**This policy has been developed within the spirit of the gospel and context of our Mission Statement:**



**Working, Learning, Caring together in God’s love**.

**Safeguarding Policy**

**2020-2021**

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| --- | --- |
| Policy Author | Sarah Haggett  (Assistant Head and Deputy DSL) |
| Last reviewed on | Reviewed and updated September 2020 in line with new legislation |
| Ratified by the Governing Body |  |
| To be reviewed | by Senior leaders and Governors Sept 2021 |

# INTRODUCTION AND AIMS:

At St Anne’s RC Primary School, we recognise our responsibility, under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the school’s commitment and compliance with safeguarding legislation. The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of St Anne’s RC Primary School. We expect that this policy takes primacy over other agency policies when work is being delivered on this site or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken.

Safeguarding and promoting the welfare of children and young people is everyone’s responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding them and promoting their welfare. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. In line with this understanding, any adult working or volunteering in the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

The school aims to ensure that:

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

STAFF INFORMATION:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Designated Safeguarding Leads  (Level 3) | Deputy Designated Safeguarding Leads | Level 3 Additional  Safeguarding Staff | Safeguarding and LAC Governor | Designated Teacher for LAC |
| Rachel Jacques Interim Executive headteacher | Gemma Regan  Sarah Haggett  Liane Clegg  Emma Delves  Staff with delegated DSL duties | Louise Peers  Helena Sweeney  Kathy Thomason  Patricia O’Sullivan | Helen Zamojskyj | Emma Delves |

Concerns or allegations about a member of staff or volunteer should be shared with:

|  |  |  |
| --- | --- | --- |
| The Head Teacher | Deputy Head  (in the absence of the Head Teacher) | Chair of Governors  (in the event of an allegation against the Head Teacher) |
| Rachel Jacques | Gemma Regan | Mrs Patricia Ganley |

LEGISLATION AND STATUTORY GUIDANCE:

This policy is based on the Department for Education’s statutory guidance, [What to do if you're worried a child is being abused](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf), [Keeping Children Safe in Education 2020](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), [Sexual violence and sexual harassment between children in schools and colleges](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf), [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2), and the [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
* [The School Staffing (England) Regulations 2009](http://www.legislation.gov.uk/uksi/2009/2680/contents/made), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
* [The Children Act 1989](http://www.legislation.gov.uk/ukpga/1989/41) (and [2004 amendment](http://www.legislation.gov.uk/ukpga/2004/31/contents)), which provides a framework for the care and protection of children
* Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](http://www.legislation.gov.uk/ukpga/2015/9/part/5/crossheading/female-genital-mutilation), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
* [Statutory guidance on FGM](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912996/6-1914-HO-Multi_Agency_Statutory_Guidance_on_FGM__-_MASTER_V7_-_FINAL__July_2020.pdf), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
* [The Rehabilitation of Offenders Act 1974](http://www.legislation.gov.uk/ukpga/1974/53), which outlines when people with criminal convictions can work with children
* Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](http://www.legislation.gov.uk/ukpga/2006/47/schedule/4), which defines what ‘regulated activity’ is in relation to children
* Statutory [guidance on the Prevent duty](https://www.gov.uk/government/publications/prevent-duty-guidance), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
* The [Childcare (Disqualification) Regulations 2009](http://www.legislation.gov.uk/uksi/2009/1547/pdfs/uksi_20091547_en.pdf) and [Childcare Act 2006](http://www.legislation.gov.uk/ukpga/2006/21/contents), which set out who is disqualified from working with children.
* This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).
* The [Teaching online safety in school June 2019](https://www.gov.uk/government/publications/teaching-online-safety-in-schools) document which explains most recent recommendations.

## DEFINITIONS:

## **Safeguarding**

## Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: • 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; and • taking action to enable all children to have the best outcomes.

## **Child protection**

Child Protection is a part of the safeguarding agenda. It refers to the action that is required to be undertaken to protect children who are suffering, or are likely to suffer, significant harm.

This policy encompasses child protection.

**Abuse**

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect**

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. Appendix 1 defines neglect in more detail.

## LANGUAGE:

‘Staff’ refers to all those working for or on behalf of the School in either a paid or voluntary capacity and will be used from this point on in this document.

‘Child’ refers to all young people who have not yet reached the age of 18.

‘Parent’ refers to birth parents and other adults who are in a parenting role including; step-parents, foster parents, carers and adoptive parents.

# 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 asylum seekers

# CHILD-CENTRED:

We maintain an ethos where children feel safe and secure in an environment which allows them to learn, and develop on a journey to achieving their full potential. Children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty.

We provide frequent, appropriate opportunities for Personal, Social and Health Education throughout the curriculum, ensuring children develop skills and understanding on their journey to adulthood which will enable them to be safe; develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are supported in recognising risks in various forms including on the internet. They are supported to understand what kind of physical contact is acceptable and recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this. The school uses NSPCC resources in order to raise this awareness and understanding.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the ‘voice of the child’ and the child’s personal experiences and perspectives as evidenced by observations or information provided.

Our school consults with, listens and responds to pupils through:

* School groups e.g. different council members/ chaplains/ buddies
* Pupil voice surveys
* Use of the signs of safety ‘three houses model’
* Circle Time/PSHE
* Philosophy for Children linked to PSHE themes
* Play therapy
* PEPs in place for LAC pupils
* Personalised curriculum
* Links with NSPCC and Child Line

Our school consults with, listens and responds to parents through:

* Parent voice surveys
* Regular parent workshops
* Newsletters
* Parents evenings
* Staff on site to support and sign post vulnerable families
* Visible presence of senior leaders on the school yard first thing every morning
* Quick and easy access to staff when needed
* A CARITAS social worker who is employed 2 days per week to support parents and children

## 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 Manchester Safeguarding Children’s Board (MSCB). Our policy and procedures also apply to extended school and off-site activities.

**All staff**

All staff will read and understand part 1 including Annex A of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) 2020, and review this guidance at least annually.

All staff will be aware of:

* Our systems which support safeguarding, including the staff code of conductand the roleof the designated safeguarding lead (DSL)
* The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
* The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play
* What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
* The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

**The designated safeguarding lead (DSL)**

Our DSL is **Rachel Jacques**. The DSL takes lead responsibility for child protection and wider safeguarding.

When the DSL is absent, the deputy safeguarding leads (**see page 3**) – will act as cover.

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

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

The DSL will also liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. The NPCC guidance [When to call the police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

**Multi-agency working**

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies.

Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

[Manchester Multi-Agency Safeguarding Arrangements](https://www.manchestersafeguardingpartnership.co.uk/manchester-multi-agency-safeguarding-arrangements-mmasa/)

**The governing body**

The governing body will approve this policy at each review, and hold the Head Teacher to account for its implementation. The governing body will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing body. This is always a different person from the DSL. Our Safeguarding Lead Governor is Helen Zamojskyj. The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the Head Teacher, where appropriate.

**The Head Teacher**

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

* Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
* Communicating this policy to parents when their child joins the school and via the school website
* Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
* Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
* Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
* Ensuring the relevant staffing ratios are met, where applicable
* Making sure each child in the Early Years Foundation Stage is assigned a key person

The Head Teacher/DSL or deputy DSL will notify any Lead Social Worker if:

* a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
* there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
* a child is missing and there is a need to follow Manchester’s policy and any statutory guidance on Children Missing Education (CME).

**Inspection**

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

In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: [Inspecting safeguarding in early years, education and skills settings.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years__education_and_skills.pdf)

# CONFIDENTIALITY

St Anne’s recognises the importance of sensitivity and confidentiality when dealing with safeguarding issues. It also recognises that:

* Timely information sharing is essential to effective safeguarding
* Information must be shared on a ‘need-to-know’ basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
* Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child’s best interests
* Confidentiality is also addressed in this policy with respect to record-keeping

**GDPR**

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

• being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’.

• understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but 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.

• for schools, not providing pupils’ personal data where the serious harm test under the legislation is met.

For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools’ obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

**The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

Further details on information sharing can be found:

• in Chapter one of [Working Together to Safeguard Children](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf), which includes a myth-busting guide to information sharing

• at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)  The seven golden rules for sharing information will be especially useful

• at [The Information Commissioner’s Office (ICO)](https://ico.org.uk/), which includes ICO GDPR FAQs and guidance from the department

• in [Data protection: toolkit for schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf)  - Guidance to support schools with data protection activity, including compliance with the GDPR.

# RECOGNISING ABUSE AND TAKING ACTION

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

**If a child is in immediate danger**

Make a referral to children’s social services and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly. (See ‘reporting child abuse to your local council’ at <https://www.gov.uk/report-child-abuse-to-local-council> for further details.)

**If a child makes an allegation about someone to you**

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

* Listen to them. Allow them time to talk freely and do not ask leading questions
* Stay calm and do not show that you are shocked or upset
* Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
* Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
* Record 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
* Ensure the date and time are logged correctly on CPOMS and verbally notify the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly and tell the DSL as soon as possible that you have done so

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

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

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 2.

**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.

The duty 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 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.

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

**If you have concerns about a child (as opposed to a child being in immediate danger)**

Figure 1 illustrates the procedure to follow if you have concerns about a child’s welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children’s social care directly (see ‘Referral’ below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action. If early help is appropriate, the DSL will liaise with other agencies and will set up an inter-agency assessment as appropriate. 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. (See ‘Early Help’ section for further details.)

**Referral**

If it is appropriate to refer the case to local authority children’s social services or the police, the DSL will make the referral or support the member of staff to do so. (0161 234 5001).

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 contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child’s situation improves.

**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. Alternatively, make a referral to local authority children’s social care directly if appropriate (see ‘Referral’ above).

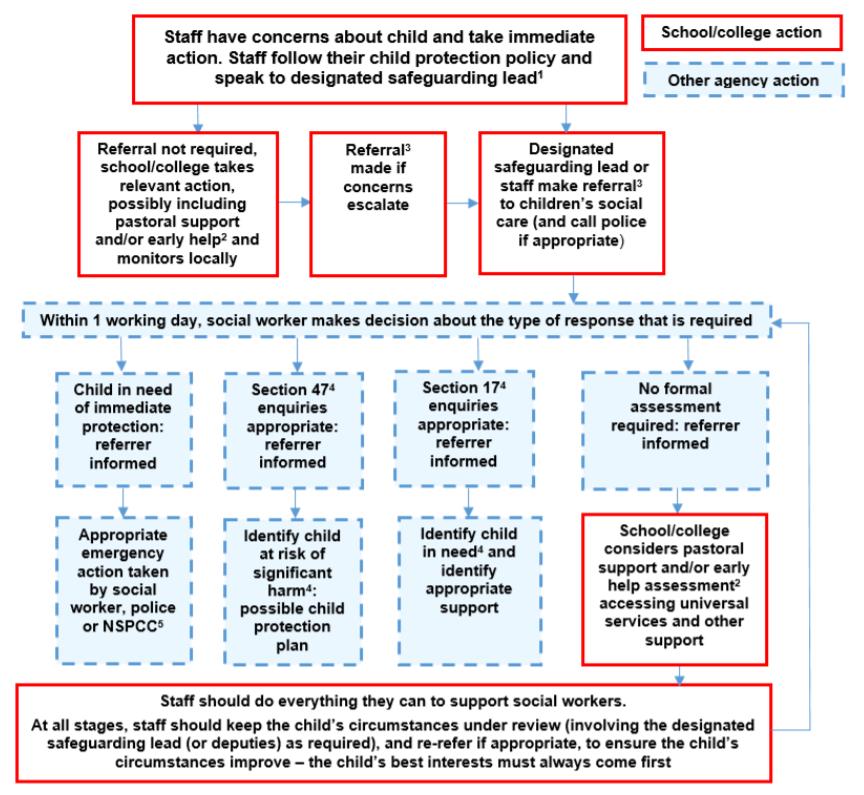
Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](https://www.gov.uk/government/publications/channel-guidance), the government’s programme for identifying and supporting individuals at risk of being drawn into 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. The school can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). (Note that this is not for use in emergency situations.)

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

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

**Figure 1: procedure if you have concerns about a child’s welfare (no immediate danger)**



**Concerns about a staff member or volunteer**

If you have concerns about a member of staff or volunteer, speak to the Head Teacher. If you have concerns about the Head Teacher, speak to the chair of governors.

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

The Head Teacher/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

**Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

This section of the document outlines each staff members’ statutory obligations and therefore it is to be read in conjunction with Part 1 of the same document. All staff need to read and understand both sections and will be asked to sign to say they have done so. Any queries must be raised before signing. The DSL and safeguarding team want staff to deal confidently with safeguarding issues and are happy to provide any additional training required.

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. This might include where the alleged behaviour:

* Is serious, and potentially a criminal offence
* Could put pupils in the school at risk
* Is violent
* Involves pupils being forced to use drugs or alcohol
* Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

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

* It is essential that the pupil is reassured that s/he is being taken seriously and that they will be supported and kept safe.
* You must tell the DSL and record the allegation, but do not investigate it
* The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
* The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
* The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

* 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 our curriculum helps to educate pupils about appropriate behaviour and consent
* Ensuring pupils know they can talk to staff if they are worried or concerned
* 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
* Completing risk assessments to keep children safe

# NOTIFYING PARENTS

Where appropriate, we will discuss any concerns about a child with the child’s parents. The DSL or Deputy DSL will normally do this in the event of a suspicion or allegation. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children’s social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

# 

PROCEDURES AND RECORD-KEEPING:

St Anne’s RC Primary School will follow [Greater Manchester Safeguarding Procedures](http://greatermanchesterscb.proceduresonline.com/)

The school will ensure that:

Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:

* used fairly and lawfully
* for limited, specifically stated purposes
* used in a way that is adequate, relevant and not excessive
* accurate
* kept for no longer than necessary
* handled according to people’s data protection rights
* kept safe and secure.

Any concerns about a child will be recorded in writing as soon as possible and in any circumstance within 24 hours. The inability to record a concern of risk or an allegation should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible.

All records will provide a factual, evidence-based account using the child’s words. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be logged on CPOMS, accurately timed and dated. Support and advice will be sought from Children’s Social Care (via MASH), Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary.

Records or reports relating to safeguarding and child protection concerns will be logged on CPOMS. Hard copies of records, made prior to the introduction of CPOMS, will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these or electronic records will be controlled by the Headteacher and Designated Safeguarding Leads.

There is always a DSL on hand who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role. In the case of child protection referral, the DSL will contact MASH immediately (alongside any other emergency or support services that may be required). In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASH for advice.

The DSL will keep dated CPOMS records detailing any allegations and action taken as near to the time of the allegation as possible even when no investigation is undertaken; following up any verbal referral where appropriate in writing within 24 hours.

Conversations with a child who alleges abuse should follow the basic principles:

* listen rather than directly question, remain calm
* never stop a child who is recalling significant events
* make a record of discussion to include time, place, persons present and what was said (in their own words)
* advise the child you will have to pass the information on
* never take photographs of any injury or record conversations electronically
* Never promise confidentiality to a child or adult.

Please see appendix 4 for an example of St Anne’s ‘record of concern’ template which is used by staff when recording concerns if CPOMS is unavailable. These logs should be transferred to CPOMS by the member of staff making the log at the earliest opportunity. These records are stored securely in the main office, with a clear chronology. When a child transfers to another school, any existing records and safeguarding hard copies are securely transferred to the new safeguarding lead who signs a document to confirm they have received them. CPOMS records are transferred electronically.

## SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY:

St Anne’s RC Primary School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child/young person’s safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy (see Acceptable User Policy (AUP).

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Head Teacher or DSL should be informed immediately.

All staff must make themselves aware of the new Online Safety Guidance June 2019 DfE- Teaching online Safety in school. All phase leaders will have a reference copy and one will be on the Staff Shared Drive.

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors keep their children safe online (including when they are online at home) is provided in Annex C of [Keeping Children Safe in Education 2020](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf).

**Education at home**

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-and-remote-education](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)

## **Use of mobile phones**

Mobile phones have a place in settings, especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children are kept safe. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members’ personal phones will remain in their bags or cupboards during contact time with pupils.

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

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

We will:

* Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
* Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
* Ensure all mobile phone use is open to scrutiny.
* Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
* Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
* Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.
* Adhere to the school policy on the recording of images and the use of equipment –Acceptable Use Policy

## **Work mobile**

To protect children, we will ensure that the work mobile:

* Is only used by allocated people.
* Is stored securely when not in use.
* Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.

Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the Headteacher.

Children have signed consent from their parents/ carers giving permission for the child to have a mobile and agreeing that they will be stored securely with the teacher and be switched off or on silent whilst in the setting.

## **Cameras: Photography and Images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children, we will:

* Obtain parents’ and carers’ consent for photographs to be taken used for or published (for example, on our website or displays).
* Ensure that children are appropriately dressed, and only use the child’s first name with an image.
* Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school, for example, for a special event, such as a Christmas play.
* Ensure where professional photographers are used, DBSs, references and parental consent will be obtained prior to photographs being taken.
* Ensure ‘acceptable use’ rules regarding the use of cameras by children are embedded in practice.
* Ensure the use of cameras is closely monitored and open to scrutiny.

**Sexting**

‘Sexting’ (self-generated inappropriate images) is one of a number of ‘risk-taking’ behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated. However, St Anne’s takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with ‘online activity’. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of ‘sexting’ but for the purposes of this policy sexting is simply defined as:

* Inappropriate images or videos generated by children under the age of 18, or
* Of children under the age of 18 that are of a sexual nature or are indecent.
* These images are shared between young people and/or adults via a mobile phone, hand held device, computer, ‘tablet’ or website with people they may or may not know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that St Anne’s RC Primary School applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason, the Designated Safeguarding Lead needs to be informed of any ‘sexting’ incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response.

Further advice can be found here:

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

EARLY HELP

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

Working Together to Safeguard Children (DfE, 2015)

“Early Help means identifying needs within families early, and providing preventative support and intervention before problems become complex and entrenched.”

Manchester City Council Early Help Hub

In line with Manchester City Council’s Early Help strategy, St Anne’s recognises the importance of early identification and early help for families, and is committed to working with other agencies in order to provide this support. These agencies include; school nursing, speech and language therapy, paediatricians, health visitors, GPs, Educational Psychologists, CAMHS and social services. St Anne’s coordinates and attends multi-agency meetings such as TACs (Team around the Child meetings) in order to ensure a robust and coordinated response towards supporting families in need.

St Anne’s provides both universal interventions and targeted interventions to prevent the needs of families from escalating.

**Universal interventions at St Anne’s include:**

PSHE curriculum, Relationships education [Statutory Guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf), assemblies and collective worship, mental health awareness days, Internet Safety Weeks.

**Targeted support and interventions include: e.g.**

* Play Therapist: works with children and their parents to support with social and emotional needs and parenting strategies (2 days/week)
* Breakfast club (every morning) – Not currently available due to the Covid 19 Pandemic
* Attendance team in school: SENCO and Attendance officer
* One Education Attendance Advisor: supports with monitoring attendance and leading panel meetings (5 days a year)
* CARITAS social worker for parent and pupils support (2 days/week)
* Support with transport for families in times of need (when needed)
* Washing facilities for vulnerable families (when needed)
* Home visits for vulnerable families and for children with poor attendance
* Christmas gifts for vulnerable families via the Toy Appeal
* Supporting families to apply for housing
* Signposting to foodbanks

In addition to the above interventions, St Anne’s also works with families to carry out [Early Helps Assessments](https://search3.openobjects.com/mediamanager/manchester/fsd/files/early_help_assessment_form.pdf) when there are early indications that a family requires support. The Early Help Assessment enables school and parents to talk through the problem in a solution-focused way. It also helps the school to coordinate support from other agencies, where necessary.

# SUPPORTING VULNERABLE PUPILS:

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the lead Social Worker. If the pupil in question is a Looked After (LAC) child, this will also be brought to the attention of the Designated Teacher with responsibility for LAC. At St Anne’s, the LAC DSL is **Emma Delves** (please see St Anne’s LAC policy for further details). If a pupil alleges that they have witnessed domestic violence or it is suspected that they may be living in a household, which is affected by family violence, this will be referred to the DSL. The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse, mental health and learning disability within the family, those who are young carers, mid-year admissions and pupils who are excluded from school or subject to a managed transfer. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanor, schoolwork or other children. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a safeguarding context.

The school will endeavour to support vulnerable pupils through:

* Its ethos and culture which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
* Its behaviour policy - aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach, working to support children in developing positive behaviour.
* Liaison with other appropriate agencies which support the pupil.
* Developing supportive relationships.
* Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
* Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
* Ensuring designated safeguarding staff and their team have the opportunity to attend face to face MSCB training and network updates. (For example, safeguarding child sexual exploitation, domestic violence, drugs / alcohol substance misuse, Female Genital Mutilation - FGM, etc.)
* Ensuring information is transferred safely and securely when a pupil with a child protection record transfers to another school. Also notifying Key Workers or Social Workers where a child leaves the school (as appropriate)

## TRAINING

Staff and volunteers are updated on safeguarding issues frequently across the year –

* Safeguarding is on the weekly agenda for every whole school briefing: HT
* Safeguarding is on the weekly Agenda for each SLT meeting: HT
* Safeguarding team meetings for all level 3 trained/DSLs takes place weekly
* Volunteers are provided with a leaflet on safeguarding issues and the school’s procedures
* Safeguarding procedures are highlighted to all staff annually
* All new staff received Safeguarding Level 1 training
* Ongoing staff training with regard to specific and localised safeguarding issues in provided by the DSLs for all staff

These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures s/he has information from MSCB in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Manchester Safeguarding Children Board (MSCB), via the Senior Advisor for Safeguarding in Education (SASE) to ensure a multi-agency awareness and that strategies are developed.

All staff have seen and understand the [Manchester ‘Multi-agency levels of need’ framework](https://www.manchestersafeguardingpartnership.co.uk/resource/levels-need-multi-agency-decisions-framework/) (see Appendix 2) and know how to pass on any concerns no matter how ‘small or low level’ they seem. In accordance with local and national guidance, all staff receive regular training and updates to help them identify when a child is vulnerable.

In school we have staff that are trained and can support colleagues to identify and respond to:

* Neglect
* Drug/substance/alcohol misuse (both pupil and parent)
* Child sexual exploitation / trafficked children
* Children missing from education
* Domestic abuse
* Peer relationship abuse
* Peer on peer abuse
* Risky behaviours
* Sexual health needs
* Obesity/malnutrition
* On line grooming
* Inappropriate behaviour of staff towards children
* Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
* Self-Harm
* Female Genital Mutilation
* Breast Ironing
* Forced Marriage
* Young carers
* The potential additional needs of some learners such as - Looked After Children (LAC), previously LAC, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.

**All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school’s safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from 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 will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

**The DSL and Deputy DSLs**

The DSL and Deputy DSLs will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, Local Authority Network and Conferences, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

**Governors**

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

**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, and be in line with local safeguarding procedures.

## EXTREMISM AND RADICALISATION

St Anne’s RC Primary School seeks to protect children and young people from the influences of all violent extremism including, but not restricted to;

* Extremist Far Right / Neo Nazi / White Supremacist ideology
* Islamic extremist ideology
* Irish Nationalist and Loyalist paramilitary groups
* Extremist animal rights movements.

The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Anne’s RC Primary School is clear that where there is concern in respect of exploitation of this kind it will be treated as a safeguarding concern.

Prevention work and reductions of risks will include the SMSC, PSHE curriculum, SEND policy, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair school environment and community. Whilst the education of children is the prime purpose of our school it is recognised that the school operates in the wider community. Its facilities are therefore only available to local groups when this does not conflict with either the interests of its pupils or the wellbeing and workload of its staff.

# SAFER RECRUITMENT AND SAFER WORKING PRACTICE

The school pays full regard to DfE guidance ‘Keeping Children Safe in Education’ 2020 and with reference to the ‘Position of Trust’ offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practice also includes undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. (See appendix 5 for further details on safer recruitment procedures.)

## OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over-arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

* Attendance Policy
* Data Protection
* Staff Code of Conduct
* Behaviour Policy
* Home-School Agreement
* Acceptable User Policy
* SEND Policy
* LAC Policy
* Internet Safety

APPENDICES

### APPENDIX 1: TYPES OF ABUSE

**Abuse and neglect**

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

**Indicators of abuse and neglect**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

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

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

# **APPENDIX 2:** SPECIFIC SAFEGUARDING ISSUES

**Children potentially at greater risk of harm Children who need a social worker (Child in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services). If a child with a social worker is absent from school for two consecutive days or one day after a weekend, the social worker will be notified.

**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 two age appropriate guides to support children [5-11 year olds](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708114/ywp-5-11-eng.pdf) and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

**Children missing from education**

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

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

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. 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.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

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**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

**Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, further information provided), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

• children who appear with unexplained gifts or new possessions;

• children who associate with other young people involved in exploitation;

• children who suffer from changes in emotional well-being;

• children who misuse drugs and alcohol;

• children who go missing for periods of time or regularly come home late; and

• children who regularly miss school or education or do not take part in education.

**Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

• children who have older boyfriends or girlfriends; and

• children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)

**County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office [County Lines Guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/839253/moj-county-lines-practical-guidance-frontline-practitionerspdf.pdf).

**Domestic abuse**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

**Operation Encompass**

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

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

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

• NSPCC- UK domestic-abuse Signs Symptoms Effects

• Refuge what is domestic violence/effects of domestic violence on children

• Safelives: young people and domestic abuse.

**Homelessness**

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

The designated safeguarding lead (and deputies) 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. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets.](https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets)  The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

**So-called ‘honour-based’ abuse (including Female Genital Mutilation and Forced Marriage)**

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Actions If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers to notify the police.

**FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/416323/Fact_sheet_-_FGM_-_Act.pdf).

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

This policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

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

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

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

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

**Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf> pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk).

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](mailto:fmu@fco.gov.uk)
* Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

**Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils’ behaviour.

The government website [Educate Against Hate](http://educateagainsthate.com/parents/what-are-the-warning-signs/) and charity [NSPCC](https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation/) say that signs that a pupil is being radicalised can include:

* Refusal to engage with, or becoming abusive to, peers who are different from themselves
* Becoming susceptible to conspiracy theories and feelings of persecution
* Changes in friendship groups and appearance
* Rejecting activities, they used to enjoy
* Converting to a new religion
* Isolating themselves from family and friends
* Talking as if from a scripted speech
* An unwillingness or inability to discuss their views
* A sudden disrespectful attitude towards others
* Increased levels of anger
* Increased secretiveness, especially around internet use
* Expressions of sympathy for extremist ideologies and groups, or justification of their actions
* Accessing extremist material online, including on Facebook or Twitter
* Possessing extremist literature
* Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

**Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel Guidance](https://www.gov.uk/government/publications/channel-guidance).

**Additional support**

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

The Home Office has developed three e-learning modules:

• Prevent awareness e-learning offers an introduction to the Prevent duty.

• Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.

• Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel. Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

**Peer on peer/ child on child abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.

This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

**Sexual violence and sexual harassment between children in schools and colleges**

**Context**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.

The police will be important partners where a crime might have been committed. Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that this should be referred on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice approach in these cases. Further information can be found in Sexual Violence and Harassment Between Children in Schools and Colleges advice Paragraph 43 and Annex A. A copy of this is on the staff shared drive, in the headteacher’s office (Safeguarding Reference file) and can also be found on the government website.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

• not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

• challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

**What is sexual violence and sexual harassment?**

**Sexual violence**

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

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

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

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

**Sexual harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

• sexual “jokes” or taunting;

• physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

• non-consensual sharing of sexual images and videos;

• sexualised online bullying;

• unwanted sexual comments and messages, including, on social media;

• sexual exploitation; coercion and threats; and

• upskirting.

**Upskirting**

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

**The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

**Serious violent Crime**

All staff need to know the indicators that may signal that a child is at risk from, or is involved with, serious violent crime. These indicators include:

• Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs

• Increased absence from school

• Change in friendship/relationships with others/groups

• Significant decline in performance

• Signs of self-harm/significant change in wellbeing

• Signs of assault/unexplained injuries

**Fabricated Induced Illness**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child’s biological mother, exaggerated or deliberately causes symptoms of illness in the child. In fabricated or induced illness, the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms.

**Indicators of fabricated or induced illness**

Some of the indicators of fabricated or induced illness, include:

* the medical history doesn’t make sense
* treatment is ineffective
* the symptoms disappear when the carer isn’t around, and
* they can be seen repeatedly by different professionals looking for different things.

In all cases, the child’s normal life is restricted. Cases of fabricated or induced illness are very complex. Where fabricated and induced illness is suspected, referrals should be made without alerting the child’s carer.

**Child Trafficking**

Child trafficking is child abuse. It's defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation (HM Department for Education (DfE) and Home Office, 2011; DHSSPS and Northern Ireland and Police Service of Northern Ireland, 2011; Scottish Government, 2013; All Wales Child Protection Review Group, 2011).

Child trafficking is a form of modern slavery (HM Government, 2014).

Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children are trafficked for:

* [child sexual exploitation](https://learning.nspcc.org.uk/child-abuse-and-neglect/child-sexual-exploitation/)
* criminal activity, including:
* cannabis cultivation
* street crime - such as pickpocketing, begging and bag theft
* moving drugs
* benefit fraud
* immigration fraud
* selling pirated goods, such as DVDs
* forced marriage
* domestic servitude, including:
* cleaning
* childcare
* cooking
* forced labour, including working in:
* restaurants
* nail bars
* factories
* agriculture
* illegal adoption
* unreported private fostering arrangements (for any exploitative purpose).

This list is not exhaustive and children who are trafficked are often exploited in more than one way.

### **Signs and indicators**

Children who are trafficked are intentionally hidden and isolated from the services and communities who can identify and protect them. While identification may be difficult, there will be signs that you can watch for.

Children who have **been trafficked or are at risk of being trafficked** may:

* spend a lot of time doing household chores
* rarely leave their house, have no freedom of movement and no time for playing
* be orphaned or live apart from their family, often in unregulated private foster care
* live in substandard accommodation
* not be sure which country, city or town they're in
* be unable or reluctant to give details of accommodation or personal details
* not be registered with a school or a GP practice
* not have any documents (or have falsified documents)
* not have access to their parents or guardians
* be seen in inappropriate places - such as brothels or factories
* possess money or goods they can’t account for
* be permanently deprived of a large part of their earnings, for example if they’re required to earn a minimum amount of money every day or pay off an exorbitant debt
* have injuries from workplace accidents
* give a prepared story which is very similar to stories given by other children.

**Abuse linked to culture, faith and beliefs**

Child abuse linked to a faith or belief occurs across the country. In such cases a parent or carer has come to view a child as ‘different’. They have attributed this difference to the child being possessed and as such will attempt to exorcise the child.

**What is Child Abuse Linked to Faith or Belief (CALFB)?**  
There is a variety of definitions associated with abuse linked to faith or belief. The [National Action Plan](https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief) includes the following when referring to Child Abuse Linked to Faith or Belief (CALFB).

Belief in concepts of:

* witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
* the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
* ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies
* use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

Reasons for the child being identified as ‘different’ may be a disobedient or independent nature, bed wetting, nightmares or illness. Attempts to exorcise the child may include:

* beating
* burning
* starvation
* cutting or stabbing
* isolation within the household.

Children with a disability may also be viewed as different, and various degrees of disability have previously been interpreted as ‘possession’, from a stammer to epilepsy, autism or a life limiting illness.

**Families with multiple needs**

In the report [Learning lessons from Serious Case Reviews 2009 – 2010](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381110/Learning_20lessons_20from_20serious_20case_20reviews_202009-2010.pdf), Ofsted noted in the Key Findings (page 5) that:

The most common issues [relating to the children’s families] were domestic violence, mental ill-health and drug or alcohol misuse.  Frequently, more than one of these characteristics were present.

As [Working Together to Safeguard Children](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)notes, these issues rarely existing in isolation.  There is often a complex interaction between two or three of the different concerns.  The term “toxic trio” is sometimes used to describe situations where the co-existence of these factors within a family home cause risk of harm to children and young people.  The MSCB now use the updated reference of families with multiple needs.

Children and young people living within households with domestic violence, parental mental ill-health or parental substance misuse can be affected across many key areas of their development including health, education, and emotional and behavioural development.  Safeguarding children and young people living in families with multiple needs is a priority for St. Anne’s.

**Mental Health**

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

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

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

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

The department has published advice and guidance on [Preventing and Tackling Bullying](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf), and [Mental Health and Behaviour in Schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf).

**Children requiring mental health support**

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

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. Governing bodies should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [Mental Health and Behaviour in Schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf) guidance.

# APPENDIX 3: ALLEGATIONS OF ABUSE MADE AGAINST STAFF

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

* behaved in a way that has harmed a child, or may have harmed a child;
* possibly committed a criminal offence against or related to a child;
* behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
* behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

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

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

**Suspension**

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

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

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

**Definitions for outcomes of allegation investigations**

* **Substantiated:** there is sufficient evidence to prove the allegation
* **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
* **False:** there is sufficient evidence to disprove the allegation
* **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

**Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Head Teacher (or chair of governors where the Head Teacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

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

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

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

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

**Timescales**

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

**Specific actions**

**Action following a criminal investigation or prosecution**

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

**Conclusion of a case where the allegation is substantiated**

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

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

**Individuals returning to work after suspension**

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

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

**Unsubstantiated or malicious allegations**

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

**Confidentiality**

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

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

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

**Record-keeping**

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

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

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual’s confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

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

**References**

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

**Learning lessons**

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

This will include consideration of (as applicable):

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

**Supply teachers**

In some circumstances, schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as ‘the agency’).

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children’s social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body or proprietor when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools should inform the agency of its process for managing allegations. This should include inviting the agency’s human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

### APPENDIX 4: ST ANNE’S SAFEGUARDING CHILDREN REFERRAL FORM



St. Anne’s R.C. Primary School

Safeguarding Children Record of Concern Form

Pupil’s name: …………………………………………………………………………………………………………………………

Date: ………………………………………………………… Time: ……………………………………………………

Place: ………………………………………………………………………………………………………………………………………

Name of person with concern: …………………………………………………………………………………………

Role: ………………………………………………………………………………

Other persons present: ………………………………………………………………………………………………………

Name of Designated Person to whom the concern was passed to:

Please circle: Rachel Jacques / Gemma Regan / Sarah Haggett / Liane Clegg / Emma Delves

REMEMBER:

* Record facts, not opinion
* Use clear and precise language (including child’s words as much as possible)
* Use and record open questions – Who, What, Where, How, TED (Tell, Explain, Describe)
* Do not ask leading questions, e.g. ‘did he/she hit you?
* Describe physical injuries in detail and record clearly on body map

**Record of allegation/ incident (use child’s language as much as possible and record any questions asked):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

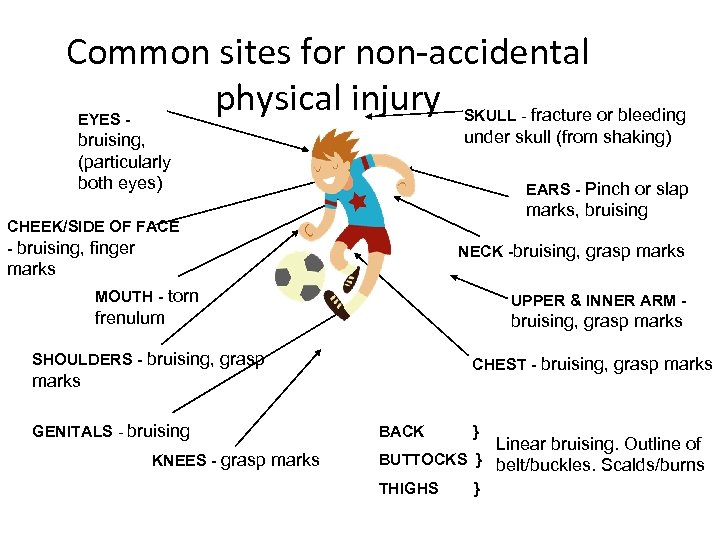
**Actions**

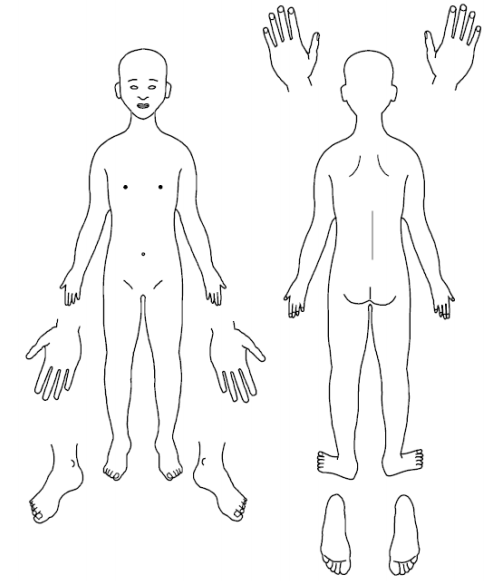
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**Child’s body language:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Record injury on body map.



Designated Person Checklist

Name: …………………………………………………………………………………………………………………………

Date received: ………………………………………………………. Time: ……………………………………

Discussed with (please circle): Rachel Jacques / Gemma Regan / Sarah Haggett / Liane Clegg / Emma Delves

Options/ Actions

1. Is the family known to Social Services?
2. Do you need to call MASH for advice? Yes/No Tel: 0161 234 5001

Name of person spoken to: ………………………………………………………………………………………………

Advice from MASH: ……………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………

.......................................................................................................................................................

.....................................................................................................................................................

3. Do you need to contact the family? Yes / No (Not if allegation is of a physical/ sexual nature – this should be an immediate referral)

4. Body map completed? Yes / No

5. Outcome (please circle):

* Referral to MCSB: 0161 234 5001 Date: ................................. Time: ......................................
* School to monitor? Yes / No
* Other actions: ............................................................................................

............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

Added to CPOMS (please tick)

### APPENDIX 5: 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

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.

**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](http://www.legislation.gov.uk/uksi/2009/37/contents/made)
* 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.

**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.

**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
* Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
* 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 governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

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

* Section 128 direction
* Right to work in the UK
* Other checks deemed necessary if they have lived or worked outside the UK

### APPENDIX 6: POSTER

**SAFEGUARDING AT ST. ANNE’S R.C. PRIMARY SCHOOL**



**Working, Learning, Caring together in God’s love**.

**SAFEGUARDING IS EVERYONE’S RESPONSIBILITY**

St. Anne’s R.C. Primary School is committed to maintaining the safety and well-being of all children. If you have any concerns, queries or a child makes a disclosure to you, please contact one of the following IMMEDIATELY:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mrs Jacques**  **Interim Executive Headteacher**  **Designated Safeguarding Lead (DSL)** | **Mrs Regan**  **Deputy Headteacher**  **Deputy DSL** | **Mrs Haggett**  **Assistant Headteacher**  **Deputy DSL** | **Mrs Clegg**  **Assistant Headteacher**  **Deputy DSL** | **Mrs Delves**  **Acting SENCO**  **Deputy DSL** |

Records of concern should be logged on CPOMS. If you are unable to access CPOMS, Record of Concern forms are located in shared areas around the school, the school office and staffroom. If you have a concern about the safety of any child or young person, you can also contact Children’s Services.

**Children’s Services**

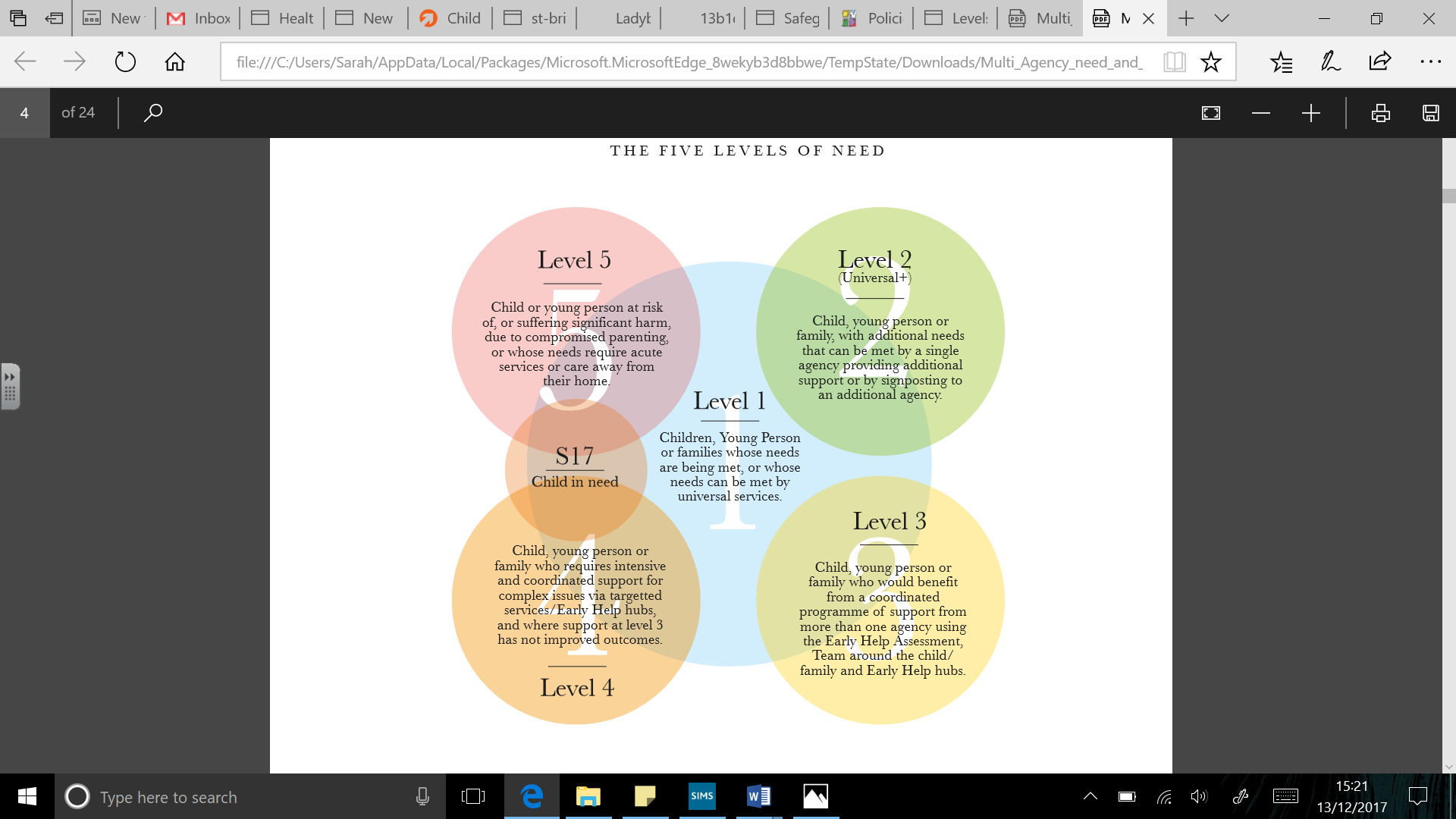
Where there is a concern about a child’s safety, the law says we must protect that child. A Social Worker will discuss with the family the best way to do this. Taking children away from the family is not usually the answer and rarely happens.

**Telephone: MASH TEAM: 0161 234 5001 (For advice or a referral)**

You can also contact the NSPCC with any concerns on **0808 800 5000** or visit the **NSPCC website.**

For allegations against staff contact the **Designated Safeguarding Lead** or contact the **Local Authority Designated Officer (LADO) directly: 0161 234 1214.**

### APPENDIX 7: LEVELS OF NEED

**PROMOTING CHILDREN AND YOUNG PEOPLE'S WELL-BEING:**

APPENDIX 8

**Keeping Children Safe in Education 2020 Part One – Summary**

* This is statutory guidance and all staff in schools must sign to say they have read and understood at least Part One
* **Safeguarding and promoting welfare of children is the responsibility of everyone who comes into contact with children and their families.** Approach must be child-centred – what is in the best interest of the child?
* Everyone has a role in identifying concerns, sharing information and acting promptly

**Safeguarding and promoting welfare of children – definition**

* protecting children from maltreatment
* preventing impairment of children’s mental and physical health or development
* ensuring children grow up in circumstances consistent with the provision of safe and effective care; and
* taking action to enable all children to have the best outcomes

**Role of all staff**

* All staff should be prepared to identify children who might benefit from Early Help (providing support as soon as a problem emerges)
* Any staff member who has a concern must follow the referral procedure
* The DSL and deputies are most likely to have a complete safeguarding picture and be the most appropriate people to advise on concerns

**Policies and procedures all staff need to know**

* Safeguarding policy
* Code of Conduct
* Behaviour Policy
* Whistleblowing Policy
* Safeguarding response to children who go missing from education (part of Attendance Policy)

Also:

* have up-to-date Level 1 training
* be aware of the Early Help process
* know process for making referrals (MASH – 0161 234 5001)
* what to do if a child makes a disclosure of abuse or neglect, manage level of confidentiality, never promise to not tell or report

**What staff should look out for**

**Early Help – any child may benefit but particularly alert to**

* disabled/ SEN
* young carers
* gang involvement/ anti-social behaviour
* missing from care/ home
* risk of trafficking/ exploitation/ radicalisation
* challenging family circumstances (drug/ alcohol, mental health, domestic abuse)
* misuses drugs/ alcohol
* previously LAC/ privately fostered

**Abuse and Neglect**

* All staff should be able to recognise signs which are rarely stand-alone
* Can be influenced outside of family, e.g. exploitation (sexual, criminal, violence etc.)

**Abuse**

A form of maltreatment of a child – inflicting harm or failing to act to prevent harm. Can be in family, community, institution, people known or unknown, online, by adults or other children.

**Physical Abuse**

May involve hitting, throwing, shaking, scalding, burning, poisoning, drowning, suffocating or otherwise causing physical harm. Can also be when parent fabricates or deliberately induces illness in a child.

**Emotional Abuse**

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development.

May involve:

* conveying worthlessness, inadequacy, being unloved, only being valued insofar as meeting needs of another
* not giving opportunities to express views, deliberately silencing or making fun
* age or developmentally inappropriate expectations (above or below expectations)
* seeing or hearing mistreatment of another
* serious bullying (including cyberbullying)
* exploitation or corruption

Some level of emotional abuse is present in all abuse although it may occur alone.

**Sexual Abuse**

Forcing or enticing a child 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.

May involve:

* assault by penetration (rape/ oral sex)
* non-penetration (masturbation, kissing, rubbing, touching outside of clothing)
* non-contact (looking at or producing sexual images, watching sexual activities, encouraging to act in sexually inappropriate ways, grooming)
* Can take place online
* Not solely perpetrated by adult males, can be women or other children

**Neglect**

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. Can occur in pregnancy, e.g. maternal substance abuse.

May involve failing to provide:

* adequate food, clothing and shelter (including exclusion from home and abandonment)
* protection from physical and emotional harm or danger
* adequate supervision
* access to appropriate medical care or treatment
* response to a child’s basic emotional needs

**Safeguarding issues**

Drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

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

* Both are forms of abuse and occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
* Power imbalance can be age, gender, sexual identity, cognitive ability, physical strength, status, access to economic or other resources
* Can be in exchange for something victim needs or wants, for financial benefit or other (such as increased status) of perpetrator
* Perpetrator can be individual or group, male or female, children or adults
* Can be one-off or series of incidents over time, opportunistic or organised
* Can involve force or enticement, violence or threats
* Can be exploitation even if it appears consensual and can take place solely online

**Peer on Peer Abuse**

Children can abuse other children, e.g.

* bullying (including cyberbullying)
* physical abuse
* sexual violence or harassment (comments, remarks, jokes, online sexual harassment)
* upskirting (taking photo under person’s clothing without them knowing)
* sexting (youth produced imagery)
* initiation/ hazing type violence or rituals

**Serious Violence**

Indicators that a child is involved in serious violent crime:

* increased absence from school
* change in friendships/ relationships with older children
* significant decline in performance
* signs of self-harm or significant change in wellbeing
* signs of assault or unexplained injuries
* unexplained gifts or new possessions

**Female Genital Mutilation (FGM)**

If a teacher discovers that an act of FGM appears to have been carried out on a child, they have a legal duty to report it to the police.

**Mental Health**

* Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only trained experts should diagnose but staff in schools should recognise indicators
* If a child has experienced adverse childhood experiences (ACES), this can have a lasting impact and staff need to understand how these can impact on mental health, behaviour and education
* If you have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following safeguarding policy and procedures

**What to do if you have concerns about a child**

* Think – it could happen here and always act in the best interests of the child
* Act immediately if you have a concern
* Log concern on CPOMS (follow CPOMS guidance)
* Notify DSL or deputy verbally if the concern is level 2 or 3. If in exceptional circumstances they are not available, speak to a senior member of staff or seek advice from MASH (0161 234 5001). This should not prevent a referral being made if deemed necessary. Notify DSL of actions as soon as possible
* Do not assume that a colleague will take action and escalate if you feel it is necessary. You are responsible for finding out what action has been taken

**Early Help**

If Early Help is deemed necessary, the DSL or Deputy will generally liaise with appropriate agencies. These cases should be kept under constant review and referred if a child’s circumstances are not improving.

**Statutory Assessments**

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. 0161 234 5001.**

**Children in Need**

* A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.
* Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

**Children suffering or likely to suffer significant harm**

* Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.
* Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

**What will the local authority do?**

Within one day of the referral being made, the social worker should acknowledge receipt to the referrer and make a decision about the type of response required. This will include determining whether:

* the child requires immediate protection and urgent action is required
* the child is in need (CIN) and should be assessed under section 17 of the Children Act 1989
* there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989 (Child Protection)
* any services are required by the family and what services (Early Help)
* further specialist assessments are required to help the local authority decide what action needs to be taken
* the child needs to be seen by the social worker for further assessment

**The referrer should follow up if this information is not forthcoming.**

**Staff should support with statutory assessment and escalation should be considered if a child’s situation does not improve.**

**Record Keeping**

All concerns, discussions, decisions made and reasons for these should be logged on CPOMS in a timely manner following CPOMS guidance.

**Examples of poor practice from serious case reviews**

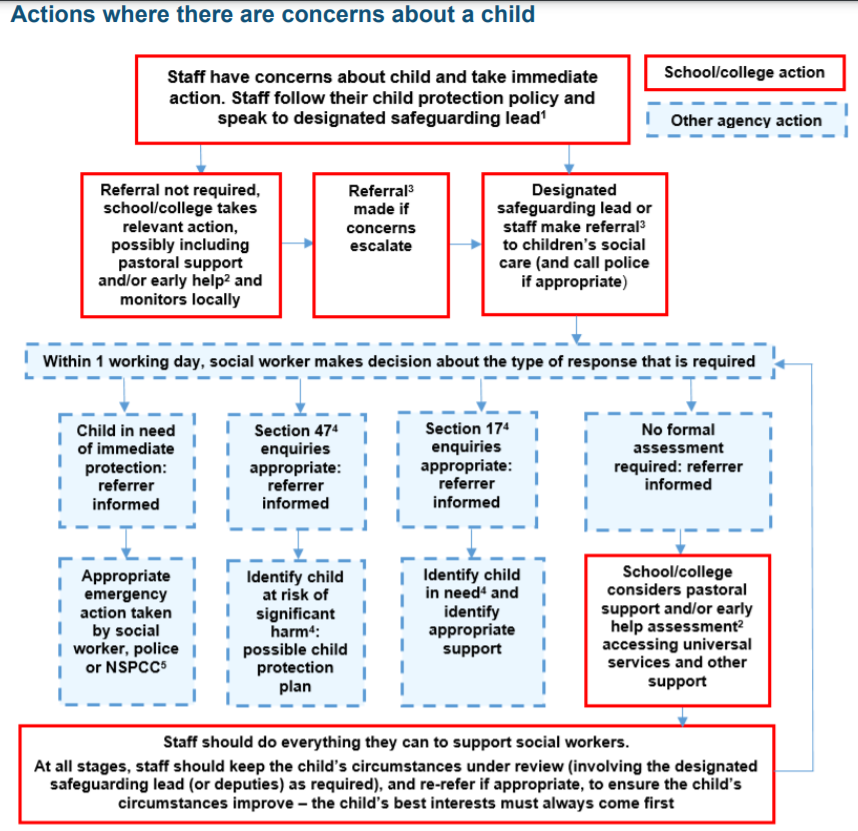
* failing to act on early signs of abuse and neglect
* poor record keeping
* failing to listen to the views of the child
* failing to re-assess when situations don’t improve
* not sharing information
* sharing information too slowly
* lack of challenge to those who don’t appear to be taking action

**Concerns about a staff member (including supply or volunteers) who may pose a risk or harm to children**

* refer to the headteacher
* where the concern is about the headteacher, refer to the chair of governors

**Concerns about safeguarding practices within school**

* report to senior leadership team following whistleblowing procedures
* if staff member feels their genuine concerns are not being addressed [Advice on Whistleblowing](https://www.gov.uk/whistleblowing) or  [NSPCC’s what you can do to report abuse dedicated helpline](https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/)



**Specific Safeguarding Issues**

**Children and the court system**

Children may be required to give evidence in court which can be stressful for them.

**Children missing from education**

Children going missing, particularly repeatedly can be a sign of safeguarding issues. Staff need to be aware of unauthorised absence and CME procedures. (See Attendance Policy).

**Children with family members in prison**

At risk of poor outcomes – poverty, stigma, isolation, poor mental health.

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

See previous information.

**County Lines**

* Gangs or organised criminal networks involved in exporting illegal drugs to other areas of the UK using dedicated mobile phone lines or other form of “deal line”
* Children are exploited to move and store drugs or money, recruited at or outside schools or in the local area
* Offenders use coercion, intimidation, violence, sexual violence and weapons to ensure compliance of victims
* Children often become trapped in this activity
* Can be identified by missing episodes from school
* Referral to Children’s Services should be made if county lines involvement is suspected

**Domestic Abuse**

Witnessing domestic abuse can have lasting negative effects on children and is a serious safeguarding concern.

**Operation Encompass**

Police notify school via email if a child has witnessed a domestic incident.

**Homelessness**

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

**So-called ‘honour-based’ abuse (including FGM and forced marriage)**

* Encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, breast ironing
* Often involves wider network of family or community, can include multiple perpetrators
* All forms of HBA are abuse and should be referred as such

**FGM**

Involves partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child-abuse with long-lasting harmful consequences.

Teachers have a statutory duty to report to the police if they discover (either through disclosure by the victim or visual evidence) that FGM appears to be carried out on a girl under 18.

This duty does not apply to at risk or suspected cases. In these cases, local safeguarding procedures should be followed.

**Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. This is a marriage entered into without full and free consent of one or both parties. Some perpetrators use perceived cultural practices as a way to coerce somebody into marriage and schools must follow safeguarding procedures if they suspect forced marriage.

**Preventing Radicalisation**

* Protecting children from radicalisation is part of safeguarding policy
* There is no single way of identifying whether a child is at risk. Background factors combined with specific influences such as family and friends may contribute
* Radicalisation can occur through different methods (e.g. social media and internet) and settings (e.g. within home)
* Staff should be alert to changes in behaviour which could indicate they are in need of help or protection

**Prevent Duty**

All schools have a legal duty to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty.

**Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

**Peer on peer/ child on child abuse**

Children can abuse other children. This can include abuse within intimate partner relationships, bullying, cyberbullying, sexual violence and harassment, physical abuse, sexting, initiation/ hazing activities.

**Sexual violence and sexual harassment between children in schools and colleges**

* Can occur between two children of any age and sex
* Can also occur through a group of children sexually assaulting or harassing a single child or group of children
* Can occur online and offline (physical and verbal) and should always be taken seriously
* Some groups (girls, LGBT, SEND) are potentially more at risk
* Must never be tolerated or seen as banter, having a laugh, boys being boys or part of growing up
* Behaviours such as flicking bras, grabbing bottoms, breasts or genitalia, lifting skirts must be challenged and never dismissed or tolerated

**Sexual Violence**

* Children can and sometimes do abuse their peers under the Sexual Offences Act 2003
* These offences are rape, assault by penetration and sexual assault

**Sexual Harassment**

* Unwanted conduct of a sexual nature occurring online or offline
* Can include: sexual comments, sexual jokes or taunting, physical behaviour (e.g. brushing against somebody, interfering with clothes, displaying pictures, photos or drawings of a sexual nature), online sexual harassment (e.g. non-consensual sharing of sexual images or videos, sexualised online bullying, unwanted sexual comments and messages, including on social media, sexual exploitation, coercion and threats, upskirting)

APPENDIX 9

**Logging Concerns on CPOMS**

* A log of the incident should be completed on CPOMS as soon as is reasonably possible (at the latest within 24hours) following a safeguarding concern, to ensure that no details are forgotten
* Log should use clear, straightforward language, be concise, relevant and be accurate not only in fact, but also in differentiating between opinion, judgement and hypothesis. Staff should be mindful of the need to record information in an objective and professional manner, as it may be shared with the child, parents and other agencies, as part of an investigation or inquiry. Additionally, safeguarding records may be required for disclosure in court proceedings
* Ensure that the date, location and time of the incident are logged accurately (the time must be changed to the time the incident happened, not the time it was logged)
* Incidents must be logged by the person with the concern
* Logs must be made in factual terms – what did the child say? How are they feeling? Any comments about their behaviour. Are there any obvious signs of injury or pain? Are any other children or adults involved (log full names and spell accurately) Clarify any information using open-ended who, what, when, how questions and record these. Record any specific words the child used.
* Abbreviations must not be used for names of children or staff members. Use full names of staff and children which must be spelt accurately so that CPOMS can hide them if needed. Once full names have been used once in the log, first names are sufficient after this
* If your record contains details of another professional, their full name and contact details must be logged (e.g. a social worker)
* Swear words, insults or intimate vocabulary should be logged verbatim
* Language should be professional and without judgment
* All logs of communications with parents must be made on CPOMS and logged as a communication as opposed to a concern
* Paper records are only to be used if CPOMS is unavailable and must be transferred to CPOMS as soon as possible
* Logs must be reread and checked for spelling, punctuation and grammar before sending. These are professional records and could be used as evidence in court proceedings
* If your incident is a concern, please ensure that you check a box for Level 1, 2 or 3
* Body maps must be completed for any mark on body or injury
* Conversations only need to be included if they are relevant, e.g. a child is making a disclosure. If a child has had no breakfast, you just need to write xxxx informed me that he/she had no breakfast this morning
* Expect feedback on concerns logged. DSLs will use CPOMS to notify you of actions. If this does not happen, please speak to a DSL who will inform you of the action
* Do not assign to a DSL – this will be done by Gemma
* Ensure correct category is clicked. Only click concern if the incident has raised concerns. Parental communication is clicked on its own for simple communication without raising concerns
* Ensure linked students are added if linked to the incident
* Log conversations (if needed) in this form:

Sarah – “Where were you when this happened?”

XXXX – “Watching television.”

* If a DSL wants you to action the incident, you will be alerted by CPOMS. Once you have actioned it, log on CPOMS. This ensures there is a clear chronology
* Do not use Agency involved – DSLs will use this

**Logging Checklist**

|  |  |
| --- | --- |
| **Quick checklist:** | ✔ |
| Child’s Name |  |
| Location |  |
| Incident |  |
| Have I selected the relevant categories? |  |
| Were other students involved? – Linked Student |  |
| Do I need to complete a body map? |  |
| Date and time of incident correct? |  |
| Have I alerted who I need to? |  |
| Are there any files to upload? |  |
| Is spelling, grammar and punctuation accurate? |  |
| Add the Incident |  |

**DSLs**

* Check that sufficient information is logged and alert the staff member if more is needed
* Give feedback to staff if logs need to be changed so that all staff are constantly learning to improve record keeping
* Gemma will assign logs to DSLs to ensure workloads are even
* If you want the staff member to action the incident, alert them using CPOMS. Check that their action is logged on CPOMS
* Use CPOMS to alert the person who has made the log to the action taken, unless the action contains information that shouldn’t be shared – then notify in person
* Check categories are accurate so that reports are accurate
* Add any agencies involved
* If further action or monitoring are required, ensure you add to planner so that you are reminded to action/ monitor
* If you are logging a professional communication, ensure the contact details of the professional are included

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| --- | --- |
| **Quick checklist:** | ✔ |
| Is the log of good quality – relevant, factual, accurate? |  |
| Has the incident been assigned to a DSL? |  |
| Have I selected the relevant categories? |  |
| Were other students involved? – Linked Student |  |
| Has a body map been completed if necessary? |  |
| Date and time of incident correct? |  |
| Have I alerted who I need to? |  |
| Are there any files to upload? |  |
| Is spelling, grammar and punctuation accurate? |  |
| Have I added any agencies involved? |  |
| Have I added a reminder to the planner if needed? |  |
| Add the Incident/ Action |  |

### APPENDIX 10: FURTHER INFORMATION AND USEFUL LINKS

Manchester Children’s Services MASH Team (For advice and referrals) 0161 234 5001

[Greater Manchester Safeguarding Procedures](http://greatermanchesterscb.proceduresonline.com/)

[Young People and Self-harm- Stockport Schools' Version](http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2015/11/stockport_selfharm_policy2014.pdf)

Female Genital Mutilation Manchester Pathway

[Stockport procedures for responding to Child Sexual Exploitation](http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2015/11/local-procedures-for-cse-stockport.pdf)

[It’snotokay.co.uk- GM CSE resources-for-professionals](http://www.itsnotokay.co.uk/professionals/resources-for-professionals/)

[Safeguarding children with disabilities](http://greatermanchesterscb.proceduresonline.com/chapters/p_ch_with_disabilities.html)

[Sexually harmful behaviour displayed by children and young people](http://greatermanchesterscb.proceduresonline.com/chapters/p_harm_sex.html)

[Safeguarding children and young people vulnerable to violent extremism](http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_vio_ext.html)

National Guidance & Resource

[Keeping Children Safe in Education 2020](mailto:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828587/Keeping_children_safe_in_education_part_one.pdf)

[Early-years-foundation-stage-framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)

[Working-together-to-safeguard-children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) 2015

[What-to-do-if-you’re-worried-a-child-is-being-abused](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

[Teachers-standards](https://www.gov.uk/government/publications/teachers-standards)

[Responding to sexting incidents](http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx)

[Prevent-duty-guidance](https://www.gov.uk/government/publications/prevent-duty-guidance)

[Educate Against Hate](http://educateagainsthate.com/)

[Safeguarding-children-who-may-have-been-trafficked-practice-guidance](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

Multi-agency [statutory](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation) guidance on FGM

[Inspecting-safeguarding-in-early-years-education-and-skills-settings](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015)

[Education for a Connected World](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf)

[Teaching Online Safety in Schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

[Thinkuknow](https://www.thinkuknow.co.uk/)

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