



Safeguarding and Child Protection Policy

Document Control Information			
Safeguarding and Child Protection Policy			
Review Period Annually		Review Committee MAT Trustees	
Revision History			
Author	Summary of changes	Issue	Date Authorised
D Fitton	Updated policy	1	December 2018
D Fitton	2019 KCSIE Update	2	December 2019
D Fitton	2020 KCSIE Update	3	2 nd December 2020
Authorisation			
Approved By:	<i>Trustees</i>		
Date Approved:	02/12/2020		
Date of Next review:	02/12/2021		
Document Owner & Reviewer:	<i>Designated Safeguarding Lead</i>		
Equality Impact			
Statement	We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the Equality Act 2010 protected characteristics.		
The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.			
Screening	This document has been screened by the Equality Team and the impact has been assessed as:		
	<input type="checkbox"/> Not applicable <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High		

Hawthorns School Safeguarding and Child Protection Policy

Useful contacts

Head of School / Deputy DSL	Pierre Coiffait pierre.coiffait@hawthorns.tameside.sch.uk
Designated Safeguarding Lead /Deputy Head	Debbie Fitton debbie.fitton@hawthorns.tameside.sch.uk
Deputy DSL /Deputy Head	Janet Sarno janet.sarno@hawthorns.tameside.sch.uk
Deputy DSL/ Family Multi-agency Link Worker	Sonia Jones sonia.jones@hawthorns.tameside.sch.uk
Designated Teacher for Looked after Children	Debbie Fitton
Chair of Governors	Steve Foxen-Durnien steve.foxen.durnien@hawthorns.tameside.sch.uk
Link Governor for Safeguarding and Child Protection	
Local Authority Designated Officer	Tania Brown Tel: 0161 342 4398 tania.brown@tameside.gov.uk
Hawthorns School Telephone Number	0161 370 1312
Hawthorns School email	admin@hawthorns.tameside.sch.uk
Multiagency Safeguarding Hub MASH Hours – Monday to Wednesday 8.30 am to 5pm, Thursday 8.30am to 4.30pm, Friday 8.30am to 4pm. Tel: 0161 342 4101 Out of hours Tel 0161 342 2222	

Contents

1. Child Protection and Safeguarding Policy	page 6
1.1 Introduction	page 6
1.2 Ethos	page 6
1.3 Aims	page 6
1.4 Scope	page 7
1.5 Definitions	page 7
1.6 Equality statement	page 8
1.7 Children with Special Educational Needs and Disabilities (SEND)	page 8
1.8 Parent Partnership	page 9
2. Safeguarding legislation and guidance	page 10
3 Roles and responsibilities	page 11
3.1 All staff	page 11
3.2 Designated Safeguarding Lead	page 12
3.3 Governing Body	page 15
3.4 Nominated Governor for Safeguarding	page 15
3.5 Head of School	page 15
3.6 Family Multi-agency Link Worker	page 16
3.7 Designated Teacher Looked After Children (LAC)	page 16
3.8 Contractors, Service and activity providers and work placement providers	page 16
4. Processes and Procedures – acting to keep children safe	page 17
4.1 Confidentiality, Consent and Information sharing	page 17
4.2 Helping children to keep themselves safe	page 18
4.3 Mobile Phones and Cameras	page 19
4.4 Promoting Good Practice	page 19
4.5 Child Protection Procedure: What to do if you are concerned about a child	page 20
4.6 Making a referral	page 23
4.7 Flowchart procedure	page 24
4.8 Supporting pupils at risk	page 25
4.9 Notifying Parents	page 26
4.10 Early Help	page 26
4.11 Inter agency working	page 27
4.12 Pupils with a Social Worker	page 28
4.13 Child protection Register	page 28
4.14 Looked after and previously looked after children	page 29
4.15 Record Keeping	page 29
4.16 Whistleblowing and Complaints	page 30

5 Processes and Procedures – Prevention through a Safer Workforce	page 30
5.1 Staff training and development	page 30
5.2 Recruitment -interview/appointment panels	page 31
5.3 Physical contact with pupils	page 32
5.4 Concerns about a member of staff or volunteer	page 32
5.5 Allegations against staff	page 32
6. Processes and Procedures – Managing Safeguarding between children	page 33
6.1 Allegations of abuse made against other pupils -peer on peer abuse	page 33
6.2 What to do when an allegation is made by a pupil against another pupil	page 34
6.3 Minimising the risk of peer on peer abuse	page 35
7. Processes and Procedures - Health and Safety	page 35
7.1 Site Security	page 35
7.2 Risk Assessments	page 36
7.3 Non collection of children	page 36
8. Self -evaluation	page 37
8.1 Quality Assurance	page 37
8.2 Policy Review	page 37
8.3 Linked Policies	page 37

Safeguarding and Child Protection Procedures	
Appendix 1: Types of abuse	page 38
Appendix 2: Specific safeguarding issues	page 41
Appendix 3: Safer recruitment and DBS checks – policy and procedures	page 58

This policy has an addendum that has been updated to cover the operational procedures necessary for this school to protect its pupils, visitors and staff from the risks presented by Covid-19

1. Child Protection and Safeguarding Policy

This policy applies to all adults, including volunteers, working in or on behalf of the school. Everyone who comes into contact with children and their families has a role to play and we expect our staff and volunteers to share this commitment. Keeping Children Safe in Education 2020 now identifies three safeguarding partners that all schools and colleges will be expected to work with: the Local Authority (LA), the Clinical Commissioning Group (CCG) for our area within the LA and the Chief of Police for our area within the LA.

1.1 Introduction

Safeguarding children is everyone's responsibility and our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

1.2 Our Ethos

Our pupils belong to a group of people who are, potentially, some of the most vulnerable to abuse in all its forms, for a number of reasons.

It is our duty therefore to make sure that child protection is an integrated part of the ethos and practices of our school. We believe that Hawthorns School should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to. We recognise that there are risks involved in all situations and activities in life but that these risks need to be fully considered as reasonable and worthwhile and minimised relative to the benefits of each situation or activity. We recognise that all adults within our school including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm. We will work across our school community, including with parents, to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

1.3 Aims

We aim to ensure that all staff are aware of their statutory responsibilities with respect to safeguarding and we recognise our responsibility to act in a timely manner to safeguard and promote the welfare of all children. We will ensure that all staff are properly trained in recognising and reporting safeguarding issues.

All concerns will be referred to the Designated Safeguarding Lead (DSL) or deputies.

1.4 Scope

In line with the Law, this Policy defines a child as anyone under the age of 18 years.

This Policy applies to all members of staff in our setting or working with our pupils including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

1.5 Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's **mental** and physical 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. 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.

Appendix 1 explains the different types of abuse.

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

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children are any people who have not yet reached their 18th birthday

Early Help means providing support as soon as a problem emerges at any point in a child's life

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

Significant Harm

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

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). 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 (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

1.6 Equality statement

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

We give special consideration to children who:

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

1.7 Children with Special Educational Needs and Disabilities (SEND)

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

- Children with SEND are 3 times more likely to be abused or neglected than other children
- Certain indicators of abuse such as behaviour, mood and certain injuries may relate to the pupil's learning difficulties, social and communication needs or disability without further causation related to safeguarding.
- Pupils with SEND can be disproportionately impacted by things like bullying- including outside of school- without outwardly showing any signs

Significant barriers often exist in our pupils:

- Understanding that what they are experiencing is unacceptable and abusive
- Disclosing effectively, or communicating accurately, their experiences of being abused.

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

- Develop strong professional relationships with parents
- Develop strong professional relationships with other agencies especially ISCAN
- Teach pupils about emotions and about what behaviour is “right” and what is “wrong”
- Develop pupils’ self-esteem, confidence and communication skills in school so that they can better advocate for themselves
- Thoroughly and accurately record information that could lead to patterns of non-disclosure signs and symptoms of risk or danger of abuse

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

1.8 Parent Partnership

Our school has an established approach to working with parents. Parents’ and children’s need for privacy should be respected. Attitudes to and contact with parents should be non-judgmental in order to obtain the most conductive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

We will ensure that parents understand the responsibility placed on the school and staff for child protection by setting out our obligations in the school handbook and on the website. If parents have any concerns they should contact the DSL.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the document. We have access to support for parents where it is felt this would be useful. This includes:

- A home school book is used for all children.
- Counselling support for children in school. This service is accessed by children only with parental consent
- Referral to other agencies

Hawthorns School believes in being as open with parents as possible in order to earn their trust. Where appropriate we will discuss any concerns /changes in a pupil’s wellbeing with the parents in order to work in partnership to best meet the pupil’s needs. Abuse (other than

sexual abuse) may be a symptom of a family struggling to cope and needing multi-agency support and referral of this situation is usually in the interests of the whole family.

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.

2. Safeguarding Legislation and Guidance

This Policy is based on the DfE's statutory guidance **Keeping Children Safe in Education 2020** and **Working Together to Safeguard Children (2018)** and the **Governance Handbook**. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy is also based on the following

Legislation:

The Rehabilitation of Offenders Act 1974

Children Act 1989 and 2004

Education Act 2002

The Sexual Offences Act 2003

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

Education (Health Standards) (England) Regulations 2003

Safeguarding Vulnerable Groups Act 2006

Education and Skills Act 2008

School Staffing (England)Regulations2009, as amended

Equality Act 2010

Protection of Freedoms Act 2012

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

The Children and Families Act 2014

Children and Social Care Act 2017

GDPR May 2018

[Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)

Statutory Guidance

Teaching Standards 2012

The Early Years Foundation Stage Framework section 3 – the Safeguarding and Welfare Requirements, September 2014.

DfE (2020) Keeping Children Safe in Education._All staff should read Part One of this guidance and can find a copy in the staff handbook.

DfE (2018) Working Together to Safeguard Children

HM Gov Advice Information Sharing March 2015

DfE (2015) What to do if you are worried about a child being abused DfE (2018)

DfE (2018) Disqualification under the Childcare Act 2006

DfE (2015) The Prevent Duty for England and Wales under section 26 of the Counter-Terrorism and Security Act 2015

DfE (2018) Sexual Violence and sexual harassment between children
Statutory guidance on FGM Statutory guidance on the Prevent duty

Local Guidance

Tameside Safeguarding Children Partnership. -Thresholds for Assessment and the Continuum of Need

Tameside Safeguarding Children Partnership- Tameside Children's Needs Framework
Greater Manchester Safeguarding Partnership

3.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 Tameside Safeguarding Children Partnership. Our policy and procedures also apply to extended school and off-site activities.

3.1 All staff

All staff, governors and volunteers will read, understand and comply with the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2020](#), and review this guidance at least annually as part of their annual safeguarding training.

All staff will:

- Know our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct], the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, and the safeguarding response to children who go missing from education
- Know what to do if they have any concerns about a child's welfare and the importance of acting on them immediately.
- know how to recognise and respond to signs and symptoms of abuse, as well as being aware of specific safeguarding issues such as child sexual exploitation (CSE), FGM and radicalisation.
- know the process for making referrals if a child is at risk of immediate harm, directly to Children's Social Care: 0161 342 4101 or for FGM directly to the police along with the role they might be expected to play in such assessments.
- be aware of Tameside Early Help process and understand their role in it ,including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- ensure children are safeguarded from harmful and inappropriate online material by following E-Safety guidance
- provide a safe environment in which children can learn

- receive induction that includes detailed safeguarding and child protection training to enable them to follow and understand the systems in school which support safeguarding, recognise signs of abuse, know how to respond to concerns and understand e-safety. They will be familiarised with the Safeguarding and Child protection policy, Staff code of conduct, KCSIE 2020 document, Behaviour policy and other related policies as well as the school response to children who go missing from education and use of CPOMS
- receive regular safeguarding updates (e.g. via email, staff briefings, memo updates, online training or courses for specific staff who will then cascade information to other staff).

3.2 The Role of the Designated Safeguarding Lead (DSL)

The DSL Debbie Fitton (Deputy Head) is a member of our senior leadership team and has overall responsibility for Child Protection and Safeguarding.

Deputy DSL's are Pierre Coiffait, Janet Sarno and Sonia Jones. All four have DSL status and work as a team.

The DSL or a deputy will always be available (during school hours) for staff to discuss any safeguarding concerns and will arrange appropriate cover arrangements for any out of hours' activities or if they are unavailable

This person will have the status and authority within the school to carry out the duties of the post including committing resources and supporting and directing other staff.

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

Manage referrals

- Refer all cases of suspected abuse to the Tameside Multi Agency Safeguarding Hub (MASH), Channel programme, Disclosure and Barring Service, and/or police), and support other staff who are involved in referrals.
- Provide advice and support to other staff on child welfare and child protection matters
- Ensure arrangements are in place that set out the process and principles for sharing information within school and with safeguarding partners and other agencies. Ensure staff are aware of obligations placed on them by the Data Protection Act and GDPR
- Receive information from staff in school and any other staff reporting information and process this information by discussing/investigating further as appropriate

Work with others and share information

- Liaise with the headteacher to inform him of issues-especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with the case manager and the designated officer at the LA for child protection concerns in cases which involve a staff member.

- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required. These meetings may be virtual due to Covid-19.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments
- Work with the three safeguarding partners -Local Authority, Clinical Commissioning Group within the LA, Chief Officer of Police within the LA-to fulfill the school's statutory duty and cooperate with their published arrangement
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Liaise with agencies providing early help support for our pupils with additional needs (ISCAN), and co-ordinate referrals to targeted Early Help services. Monitor cases already supported by ISCAN and those referred to early help and consider referral to children's services where the situation does not improve
- When a child leaves our school, the DSL will contact the DSL at the new school and ensure any Child Protection documents/files are transferred securely and any relevant information shared appropriately. We will record how this information has been transferred- this may be in the form of a written receipt from the receiving school and /or evidence of recorded delivery.
- All concerns are logged on the school's online Child Protection system CPOMS. Staff record concerns which alert the DSL's enabling them to take action as necessary, and alert other staff as needed. The system builds up a chronological profile of vulnerable pupils
- Act as a source of support, advice and expertise to all staff

Training

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

- provide them with the knowledge and skills to carry out their role
- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness and awareness of those with special educational needs
- be aware of responsibilities under the Prevent duty and undergo Prevent awareness training
- understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Continuum of Need guidance and tools and the early help planning processes;
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989) including those with special educational needs.

- Ensure each member of staff has access to and understands the school safeguarding and child protection policy and procedures, including providing induction to new staff.
- Organise whole-school child protection training for all staff members regularly, and provide updates at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another educational establishment's training.
- Keep accurate records of staff induction and training.
- Refresh their knowledge and skills (via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role
- Ensure appropriate online filters and monitoring systems are in place and ensure online safety is part of regular staff training
- Be able to make detailed, accurate, secure written records of concerns on CPOMS, monitor the recording of safeguarding incidents on CPOMS, ensure actions are followed up and look for patterns which will be acted on.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.

Raise awareness

The DSL team will:

- Ensure the safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that ensue.
- Report termly to the governing body
- Ensure each member of staff has access to, understands and follows the school's child protection policy and procedures, especially new and part time staff
- Provide updates to staff on any changes to CP legislation and procedures and any relevant learning from local and national serious case reviews at least annually.

The Deputy DSL(s) are appropriately trained and, in the absence of the designated lead, carry out those functions necessary to ensure the ongoing safety and protection of pupils. However, the senior DSL holds lead responsibility

3.3 The Governing body

The Governing Body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within our school's ethos and reflected in our day-to-day practice. The governing body will:

- approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.
- 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.
- Ensure the school has an effective safeguarding and staff code of conduct policy (updated annually and on the website) and hold the Headteacher to account for their implementation.
- Comply with their duties under legislation including the Prevent Duty.
- Ensure there are Safer Recruitment Procedures in place that include statutory checks on staff suitability to prevent people who pose a risk of harm from working with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
- Ensure at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

3.4 Nominated Governor for Safeguarding

The governing body will appoint a nominated link governor to monitor the effectiveness of this policy in conjunction with the full governing board. The nominated governor will liaise with the Head of School and provide information and reports to the governing body.

3.5 The Head of School

The Head of School will:

- Ensure that policies and procedures adopted by the governing body are fully implemented and followed by all staff
- Ensure that all staff (including temporary staff) and volunteers are informed of our systems which support safeguarding including this policy as part of their induction. Copies of this policy will be available on the staff noticeboard and via email.
- Communicate this policy to parents when their child joins the school and via the school website
- Ensure that the DSL and deputies have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

- Ensure that all staff undertake appropriate safeguarding and child protection training update this regularly and are informed of changes to policy and procedures via staff meetings/memos.
- Help create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively in accordance with whistle-blowing procedures.
- Act as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensure the relevant staffing ratios are met, where applicable, to keep children safe
- Ensure pupils are provided with opportunities through the curriculum to learn about safeguarding, including keeping safe online.
- Ensure Safer Recruitment procedures are followed

3.6 The Family Multi-Agency Link Worker

The Family Multi-Agency Link Worker is responsible for

- Supporting the DSL and deputies
- Providing advice and support for staff
- Monitoring incidents on CPOMS and ensuring actions are followed up
- Liaising with parents and other agencies
- Leading or supporting multi-agency meetings
- Home visits to pupils when needed
- Monitoring attendance and following up unexplained absence

3.7 Designated Teacher for Looked After Children (LAC)

The Designated Teacher for Looked After Children, Debbie Fitton, is responsible for promoting the educational achievement of children who are looked after or have been previously LAC. She will ensure that class staff are aware of their responsibilities and will work with the Virtual School Head for Tameside (or relevant other authorities) to discuss how available funding can be best used to support the progress of looked after children and meet the needs identified in the child’s personal education plan (PEP). She will ensure termly PEP meetings are held and information shared with relevant professionals and Carers

3.8 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 procedure to report concerns. We will seek assurance that employees and volunteers provided by these organisations who are working with our children have been subject to the appropriate level of safeguarding checks in line with [Keeping Children Safe in Education 2020](#). If assurance is not obtained, permission to

work with our children or use our premises will be refused. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

4. Processes and Procedures – acting to keep children safe

4.1 Confidentiality, Consent and Information sharing

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The basic principles of information sharing are the government's [information sharing advice for safeguarding practitioners](#) which includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

7 Golden Rules of Information sharing (Data Protection Act 1998 (2008)

- 1. The Data Protection Act and GDPR are not a barrier to sharing information** but provide a framework to ensure that personal information is shared appropriately in a professional context.
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- 5. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, relevant to the purposes is accurate and up-to-date, is shared in a timely fashion, and is shared securely. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Staff will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare and will ensure that any information that indicates that a child or adult is being harmed or is at risk of being harmed will be shared with DSL.

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

We will ensure that staff are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

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

Confidentiality is also addressed in this policy with respect to record-keeping, and allegations of abuse against staff. Further information can be found in our school Confidentiality Policy and DfE Information Sharing Advice.

4.2 Helping Children to Keep Themselves Safe

We continually promote an ethos of respect for children and the emotional health and wellbeing of our pupils is important to us. We ensure that our pupils are confident to communicate their feelings, worries or difficulties to staff who will respond in sympathetic and supportive ways. Our small groups and high levels of staffing encourage this along with our commitment to meeting the individual needs of all our pupils. We also ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

We include in the curriculum activities and opportunities which equip children with the skills they need to keep them safe. Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social and health (PSHE), Sex and Relationships (SRE) education lessons and in all aspects of school life. Children are taught how to conduct themselves and how to behave in a responsible manner. We develop self-esteem supporting children to feel secure, confident and independent.

Children are reminded regularly about e-safety. In addition, circle time is used to raise issues spontaneously that are particularly relevant to the class at that time.

We make our pupils aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

Within our curriculum there will also be opportunities to discuss issues which some children might find sensitive and disturbing. Care should be taken particularly in relation to discussion about families and their makeup. Assumptions about member of families and the presence of both parents should be avoided both in discussion and the presentation of materials. During discussions staff should be alert to the fact that some children will have very different experiences and may find content ‘sensitive’ within their own histories. Staff should make themselves familiar with the background of the children in their care in order to avoid children becoming distressed.

4.3 Mobile phones and cameras -Refer to E Safety Policy

Staff are allowed to bring their personal phones to school but will limit such use to non-contact time when pupils are not present. Staff must not take pictures or recordings of pupils on their personal phone but will use school Ipads. All staff sign an E-Safety agreement.

Photo consent must be obtained from parents to allow school to post images of pupil/class activities on our school website/class blogs/Twitter and Facebook. Pupils who are not allowed on social media will either have their faces obscured, or will be deleted fully from any photos.

We will follow the Data Protection Act 1998 when taking and storing photos and recordings for use in the school.

4.4 Promoting Good Practice

Good Practice means:

- Always working in an open environment, where possible, avoiding private or unobserved situations and encouraging open communication.
- Treating all young people equally with respect and dignity
- Always putting the welfare of the child first
- Handling pupils according to school procedures
- Maintaining a safe and appropriate distance with pupils, avoiding behaviour that could be seen as unprofessional
- Building balanced relationships based on mutual trust and empowering children to share in decision making

- Keeping up to date with training, qualifications and insurance
- Involving children/young people/parents/carers wherever possible
- Being an excellent role model – not smoking or drinking alcohol in the company of children, conducting ourselves appropriately at all times
- Following the school rules with regard to communication with pupils and use of social media and online networking
- Giving enthusiastic and constructive feedback rather than negative criticism
- Recognising the developmental needs and capacity of young people
- Securing parental consent in writing to act in loco parentis, if the need arises to administer emergency first aid or other medical treatment
- Keeping a written record of any injury that occurs, along with the details of any treatment given
- Requesting written parental consent if staff are required to transport young people in their cars
- Referring all concerns about a pupil to the DSL

Further information can be found in the Staff Code of Conduct

4.5 Child Protection Procedure: What to do if you are concerned about a child

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

Staff, volunteers and governors must follow the procedures set out in Figure 1 in the event of a safeguarding issue. Tell the DSL as soon as possible.

If it is appropriate to refer the case to local authority children's social care or the police, 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 the referral and outcomes are properly recorded on CPOMS.

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

If you have concerns about FGM

If a teacher discovers that FGM has taken place, report this to the police immediately. This is a statutory duty.

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'.

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 been specifically told not to disclose, 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 [if relevant, insert: or discovers that a pupil aged 18 or over appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures.

Responding to a Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Any child who has communication difficulties will be given access to express themselves to a member of staff with the appropriate skills. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and record on CPOMS. Support and advice will be offered to staff from the DSL or TLSCB.

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

- Listen to the pupil, keeping calm and offering reassurance. Try not to show any shock you may feel.
- If a child has an injury observe bruises but do not ask a child to remove or adjust their clothing to observe them
- Stay calm and reassure them that they have done the right thing in telling you.
- Don't make promises about what might or might not happen next.
- You cannot promise confidentiality.
- If a disclosure is made the child should lead the discussion. Do not press for details by asking questions "what did they do next?".

- Use phrases such as ‘you’ve done the right thing’ or ‘you’re not to blame’ or ‘I understand’.
- Listen, don’t investigate.
- Accept what the pupil says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them.
- Allow the child to talk but do not interrogate or ask leading questions – use questions such as ‘Do you have anything else to tell me?’
- Do not make judgements about the people children refer to – they may be people they love.
- Explain what will happen next and who you will need to talk to.
- Make brief notes at the time and write them up afterwards on CPOMS – keep both sets just in case.
- Use diagrams/body map on CPOMS to record any bruising or marks.
- Be objective in your recording. Write up your conversation on CPOMS as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it

If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action.

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. Inform the DSL or deputy as soon as practically possible after the referral.

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

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. 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
- may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

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

Follow the flowchart procedure if you have any concerns about a child's welfare.

- 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. Share details of any actions you take with the DSL as soon as practically possible.
- Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

4.6 Making a 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.

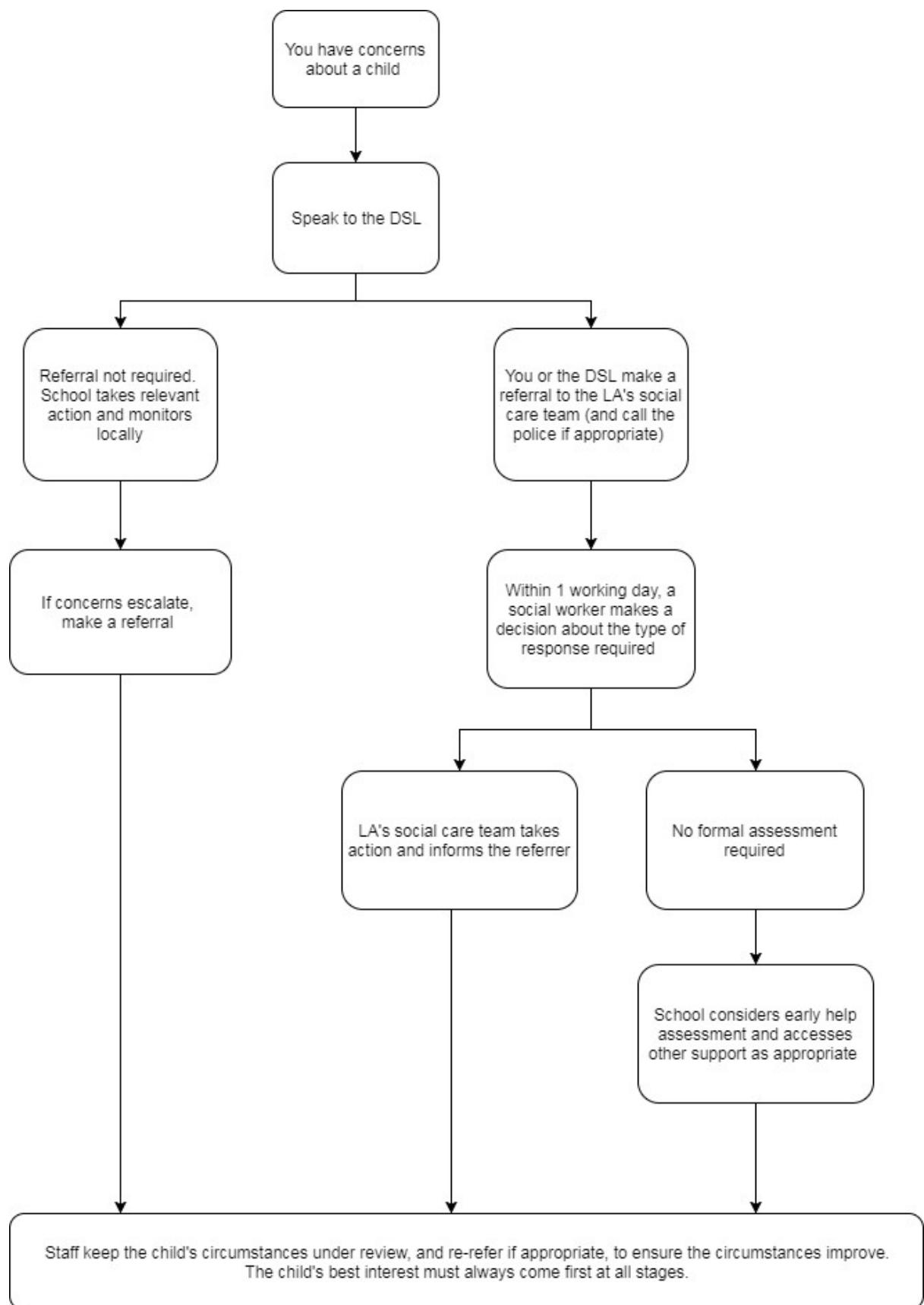
Early Help

- 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.

If you have a mental health concern

- 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.
- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action following school procedures.
- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

4.7 Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



4.8 Supporting Pupils at Risk

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Some groups such as SEN can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration. Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of children at risk, whilst at school, their behaviour may still be challenging and defiant.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Our school will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation;
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- The implementation of the school behaviour management policies (required under the Code of Practice, 1993 Education Act).
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. School will ensure that a pupil knows that some behaviour is acceptable but they are valued and not to be blamed for any abuse that has occurred. This is vital to ensure that all children are supported within the school setting;
- Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters
- A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- Ensuring children have access to AQP and or Children's Counsellor
- Ensure that when a pupil on the CP register leaves their information is transferred to the new school immediately and that the child's social worker is informed.

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. Our staff who work, in any capacity, with children with Special Educational Needs and disabilities, and/or emotional and behaviour problems will

need to be particularly sensitive to signs of abuse and be aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse and/or school staff being alerted to concerns.

4.9 Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. Staff will only talk to parents about any such concerns following consultation with the DSL.

The DSL will normally do this in the event of a suspicion or disclosure.

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.

4.10 Early help for children and families – supporting welfare

Not all concerns for the welfare of a child either meet the threshold of 'significant harm' or are part of a pattern of concerns reaching that threshold. We will offer support and help as a school whenever we think we can be of assistance to families and resources allow. For example; parent training or workshops on issues such as 'managing behaviour' or 'E safety'. Where school cannot reasonably extend its resources to supporting families sufficiently we will work with other agencies through established procedures to attempt to get the help that they need. In particular, we will call Common Assessment Framework meetings (CAFs), where parents agree, in order to source and coordinate support for the family from other agencies. Where parents do not agree to a CAF meeting we will continue to monitor the situation with regard to any safeguarding concerns of the child experiencing, or at intolerable risk of experiencing, 'significant harm' and the possible need for a formal referral.

Where early help or other support- including a CAF and/or ongoing Social Worker involvement-is appropriate, the DSL will keep the case under constant review and consideration given to a formal referral to the children's social care hub if the child's situation does not appear to be improving or the situation develops to form an intolerable risk of imminent 'significant harm'. If

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

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

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the Tameside Integrated Services for Children with Additional Needs (ISCAN). Providing help early is more effective in promoting the welfare of children than reacting later.

Our School will work together with other agencies to provide a coordinated offer of early help, in line with Working Together to Safeguard Children 2018, to any child who needs it. We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will work closely with early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children. We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Tameside Safeguarding Children Board.

Social Care Meetings

At times school staff /Multi-agency Link Worker will be called to participate in meetings organised and chaired by Social Care. These might be:

- Strategy discussions.
- The child protection review conference.
- Child protection conferences.
- Family group conferences – for children in need, in a range of circumstances where a plan is required for the child's future welfare.
- Professionals' meetings – in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement.
- Core group meetings – meeting in which a 'core' group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews.
- EHA/CAF Meetings.

At these meetings, representatives from the school should be ready to report providing information about.

- Attendance and punctuality.

- Academic achievement.
- The child's behaviour and attitude.
- Relationships with peer group and social skills generally.
- Contact with parents/carers.
- Any specific incidents that need reporting
- Child's appearance and readiness for school.

Prior to the meeting, class teachers and other adults working closely with the child should be asked for their comments. Following the meeting feedback should be given and key staff brought up to date with any actions needed. All recorded information from Social Care meetings and other reports should be stored securely in the child's PSP folder and recorded/uploaded on to CPOMS. Hawthorns School acknowledges that parents have the right to make a wide variety of choices for and on behalf of their child. Although we may discuss different approaches to meeting a child's needs in the spirit of open, honest, partnership, parental actions will only be regarded as a matter of safeguarding where there is actual or an intolerable risk of "significant harm".

4.12 Pupils with a Social Worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children, ensuring that all safeguarding concerns are shared with them and any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

4.13 The Child Protection Register

Children placed on the register will require additional support and monitoring. The social care department will inform a school receiving a child on the register and accompanying records should follow from the child's previous school. A receipt should be obtained for documents received and transferred to other schools. Documents must be transferred by a member of staff.

Child Protection records for our pupils are kept securely in the main office as well as on CPOMS

4.14 Looked-after and previously looked-after children

We have appointed a designated teacher, Debbie Fitton , who is responsible for promoting the educational achievement of looked-after children and previously looked after children in line with [statutory guidance](#). The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

4.15 Record Keeping.

All staff must use the CPOMS online recording system to record all child protection, welfare concerns and discussions. Decisions made will be actioned on CPOMS.

The CPOMS entry must be recorded within 24 hours of the incident/conversation occurring and be concise and accurate using descriptive language, words used by the child, questions asked, responses given by staff and any follow up actions. Do not state your opinion or thoughts. If you are in any doubt about whether to record something, discuss it with the DSL. CPOMS will be used to record all significant interactions with parents and the pupil and staff will be able to 'tag' the report of an incident if they have any potential safeguarding concerns.

A paper version of the CPOMS incident log will be made available to short-term temporary staff, visitors and contractors and this, once completed, must be handed to the DSL or Family Multiagency link worker for entry into the digital CPOMS system. Any incidents logged on CPOMS that give rise to any form of safeguarding concern will alert the DSL and deputies. In this way the DSL will be able to spot patterns of incidents and/or link incidents to previous information from interactions with the pupil and their family in order to better assess the level of concern or need represented. CPOMS records should be concise and factual, avoiding unnecessary extra information and paying attention to correct use of spelling and grammar.

CPOMS ensures an individual file is created as necessary for children with Safeguarding concerns and maintains a chronology of significant incidents for each child with safeguarding concerns.

CPOMS ensures that such records are kept confidentially and securely and separate from the child's educational record. When a child joins our school, the DSL will request the transfer of any safeguarding information prior to starting at school. When a child leaves our school, the DSL will make contact with DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner. Where the educational institution that the pupil is coming from, or going to, uses CPOMS the pupil's entire CPOMS history can be transferred digitally. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.

Confidential information and records will be held securely on CPOMS 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 7 years after they have left the school and kept securely within school in our Archives room in line with New Bridge Storage and Retention policy

4.16 Whistle Blowing and Complaints (see separate policy)

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

If 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 DSL/headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.

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

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

5. Processes and Procedures – Prevention through a Safer Workforce

5.1 Staff training and Development

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, E-Safety and Staff Code of Conduct to ensure they

understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

They must also all read Part 1 of KCSIE 2020. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

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 training for CPOMS will be provided by the DSL or deputies.

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

Volunteers will receive appropriate training as applicable.

All staff receiving training will sign to confirm they have received training and will comply with their statutory duties and read relevant information and policies.

The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training relevant for their role 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 annual training to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Staff who have contact with pupils and families

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

Family Multi-Agency Link Worker

The Family Multi agency Link Worker will receive key Safeguarding training as well as training for more specific Safeguarding issues, which is then shared with all staff at staff meetings.

5.2 Recruitment – interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken Safer Recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education 2020 and be in line with local safeguarding procedures.

5.3 Physical Contact with Pupils

Some form of physical contact with pupils by teachers is inevitable. In some cases, it is necessary for reassurance. However, all teachers should be aware of issues relating to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

In the event of physical restraint being used it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention it should be recorded within the child's behaviour plan

The majority of staff in school have had training in Team Teach. Where teachers or support staff do not, they should refer to a member of staff who has.

See separate Physical Intervention Policy/Behaviour Policy

5.4 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher 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.

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

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

5.5 Allegations against staff

There is an expectation placed on all staff and volunteers to disclose to the Headteacher any relationships or associations they may have in school and outside (including online) that may place a child at risk.

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and a consultation with the DSL will happen if staff have;

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

Allegations against staff should be reported to the Headteacher.

Allegations against the Headteacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to Police or Designated Officer or NSPCC Whistle

blowing helpline 0800 028 0285 if they believe direct reporting is necessary to secure action.

See [Whistle Blowing Policy](#) for more information, or contact Tania Brown, Safeguarding advisor for Tameside (0161 342 4398).

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However, if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHs (Child and Adolescent Mental Health) may be required.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However, staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff can be found in [Keeping Children Safe in Education \(DfE, 2020\)](#). See also [Staff Code of Conduct](#) and Safer Recruitment Consortium [Guidance on Safer Working Practices](#)

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

6. Processes and Procedures

6.1 Allegations of abuse made against other pupils – Peer on Peer Abuse

At Hawthorns School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. All staff must have an awareness of what constitutes peer on peer abuse.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

Safeguarding issues raised in this way may include physical abuse, emotional abuse, bullying, gender-based violence, sexual abuse, sexting and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

This might include where the alleged behaviour:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is serious and possibly a criminal offence
- Could put pupils in the school at risk
- Indicates that other pupils outside school may have been affected by this pupil
- is violent
- Involves pupils being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)
- **Upskirting** 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. It is now a criminal offence and may constitute sexual harassment.

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

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation through the CPOMS recording system and tell the DSL, but do not investigate it
- The DSL will make a referral to The Public Service Hub if appropriate, and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The parents of both the pupil being complained about and the alleged victim will be informed
- Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures/behaviour policy.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

6.3 Minimising the risk of peer on peer abuse

- We will minimise the risk of peer-on-peer abuse by:
- Providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.
- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

7. Processes and Procedures - Health and Safety

7.1 Site Security

Checking the identity and suitability of visitors

Entry- All Staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure. We check the identity of all visitors and volunteers coming into our school and access to main doors and the playground is controlled.

Visitors are expected to sign in and out in the office, read the Visitors Site Booklet, and to display a visitor's badge whilst on site. 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.

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

Any individual who is not known or identifiable will be challenged for clarification and reassurance. School will not accept the behaviour of any individual, parent or anyone else that threatens school security or leads others i.e. a child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the educational establishment site.

Exit- In order to safeguard all our pupils, it is necessary that they are not able to leave the school site unsupervised. High staffing ratios and clear procedures ensure that all children are fully supervised on arrival and departure at school.

7.2 Risk Assessments

- All general situations and activities will be risk assessed- eg general use of a classroom, corridor, playground, arrival and departure
- All activities with increased risk will be formally risk assessed- eg Design and Technology, cookery, trampoline
- We will assess the risk involved in physical interventions necessary to support pupils experiencing episodes of Challenging Behaviour. All Team Teach Incidents will be recorded appropriately.
- All visits outside of school will be risk assessed and will require approval by the Educational Visits Co-ordinator and Headteacher via the on-line risk assessment programme called EVOLVE.
- All visits outside of school involving adventurous activities including water will be further checked by the Academy.

7.3 Other Risks - Non-collection of children (See separate policy)

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

- Make provision for the child to be cared by class staff or another familiar adult on the premises, preferably in their own classroom. At no time will the child be left alone or leave the premises even with a member of staff.
- Reassure the child and ensure their safety and comfort in familiar surroundings
- Contact parents by phone. If no reply, we will contact other emergency contact numbers in child's file.
- Continue to ring contact numbers until someone answers and arrangements can be made to collect the child.
- All reasonable attempts will be made to contact the parents/carers, for example a neighbour may be contacted or another member of staff will visit the child's home.
- The Safeguarding lead or deputy and at least one other member of staff will be available at school to supervise child until 5.00pm if class staff are not able to remain with the child.
- If no arrangements or contact can be made by 5.00pm the DSL will follow our Child Protection Procedures and contact the Local Social Services The Hub, Denton, and arrangements will be made for 2 staff to take the child to. If a staff car is used the member of staff must have appropriate car business insurance. The other must be a First Aider. A car seat must be used if needed. Alternatively, a taxi may be used.
- Social Services will aim to find the parent/carer or relative and if unable to do so the child will be placed into the care of the Local Authority
- Under no circumstances will the staff go looking for the parent or take the child home with them
- The school will deliver a letter to the child's home informing the parent/carer that the child has been taken to the centre.
- The incident/phone calls will be recorded on CPOMS.

8. Self-Evaluation

8.1 Quality Assurance.

We will ensure that Systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the **DSL**.

We will complete an audit of the School safeguarding arrangements at frequencies specified by the Tameside Safeguarding Children Partnership and using the audit tool provided by them for this purpose.

The School senior management and the governing body will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

8.2 Policy Review

This policy will be reviewed **annually** by the Designated Safeguarding lead in the light of the latest regulation and guidance both nationally and from Tameside including that arising from serious case reviews. At every review, it will be approved by the full governing board. The **DSL** will ensure that all staff members are made aware of any amendments to policies and procedures.

8.3 Linked policies

This policy links to the following policies and procedures:

- Administration of medicines
- Allegations against staff
- Anti-bullying
- Attendance
- Behaviour
- Children Missing from Education
- Complaints Procedure
- Drugs and Alcohol Education
- E-safety
- Educational Visits
- Equalities
- Extended Schools
- First aid
- Grievance and disciplinary
- Health and safety
- ICT Acceptable Use
- Lone Working
- Missing Child
- Physical Education and Sports guidance

- Personal Care
- Physical Intervention
- PSHE
- Safer Recruitment
- SEND
- Sex and Relationship Education
- SMSC
- Staff code of Conduct
- Supporting pupils with medical conditions
- Uncollected Child
- Whistleblowing

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2020

Appendix 1: Child Protection and Safeguarding: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. It may not be our responsibility to decide whether child abuse is occurring, but we are required to act on any concerns and report them appropriately.

The health, safety and protection of a child is paramount.

Emotional abuse

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or
‘making fun’ of what they say or how they communicate
- Making children feel frightened or in danger on a regular basis
- Age or developmentally inappropriate expectations being imposed on children.
These may include interactions that are beyond a child’s developmental capability,

- as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Possible signs include:

Continual self-depreciation.
Fear of new situations.
Inappropriate emotional response to painful situations. Self-harm or mutilation.
Compulsive stealing/scrounging.
Drug/solvent abuse.
'Neurotic' behaviour, 'don't care' attitude.
Social isolation.
Attention-seeking behaviour.
Eating problems.
Depression, withdrawal.

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.

Possible signs include:

Constant hunger.
Poor personal hygiene.
Inappropriate clothing.
Frequent lateness or non-attendance.
Untreated medical problems.
Low self-esteem.
Poor social relationships.

Compulsive stealing or scrounging.

Constant tiredness.

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.

Possible signs include:

Refusal to discuss injuries.

Improbable explanations or injuries.

Unexplained injuries or burns

Untreated injuries or lingering illness.

Admission of punishment, which appears excessive.

Shrinking from physical contact.

Fear of returning home or parents being contacted.

Fear of undressing.

Fear of medical help.

Aggression/bullying.

Over complaint behaviour.

Running away.

Significant changes in behaviour.

Deterioration in work.

Unexplained pattern of absences.

Sexual abuse

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

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

Possible signs include:

Scratches abrasions or persistent infection in the anal or genital regions.

Pregnancy.

Sexual awareness inappropriate to the child's age.

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.

Bruises, scratches, burns or bite marks.

Appendix 2: Specific Safeguarding Issues

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

- Bullying (including cyberbullying)
- Children and the court system
- Child missing from education (CME)
- Children with family members in prison
- Child sexual exploitation (CSE)
- Child criminal exploitation –County Lines
- Domestic abuse /Operation Encompass
- Drugs
- E-safety
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and Youth Violence
- Gender based violence
- Homelessness
- “Honour-based” violence
- Mental health
- Peer on peer abuse
- Private fostering
- Preventing radicalisation – The Prevent duty
- Self-harm and suicidal behaviour
- Sexting
- Sexual violence/harassment
- Trafficking
- Trauma informed practice (ACE’s)
- Up skirting

Bullying

Bullying is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded on CPOMS and will be managed through our behaviour and tackling-bullying procedures. Bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

All Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed.

There will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

See [Anti-Bullying Policy](#) for more information

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are age appropriate guides to support children.

Child missing from education (CME)

[Refer to Keeping Children Safe in Education September 2020 Annex A for further guidance](#)

A child going missing from education, which includes within the school day, is a potential sign of abuse or neglect, particularly on repeat occasions. Unauthorised absences will be monitored and followed up in line with school procedures for first day absence. See [Attendance Policy](#). We will ensure we have at least two emergency contact numbers for our pupils and we will put in place appropriate safeguarding responses to children who go missing from education, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

We will inform the local authority of any pupil who fails to attend school regularly, or has been absent without school's permission for a continuous period of 10 days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

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

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families

- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families
- Travel to conflict zones
- Are at risk of FGM and Forced marriage

We will also inform the LA 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 a reasonable distance of the school.
- Have been certified by the school nurse 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.
- Have been permanently excluded.

We will inform the LA 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 we 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.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will support families and children in whatever way we can

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It involves a wide range of perpetrators and victims from both genders, all classes and racial groups in the community.

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection. This can happen online, by mobile phone or face to face. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse. In high risk situations children can be isolated, kidnapped and trafficked to other areas of the country.

Some of the common indicators of CSE are:

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

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused.

Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited. As much as possible it is important that the young person is involved in decisions that are made about them.

Link to DfE '[What to do if you suspect a child is being sexually abused](#)': This should be read in conjunction with statutory guidance - <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DFE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation -

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

Staff responsibilities and Referrals

Child Sexual Exploitation is abuse and as such there is a duty to share information to safeguard the child and other potential victims. There needs to be a sensitive approach to the child or young person to help them understand why information has to be shared. It is not acceptable to promise a child that information will be 'kept secret'. Wherever possible we need to work alongside the young person in safeguarding them. The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

- Staff to follow normal school safeguarding procedures to discuss with DSL and record concerns on CPOMS. Even if concerns are low level they may add to the bigger picture of risks to the child
- The DSL may decide to consult with Children's Social Work and the Police. They will advise about making a referral and who to speak to.

Referrals are the responsibility of the DSL who should:

- Record all relevant information and essential details such as child's birth date; address; names of potential abusers (if possible)
- Use a CSE concerns form from the TSCB website and attach to any referral information.
- Speak directly to the duty officer in Children's Social Work and/or the Specialist CSE Team and ask for a consultation.
- Make a referral to Children's Social Care if the risk to the child is at Level 4 on the Child's Needs Framework (Child in Need or Child at Risk of Significant Harm)

What happens next?

An assessment will be undertaken by children's social work and the person who referred will receive feedback. A multi-agency meeting may be called or an investigation arranged depending on the level of risk. School staff need to consider how to support the child through any assessment or investigation.

Children and young people are likely to be reluctant to talk about CSE and they may not want to follow advice about their own safety and wellbeing. It can be very difficult for them to extricate themselves from the abuse as the alternatives can seem worse to them. It is usually vulnerable children who are sexually exploited and they may be reluctant or unable to resist the attention CSE affords them.

It is important to remain engaged with the child even when they are reluctant to accept help. Good assessment should help us recognise what the child's needs are and how they can be safeguarded from CSE.

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 from urban areas to suburban and rural areas, market and seaside towns.

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. Like other forms of abuse and exploitation, county lines exploitation:

- 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;
- 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 be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic Abuse

The definition of “domestic violence and abuse” was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

“Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual

Controlling behaviour is, a range of acts designed to make a person subordinate and/or dependant by isolating from sources of support, exploiting their resources and capacity for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threat, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.”

This definition includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that the victims are not confined to one gender or ethnic group.

Children living with Domestic Abuse and Violence

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too.

Domestic Violence and Abuse is known as the silent crime and can go undetected; however there are indicators that can be observed

Children who witness domestic abuse may:

- Become aggressive
- Display anti-social behaviour
- Suffer from depression or anxiety
- Not do as well at school due to difficulties at home or disruption of moving to and from refuges

- Be withdrawn, anxious or clingy
- Have problems sleeping/nightmares
- Have eating disorders and changes in eating habits
- Wet the bed
- Soil clothes
- Miss school
- Abuse drugs and alcohol
- Self-harm, suicidal thoughts or attempts

Staff must follow normal safeguarding procedures to record any incidents or disclosures that may indicate the child is living in a household where domestic abuse is happening.

Operation Encompass

Hawthorns School is part of Operation Encompass which has been introduced by Tameside LCSP to ensure the early reporting to schools that a child has been exposed to domestic abuse. Its purpose is to safeguard and support children where a domestic incident has been reported to police from their home. It ensures that the appropriate school staff are made aware early enough to support the child. The DSL is the key contact for Encompass. All parents are informed about Operation Encompass by letter and there is a statement on the website.

E –Safety (use of ICT, the internet, mobile technology and social media)

Our E Safety policy includes - guidance for all pupils and staff in relation to online safety and using the internet and social media. Appropriate filtering and monitoring systems are in place. We will monitor IT use and personal devices using wifi. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances, the DSL should contact the Single Point of Advice for advice on how to proceed with regards to talking to parents and carers about On-Line-Safety. In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought.

Fabricated or Induced Illness

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. Such concerns should **not** be dismissed they are very real and have an impact on pupils' behaviour and academic performance.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Professionals must remain open minded to all possible explanations. When dealing with their concerns for a child, a child may present for medical/health attention with unusual and puzzling symptoms that are not attributable to any organic diseases and yet which do not involve deliberate fabrication or deception.

Concerns that a child's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example, education staff where a child is frequently absent from school on questionable health grounds. It is essential that a paediatrician is involved in the assessment of FII. However, the paediatrician will almost always need the help of social care and other agencies in gathering information.

In cases of suspected fabricated or Induced Illness, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting. An Individual Health Plan will be invaluable evidence.

For further information, & guidance see the [Greater Manchester Safeguarding Procedures](http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html)
http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html

Forms of abuse linked to culture, faith or belief

All staff in this school will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (ie that they 'could not happen here') and to report promptly any concerns.

Female Genital Mutilation (FGM)

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

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM

The Department for Education's Keeping Children Safe in Education 2020 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'. It can have serious implications for physical health and emotional well-being.

There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Possible indicators include taking the girl out of school / country for a prolonged period or talk of a ‘special procedure’ or celebration. Victims of FGM are most likely to come from communities that are known to adopt this practice.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation

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

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

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.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016)
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genitalmutilation>.

Further details can be found [Annex A of Keeping Children Safe in Education September 2020](#)

Forced Marriage

Forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. This is recognised in the UK as a serious abuse of human rights. It is not the same as an arranged marriage.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

Young people at risk of forced marriage might have their freedom unreasonably restricted or being ‘monitored’ by siblings. There might be a request for extended absence from school or might not return from a holiday abroad.

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

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

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
 - Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
 - Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
 - Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

Homelessness

Being homeless or being at risk of becoming homeless is a real risk to a child’s welfare and school should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Families at risk are encouraged to seek support as soon as possible, before they are facing a homelessness crisis and school staff will support the family as much as possible.

Honour-based’ violence

Honour –based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members.

Missing pupils

Hawthorns School takes the safety of children very seriously and will take every precaution necessary to ensure that the children in our care do not leave school unaccompanied. The chances of finding a missing child safe are greatest if the child’s absence is soon discovered. In the unlikely event that a child is noted to be missing from school premises, the school puts into practice agreed procedures. These ensure the most effective resolution of this potentially distressing situation. Many of our school routines and procedures are in place to contribute to the prevention of a child going missing and to ensuring the safety and security of all children at all times.

If, in the event of a member of staff not being able to account for a child's whereabouts, school staff will follow the procedure outlined in [Hawthorns Missing Child Policy](#). This describes the need for a systematic search, checking key safeguarding records in school, reporting to parents and Police, recording the incident on CPOMS, liaising with necessary agencies and conducting a full investigation. Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

Modern Slavery and Human Trafficking

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, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude.

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'.

Currently, victims of human trafficking who are identified by a 'first responder', including local authorities, can be referred to the NCA via the NRM (National Referral Mechanism) however this is on a voluntary basis and with the adult victim's consent. Children do not need to give their consent to be referred to the NCA.

<http://www.nationalcrimeagency.gov.uk/crime-threats/human-trafficking>

Modern Slavery Helpline 08000 121 700.

In the first instance the point of contact for all modern slavery crimes should be local police.

Preventing Radicalisation and The Prevent Duty

The school Prevent lead (SPOC) is DSL, Debbie Fitton. Our School has a responsibility for all aspects of children's safety and well-being and our safeguarding responsibilities are wide to include all potential risks to children. This includes **Radicalisation** which refers to the process by which a person comes to support terrorism and forms of extremism.

From July 2015 all schools have a duty of care under section 26 of the Counter-Terrorism and Security Act 2015, to prevent radicalisation by having "**due regard to the need to prevent people from being drawn into terrorism**". This duty is known as the Prevent Duty.

Whilst this is likely to be a rare occurrence we will offer support and guidance to any child who appears vulnerable to exploitation of this kind – this may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

CONTEST strategy (2018)

The Government's Counter-terrorism strategy (CONTEST) reflects the current context and all forms of terrorism, including far right. It aims to reduce risk to the UK to enable people to live freely and confidently and safely. The counter-terrorism strategy continues to be set out in the framework of four 'P' work strands, each comprising key objectives:

- Prevent: to stop people becoming terrorists or supporting terrorism

- Pursue: to stop terrorist attack
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

The Prevent duty is consistent with schools' existing duties, such as the requirement to abide by the Equality Act 2010, promote 'fundamental British values', secure a balanced presentation of political issues and promote community cohesion.

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

Risk Assessment

All staff must assess the risk of children being drawn into terrorism, including visiting speakers and 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.

The general risks affecting children and young people vary from area to area, and according to their age. The local authority and local police help provide contextual information to help us to identify and understand the risks in our area so we can respond in an appropriate and proportionate way.

At the same time, we are aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

A whole school Prevent risk assessment is in place, updated annually with advice from the MAT Prevent lead.

Staff Training

Our school DSL – Debbie Fitton - has undertaken Prevent Awareness training to enable Hawthorns School to provide annual training for all staff and governors on how to identify and protect children against the risks of radicalisation to challenge extremist ideas and to know how to act if they have a concern.

All staff complete mandatory online Prevent training. Channel online training is mandatory for all DSL's as well as all governors. Training evidence is kept by school and the MAT.

We are also supported by the SPOC for Prevent for the New Bridge MAT who is a Home Office approved intervention provider for Prevent. Staff are trained to recognise and respond to any child who appears to be vulnerable to radicalisation following normal school safeguarding procedures.

All staff will be made aware of the signs and changes of behaviour that can indicate that a child is at risk of radicalisation such as:

- Being at a transitional time of life
- Showing feelings of grievance and injustice
- Feeling under threat
- Family or friend's involvement in extremism
- A need for identity, meaning and belonging
- Relevant mental health issues
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Being influenced or controlled by a group
- Susceptibility to indoctrination
- Opportunistic involvement
- A desire for political change
- Sudden extreme polar changes in behaviour and/or appearance

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Staff should also be aware of the increased risk of online radicalisation as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

If staff have a concern about a child or their family, they must follow the school's normal safeguarding procedures and record the concern on CPOMS using the Prevent tag. This must not be discussed with parents. The DSL will decide if other agencies should be contact

Working in Partnership

The Prevent Duty builds on existing local partnership arrangements.

The DSL may seek advice from Social Care, the Police Practitioner (DC Tracey Hale) or The Prevent Engagement Officer (DS Rob Knight).

The incident may need to go to The Channel Programme who will decide what is the best course of action for that case.

Referral to Channel

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

Channel is the name for the process of referring a person for early intervention and support,

The **Channel** programme is the government's multi-agency approach to protect people at risk from radicalisation. Early intervention is essential to protect and divert people away from the risk they may face of being drawn in to 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. This uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children and youth services and offender management services), the police and the local community to:

- **Refer** - Identify individuals at risk of radicalisation or involvement in terrorism.
- **Assess** the nature and extent of that risk- how engaged are they? Do they have the intention and capability? The Channel Police Practitioner will screen referrals to see if the person is suitable for the Channel Programme.
- **Support** - Develop the most appropriate support plan for the individuals concerned, following a referral from the police and where considered appropriate and necessary consent is obtained.

Channel online training is mandatory for all DSL's as well as all governors. Training evidence is kept by school and the MAT.

Reporting Concerns about Terrorism

If it is an emergency, dial 999. If you consider anything to be suspicious or connected with terrorism:

- Contact Greater Manchester Police on the non-emergency number 101 or
- Anti-Terrorist Hotline on 0800 789 321

For more information contact Tameside Council's Prevent lead Integrated Neighbourhood Services Manager on 0161 342 3337

Any other concerns should be followed up via the normal school safeguarding procedures.

Whilst this is likely to be a rare occurrence we will offer support and guidance to any child who appears vulnerable to exploitation of this kind. We may seek advice from Social Care, the Police Practitioner (DC Tracey Hale) or The Prevent Engagement Officer. The incident may need to go to The Channel Programme who will decide what is the best course of action for that case. The school will work with the LSCB as appropriate

IT Policies

Hawthorns School will ensure that our pupils are safe from terrorist and extremist material when accessing the internet in school. We will ensure that suitable filtering is in place. We will endeavour to equip our children to stay safe online, both in school and outside.

[Further information and advice can be found in our E Safety policy and on the UK Safer Internet Centre website.](#)

Hawthorns School will help to build pupil's resilience to radicalisation by

- Providing a safe environment for debating controversial issues and helping them to understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments
- Promoting the spiritual, moral, social and cultural development of pupils and within this fundamental British Values.
- Using the PSHE curriculum to help pupils to recognise and manage risk, make safer choices, resist pressures and to know who can help them
- Developing Citizenship skills to help pupils play a full and active part in society, allow them to weigh evidence, debate and make reasoned arguments
- Developing awareness of the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding

Private Fostering

Private Fostering definition:

*Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more.*

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If staff know a child is being privately fostered, they should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency. The LA should also be informed.

The DSL will be informed and will ensure this is followed up with Children's Social Care and the arrangement will be assessed, approved and monitored.

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Self Harm

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance. If Hawthorns staff note that a child is self-harming, they should alert the DSL. Actions by the DSL might include:

- Contacting parents.
- Contacting Child Adolescent Mental Health Services.
- Contacting Social Care if the child meets the referral criteria

Refer to Greater Manchester Safeguarding Procedures for guidance on recognition, reporting and a child presenting at educational establishment.

[GM Procedures Safeguarding Procedures – www.tamesidesafeguardingchildren.uk](http://www.tamesidesafeguardingchildren.uk)

Sexting

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

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

If these characteristics present a cause for concern we will refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution.

See CEOP website for further information.

Trauma informed practices

Adverse Childhood Experiences (ACEs) is the term used to describe stressful or traumatic experiences that children may be exposed to before the age of 18. ACEs can include direct harm to a child, such as:

Verbal, Sexual or Physical abuse, Domestic violence, alcohol or drug abuse, parental separation Mental ill –health or Imprisonment

These ACEs may involve:

Maltreatment Violence and coercion Adjustment Prejudice Family Adversity
Inhumane Treatment Adult Responsibilities Bereavement and Survivorship

How do ACEs impact on life?

The stress caused by a traumatic /ACE event can have a detrimental impact on childhood development and later life outcomes. Children be overwhelmed and unable to cope with what they have experienced and may develop harmful behaviours, experience social issues and have poor mental and physical health.

The increased risk for children who experience 4 or more ACEs in childhood may be that they are

2x likely to be Binge drinkers/have poor diet 3x smoker 4x Poor mental health

5x Underage sex 6x Unplanned pregnancy 7x Involved in violence

11x Use of illegal drugs 11x Imprisoned

Protective factors include:

- Positive and supportive family
- safe relationships with peers
- access to a supportive community
- ability to regulate emotions/acquisition of problem-solving skills
- compassionate, professional response
- early intervention from services
- trauma informed systems

As a trauma informed system, we will

- begin to understand the widespread impact of trauma and potential paths for recovery
- begin to recognise the signs and symptoms of trauma
- offer support to families where there are environmental ACEs to help prevent further trauma
- support children to develop resilience and coping strategies

Appendix 3: Safer recruitment and DBS checks – policy and procedures

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

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- 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.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought
- 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
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children

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

Existing staff

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

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

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

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

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

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

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

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

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

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

Governors

All trustees and local 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.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and local governors will have the following checks:

- Section 128 direction [only required for local governors if they have been delegated any management responsibilities]
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise pupils on work experience

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

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