David Bull [david.bull@gmp.police.uk](mailto:david.bull@gmp.police.uk) 0161 856 8912

### **Domestic Abuse**

Domestic violence and abuse is: any single 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; and emotional. All children can be victims of domestic abuse or 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. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

### **Operation Encompass**

The school is part of Operation Encompass. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the designated safeguarding lead in school before the child or children arrive at school the following day. Incident reports are issued into our First Class (email) 'Operation Encompass' folder and have been written by the officer(s) attending the DA/DV incident.

This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. The Headteacher checks this email account on a daily basis so that actions can be taken to support a child attending our school as needed. All relevant parties are informed as per our 'need to know' policy.

### **School Safe System**

A 'School Safe' system operates between Oldham schools for the swift communication of child protection incidents reported on or close to school premises. Information will be shared with staff and with parents when necessary. School staff are expected to be vigilant and report any concerns or incidents on or close to school premises immediately to the DSL. The DSL will report any concerns and incidents to the police and notify Oldham First Response. All school staff will be informed to ensure ongoing vigilance.

### **Physical Intervention Procedures**

There may be times when staff in our school, in the course of their duty, use physical intervention to restrain children for their own personal safety and the safety of others. The Headteacher requires the adult involved in any such incident to report this to her immediately. Details of the incident will be recorded on CPOMs.

### **Policy Review**

The staff and Governing Body will review this policy each year or when new statutory guidelines are issued. The views of all stakeholders are taken into account in this review.

Policy reviewed and ratified at the Governing Body meeting on 25/09/2022.

Safeguarding Policy to be reviewed after the publications of **Further updates/guidelines from the Department for Education publication:**

**Keeping children safe in education, Statutory guidance for schools and colleges, September 2022.**

## **APPENDIX 1**

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

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Safeguarding incidents or behaviours can be associated with factors outside the school and can occur between children outside of the school environment. It will be considered for all children whether they are at risk of abuse or exploitation in situations outside their families. Extra-familial harm take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

#### **Physical Abuse**

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

#### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

#### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of, sexual on-line image, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

#### **Neglect**

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

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

- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Fabricated or Induced Illness**

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and can include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

If staff are concerned about fabrication or induced illness they must report this to the designated lead who will make the relevant referrals.

### **Peer on peer abuse**

Peer on peer abuse is something that all our staff are aware of.

This is when children are abused by other children. This is most likely to include, but may not be limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- Sexual violence
- Sexual harassment
- Upskirting (which typically involves taking a picture under a person's clothing without them knowing.
- Sexting (non-consensual sharing of nudes and semi-nudes images and/or videos).
- Initiation/ hazing type violence and rituals

Staff and governors ensure that we follow the guidelines regarding these issues and follow procedures that have been put in place to deal with it. If any member of staff suspects this type of abuse to be happening or a child discloses information of this ilk then they will immediately report this to a DSL and they will act on the matter accordingly referring to the guidelines that are outlined in the DfE document, Keeping Children Safe in Education (September 2021).

## **APPENDIX 2**

### **POSSIBLE INDICATORS OF ABUSE**

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

#### **Possible signs of physical abuse**



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

### **Possible signs of Emotional Abuse**

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

### **Possible signs of neglect**

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

### **Possible signs of sexual abuse**

- Bruises, scratches, burns or bite marks on the body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father

- Sexual awareness inappropriate to the child's age – shown, for example in drawings, vocabulary, games and so on
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

### **Possible signs in older children**

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

### **Possible signs in young children**

- Over compliant behaviour
- Mature sexual behaviour
- Acting out aggressive behaviour (tantrums)
- Tummy pains – no medical explanation
- Child doesn't trust anyone
- Air of detachment – 'don't care' attitude

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes an imbalance in power to coerce, manipulate or deceive a child (both male and female) into sexual or criminal activity. Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) 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 or Criminal 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. Both CSE and CCE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming or criminal activities, this maybe accompanied by violence or threats of violence. Victims can be exploited even when activities appear consensual and could be facilitated or take place online. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of

criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

38. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

### **Female Genital Mutilation (FGM) and Breast Ironing**

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. It is now a mandatory requirement for teachers to report cases of FGM to the police on 101 or suspected cases of FGM to MASH on 770 7777

Much like FGM, Breast Ironing is a harmful cultural practice and is child abuse. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly to FGM, breast ironing is classified as physical abuse therefore professionals must follow their Local Safeguarding Children's Board Procedures.

### **Preventing Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' 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 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. All our staff have had online training on the Prevent Duty as per DfE guidelines.

### **Serious Violence**

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious crime. Those may include increased absence from school, a change in friendships, relationships with older individuals or groups, a significant decline in performance, signs of self-harm, 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 range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently

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

Further advice is provided in the Home Office's [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults:county lines](#)

### **Mental Health**

All staff are aware that's 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 will 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. 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 will be taken, and the designated safeguarding lead or a deputy will be informed.

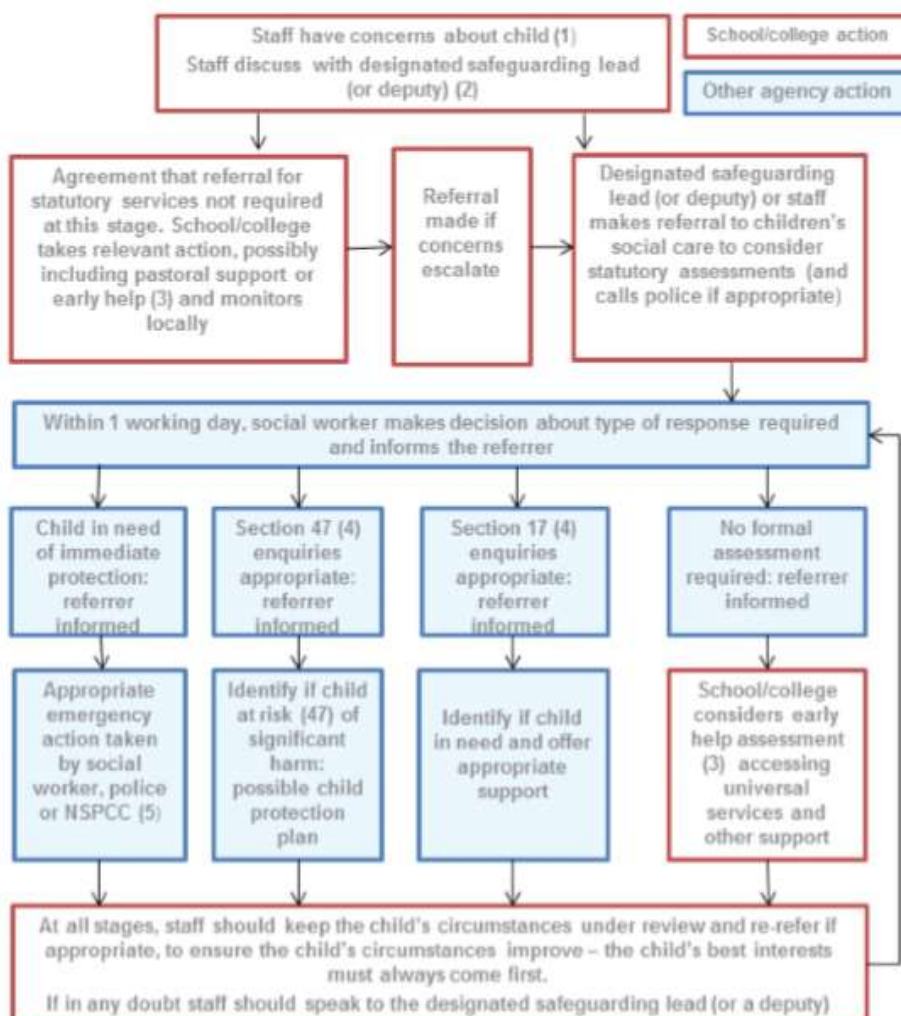
Schools is aware of the importance of supporting the mental health and well being of their pupils follow clear structures for identifying mental health and when it may become a safeguarding concern. (See EHWP Action Plan and Policy). Key staff members have received training around Mental Health and Wellbeing.

**Further information is in the Department for Education publication: Keeping children safe in education, Statutory guidance for schools and colleges, September 2022 and in the Mental Health and Behaviour in Schools Guidance.**

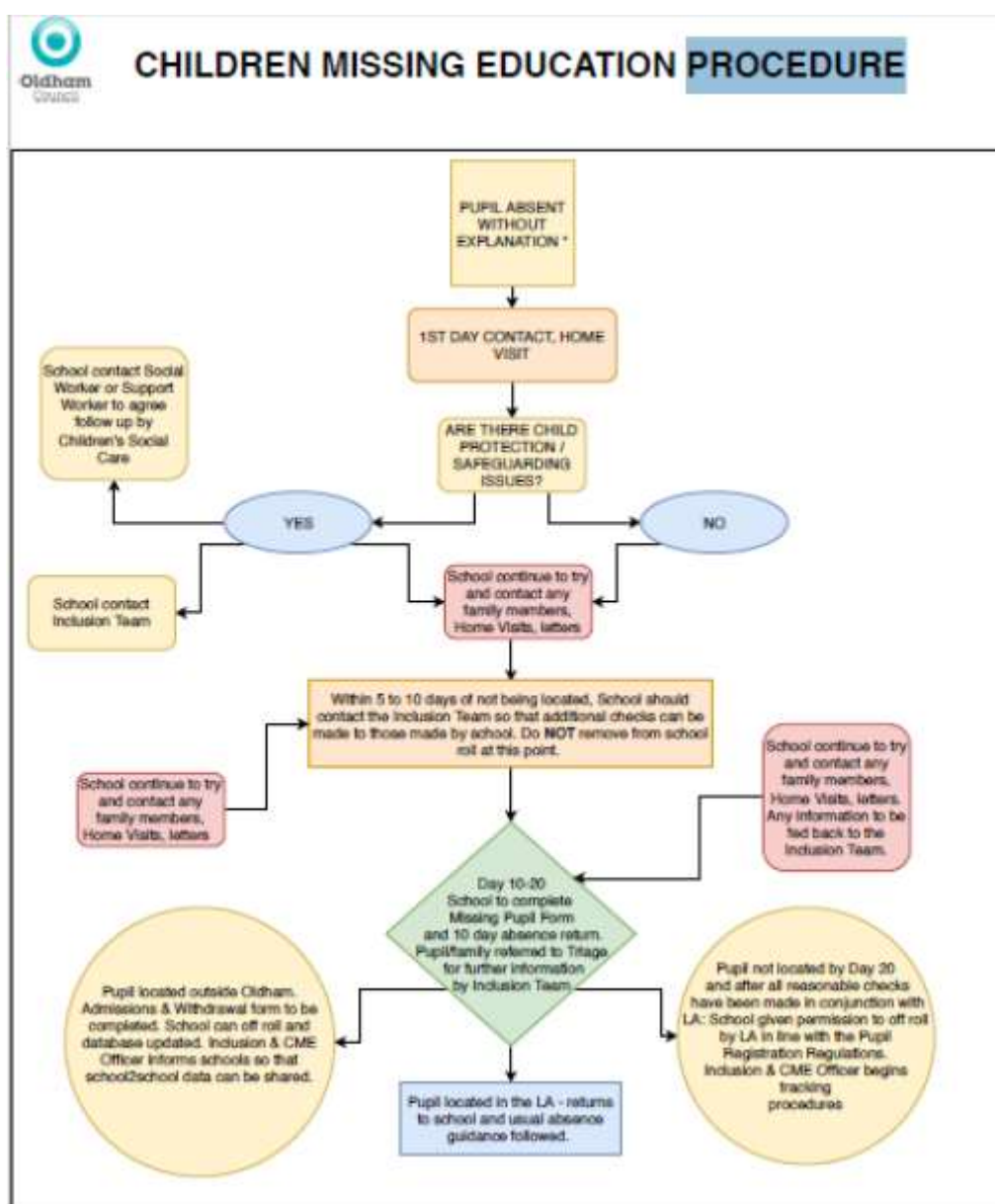
Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

## APPENDIX 3

Actions where there are concerns about a child. Staff adopt the attitude of ‘it could happen here’ where Safeguarding is concerned and always act in the best interests of the child. Any concerns are acted upon immediately.



## Appendix 4 – Children Missing Education Procedure



## **Appendix 5 – Use of Interpreter**



## 01 Why use interpreters?

If a family's first language is not English, even if they are fluent an interpreter should be offered.

All agencies need to ensure that they are able to communicate fully with parents and children when they have concerns about abuse and neglect. This ensures that family members and professionals fully understand the discussion and information being shared.

## 02 Who might need an interpreter?

The use of accredited interpreters, signers or others with special communication skills must be considered whenever undertaking enquiries involving children and/or family:

- For whom English is not the first language (even if reasonably fluent in English, the option of an interpreter must be available when dealing with sensitive issues);
- With a hearing or visual impairment;
- Whose disability impairs speech;
- With learning difficulties;
- With a specific language or communication disorder;
- With severe emotional and behavioural difficulties;
- Whose primary form of communication is not speech.

## 07 What next?

- Identify what your agency's translation policy is
- Cascade the information in this briefing to your teams.
- Consider your current use of interpreters and whether this can be improved.

## How to work with an interpreter

Interpreters used for interviewing children should be DBS checked, subject to references and a confidentiality agreement.

Professionals should explain to the interpreter:

- Nature of the investigation
- Aims and plan for the interview
- The need to avoid acting as a representative of the family
- The need to translate everything that is said unless directed otherwise
- The need to translate exact words such as abuse



## Interviewing Children

The needs of a child who is thought to have communication difficulties should be considered at an early point in the planning.

Professionals should be aware that interviewing children is possible when a child communicates by other means than speech

Every effort should be made to enable a child to tell his/her story directly

Professionals should remember to speak more slowly when using an interpreter to ensure that information is translated accurately

Professionals should be aware that some children will be fluent in English but will use the family language to describe body parts.

## Always remember

Family, friends or involved professionals should NOT be used as interpreters within the interviews although can be used to arrange appointments and establish communication needs.

Children should never be used as interpreters.

## Key considerations

It is vital to establish dialect as it might have significant outcomes for the translation.

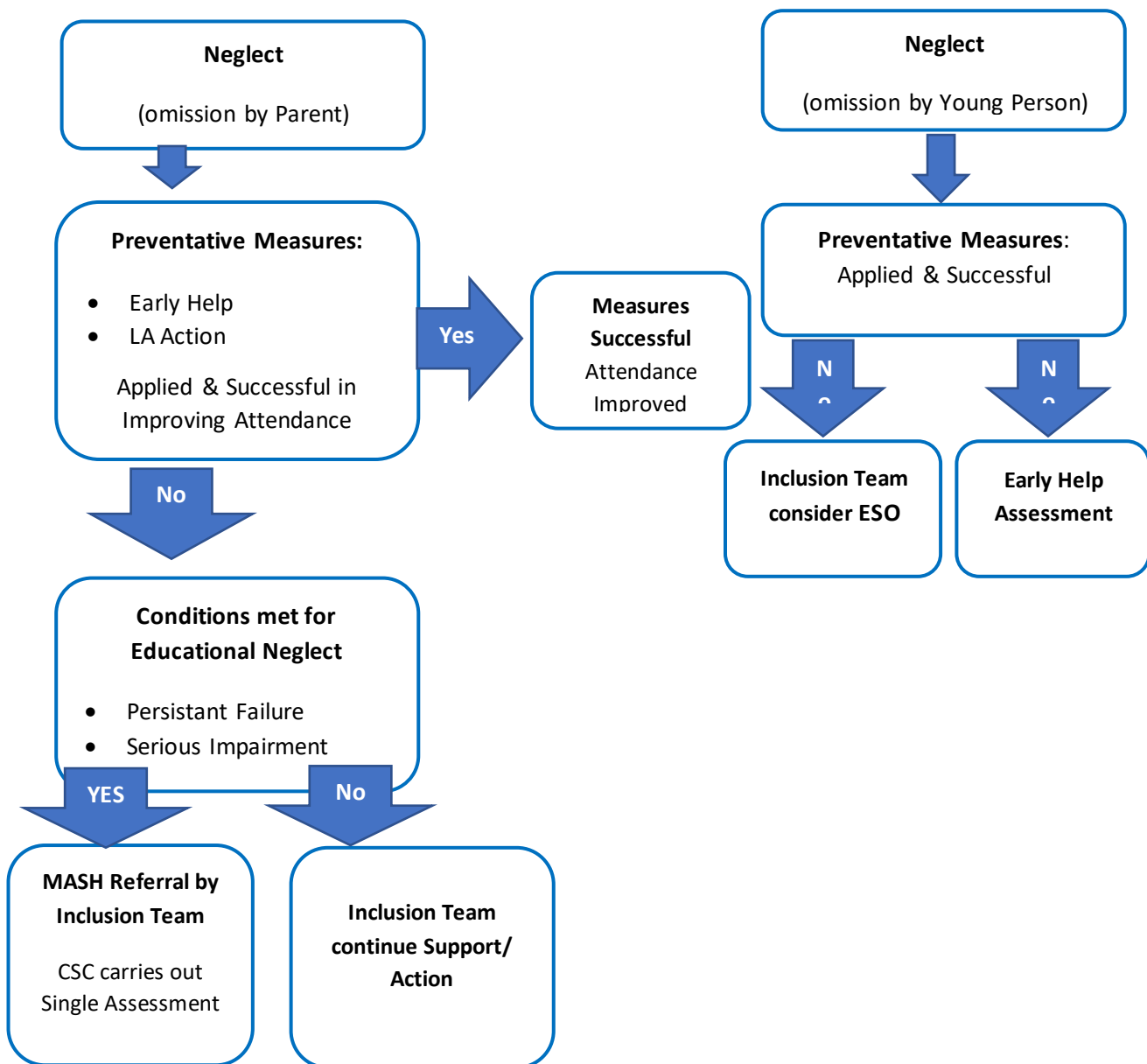
Cultural issues might have a bearing on the translation or disclosure. When planning using an interpreter consideration should always be given to gender and religious and cultural beliefs.

Invitations to Child Protection Conferences should be translated into a language/medium that the family understands





## EDUCATIONAL NEGLECT DEFINITIONS AND STATUTORY PATHWAYS



The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

<b>Data Audit For The Safeguarding &amp; Child Protection Policy</b>					
<b>What ?</b>	<b>Probable Content</b>	<b>Why ?</b>	<b>Who ?</b>	<b>Where ?</b>	<b>When ?</b>
CP & Safeguarding documents including reviews, notes from meetings, emails etc	Name DOB Address Other contact details Personal information Notes & recommendations	For school information & records  For Keeping children safe in Education  Following statutory guidance (government)	Class Teachers Heads SLT Governors (where needed) Parents, Social Workers other professionals involved in CP cases	Child protection files (confidential – locked cabinet in Headteachers office)  Laptops – password protected	Kept inline with statutory guidance – could be 25 years  Some information passed on to Secondary Schools or other schools (In-year transfers)

As such, our assessment is that this policy:

<b>Has Few / No Data Compliance Requirements</b>	<b>Has A Moderate Level of Data Compliance Requirements</b>	<b>Has a High Level Of Data Compliance Requirements</b>
		✓

This policy will be reviewed every year or sooner if legislation / school assessment systems change.

