



THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S R.C. PRIMARY SCHOOLS

SAFEGUARDING AND CHILD PROTECTION POLICY

<i>Date Policy Approved:</i>	<i>16th October 2018</i>
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<i>Date of Next Review:</i>	<i>Autumn 2019</i>

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God's way to our families, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can grow to love God and each other more.

At our schools, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice. Therefore this policy will reflect the Catholic identity and mission of our schools and the values it proclaims.

INTRODUCTION

This policy is an updated version for 2018-19 and is adapted from the Manchester City Council's model policy.

This policy has been developed to ensure that all adults in the federation of St. Edmund's & St. Patrick's R.C. Primary Schools are working together to safeguard and promote the welfare of children and young people. This policy has been reviewed by staff, presented & discussed at the Standards Committee on 16/10/18 and approved & ratified by the Full Governing Body on 23/01/19. This policy was published on 24/01/19 and will be reviewed annually.

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. 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.' (KCSIE)

See Appendix A, Part 1 of KCSIE, for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines in the full statutory guidance.

Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our Mission Statement and our Equal Opportunities Policy and it is an integral part of all of our activities and functions.

'Safeguarding and promoting the welfare of children is defined as:- protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' (KCSIE September 2018)

Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education.' Our policy ensures that we comply with our Statutory Duties (Appendix A & B)

Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)

Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices D & F)

Our policy compliments and supports other relevant school policies (Appendix E).

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

Our Executive Headteacher, Mrs Clinton will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG SEF proforma to the LA as requested.
- A Designated Senior Member of staff, known as the DSL, for child protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/Carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in induction pack.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff induction pack and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through our child friendly safeguarding policy and is accessible to all children in a number of different areas around the school.
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. Referrals are shared at weekly safeguarding meetings and are monitored by all members of the safeguarding team to ensure quality referrals are made.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively. All staff are aware of the whistleblowing policy as this is part of the annual staff briefing. There are information posters in the staffrooms on how to contact the Authority Designated Officer (formerly the LADO).
- Any staff commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. Risk assessments are in place for all visitors.
- The safeguarding team will consider wider environment factors in a child's life that maybe a threat to their safety and/or welfare.
- We will ensure that all children are taught about safeguarding and that children recognise when they are at risk and how to get help when they need it.

Our **Governing Body** will ensure that:

- All policies, procedures and training in our school are effective and comply with the law at all times.
- Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Termly meetings occur with the Designated Safeguarding Lead and the Safeguarding Governor to complete a site survey and to discuss policies and procedures.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. This is monitored by our Administration Co-ordinator.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. All staff have an annual safeguarding update and every two years receive level 1 safeguarding training. All staff are provided with the KCSIE part 1 and annex 1 annually and sign to say they have read the document.
- There is appropriate challenge and QA of the safeguarding policies and procedures. All policies and procedures are shared with the safeguarding team and with the safeguarding governor to discuss and decide on best practice.

The **Designated Safeguarding Lead (DSL)** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL together with the safeguarding team will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary.
- Provide support and training for staff and volunteers. Lead annual safeguarding training for all staff and provide updates when needed.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures. All referrals are monitored by the safeguarding team and are recorded on CPOMS with follow up actions.
- Ensure that all staff with specific responsibility for safeguarding children receives the appropriate supervision to undertake this role.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Always be available during school hours during term-time, and at other times as designated by the Executive Headteacher. During school holidays the safeguarding team will try to always attend meetings regarding safeguarding where possible. In the event that they cannot attend a written report will be sent.
- Ensure that the SENDCO is part of the safeguarding team.
- Ensure that the designated teacher for Looked After Children and previously Looked After Children is part of the safeguarding team.
- Weekly attendance is supplied to the safeguarding team for the weekly meeting. Attendance is on the agenda for the safeguarding meeting.
- All staff in our schools, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL.

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety.
- Attend training sessions/briefings as required to ensure that they follow relevant policies/procedures e.g. behaviour management policy/physical restraint policy.
- Provide a safe environment where children can learn.
- Be approachable to children and respond appropriately to any disclosures.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals.
- Attend multi-agency meetings as required, if appropriate to their role.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
- Provide targeted support for individuals and groups of children as required, if appropriate to their role.
- Teaching staff have additional statutory duties, including reporting any cases of known or suspected Female Genital Mutilation to the police.

3. TRAINING AND RAISING AWARENESS

All new staff and regular volunteers will receive appropriate safeguarding information during induction. All new staff and volunteers have a briefing by the Executive Headteacher (or in her absence, the Deputy Headteacher) on staff code of conduct, safeguarding policy, behaviour policy, safeguarding response to children who go missing from education and the role and identity of the designated safeguarding lead and deputies.

All staff must ensure that they have read and understood 'KCSIE' (Appendix A). During the annual safeguarding briefing all staff will be given a copy of the 'KCSIE' to read and sign for.

All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child. All staff will complete level 1 safeguarding training every two years and will receive a briefing annually.

All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. At least one member of the safeguarding team will attend the Local Authority Safeguarding network termly. This information will then be shared with staff during weekly staff updates.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

PUPIL VOICE

"A child centred approach is fundamental to safeguarding and promoting the welfare of every child." KCSIE 2018

Children are encouraged to contribute to the development of policies and share their views.

Children will be listened to and their views will be taken seriously. School will use the three houses model to gain the views of the child.

Special provisions will be made for children who have communication difficulties; are unaccompanied or refugees; are victims of modern day slavery and or trafficking.

ATTENDANCE

We view poor attendance as a safeguarding issue and in accordance with our Attendance policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

Our Attendance policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people. School will follow the 'Child missing education statutory guidance for local authorities. September 2016'.

Parents must provide school with at least two emergency contacts for their child.

First day response to absence is for school to ring all contacts provided by parents. If no contact can be made by school, we will then complete a home visit. If we have concerns about the child we will then request a police welfare check.

School will maintain ongoing responsibility for safeguarding any child that attends alternative provision and we will obtain confirmation that providers have undertaken satisfactory safer recruitment checks in line with DfE, Keeping children safe in education (2018).

EXCLUSIONS

The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

VULNERABLE GROUPS

We ensure all key staff work together to safeguard vulnerable children. All staff have access to report concerns regarding a child on our school CPOMS system. This is monitored every three weeks by our safeguarding team.

Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is an international new arrival, refugee or asylum seeker;
- is Looked After, previously Looked After or under a special guardianship order.

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration; being more prone to peer group isolation; the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

Children that are Looked After Children, previously Looked After and care leavers can face additional safeguarding challenges. All staff are aware that additional barriers can exist. These children will be able to have access to our school Caritas Social Worker or other professionals identified as appropriate.

5. CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

KEEPING RECORDS

At our schools we use CPOMS to keep records regarding the safeguarding of children.

We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.

We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.

We keep secure safeguarding records.

We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) and LA Guidance (See Appendix F).

Records may be shared ahead of the child starting school to ensure the new school can make appropriate arrangements to support the child.

RECORDING AND REPORTING CONCERNS

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix A). If a concern arises all staff, volunteers and visitors must:

- ❖ Speak to the DSL or the person who acts in their absence
- ❖ Agree with this person what action should be taken, by whom and when it will be reviewed
- ❖ Record the concern using our safeguarding recording system
- ❖ All concerns will be reported within 24 hours
- ❖ The member of staff reporting the concern will make sure they record the exact words used by the child.

INFORMING PARENTS/CARERS

Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide at least two up to date contact details.

In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency unless it is believed that doing so would put the child at risk, e.g. in cases of suspected domestic abuse or it is considered doing so may jeopardise a future police investigation. We will record the reasons, if consent is not gained.

MULTI-AGENCY WORKING

We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

We will notify Children's Social Care if:

- ✓ a child subject to a child protection plan is at risk of permanent exclusion.
- ✓ there is an unexplained absence of a child who is subject to a child protection plan of more than two days from school.
- ✓ it has been agreed as part of any child protection plan or core group plan.

CONFIDENTIALITY & INFORMATION SHARING

Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.

Information about children will only be shared with other members of staff on a need to know basis.

All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if it is in the child's best interests, in order to safeguard them.

Staff are aware of Amendment 85 that provides lawful grounds to share information without consent where it is in the public interest and for the purpose of protecting a child or vulnerable adult.

School will follow the guidance Information sharing Advice for practitioners providing safeguarding services (2018).

The Federation of St Edmund's and St Patrick's will follow the 7 golden rules for information sharing.

1. The data protection act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. We will be open and honest with the person or their family from the outset about why, what, how and with whom information will be shared and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice if we are in doubt, without disclosing the identity of the person where possible.
4. We will share with consent where appropriate and will try to respect a person's wishes to not share information. We may still need to share information without consent if in our judgement the lack of consent can be overridden in the public interest. We will base our judgement on the facts of the case.
5. We will consider the safety and well-being of the child by sharing information.
6. We will ensure that the information we share is necessary for the purpose for which we are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion and is shared securely.
7. A record is kept of schools decision to share information and the reason whether to share it or not. If we do share information we will keep a record of what we shared, with whom and for what purpose.

CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES

Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.

A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.

Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. School will use the Signs of Safety model to work with families and children along with other professionals. If the meeting was to be held in school holidays we will always try to attend but in the event that we are not able to school will provide a written report.

We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

All staff and volunteers must be clear with children that they cannot promise to keep secrets.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.

We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

All members of staff are able to make a direct referral to social care if they think a child is at risk of significant harm. School have the telephone number for the advice helpline and referral line in the staff room.

MANAGING A DISCLOSURE

If you're in a situation where a child discloses abuse to you, there are a number of steps you can take.

- Listen carefully to the child. Avoid expressing your own views on the matter. A reaction of shock or disbelief could cause the child to 'shut down', retract or stop talking
- Let them know they've done the right thing. Reassurance can make a big impact to the child who may have been keeping the abuse secret
- Tell them it's not their fault. Abuse is never the child's fault and they need to know this
- Say you will take them seriously. A child could keep abuse secret in fear they won't be believed. They've told you because they want help and trust you'll be the person who will listen to and support them.
- Don't talk to the alleged abuser. Confronting the alleged abuser about what the child's told you could make the situation a lot worse for the child
- Explain what you'll do next. If age appropriate, explain to the child you'll need to report the abuse to someone who will be able to help
- Don't delay reporting the abuse. The sooner the abuse is reported after the child discloses the better. Report as soon as possible so details are fresh in your mind and action can be taken quickly.

RAPID REVIEWS

The MSCB will always undertake a rapid review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

Our DSL will keep up to date with the findings from child safeguarding practice reviews at a local level, National Child Safeguarding Practice Reviews and Child Death Reviews and share the learning and review our safeguarding procedures if relevant.

6. THE CURRICULUM

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.

We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.

Children are taught about safeguarding and are able to recognise that they are at risk and how to get help when they need it.

E-SAFETY

E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our schools is to help raise educational standards, promote children's achievement and support the professional work of staff, as well as enhance our management information and business administration.

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

We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite.

Visigo smoothwall monitor all school issued devices and alert the Executive Headteacher and DSL of any potential risk.

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

We work with children and parents to promote good practice in keeping children safe online.

All children who bring electronic devices to school e.g. mobile phones or tablets must leave them at the school office in a morning on arriving at school and then they can collect them when leaving school. Children will not have access to their own personal electronic devices whilst at school.

Peer on Peer 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) 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 initiating/hazing type violence and rituals.

School will respond to reports of peer on peer abuse on a case by case basis, with the DSL taking the lead role supported by other agencies if required.

Staff will not promise to keep reports confidential and will be clear to the child that they will need to inform the DSL.

Staff will reassure the child that they are being taken seriously and will be supported and kept safe.

Staff will record the disclosure as soon as possible on CPOMS. This will be a record of the facts and not opinions by the staff.

If a child is in immediate danger or at risk of harm a referral to children's social care will be made and possible report to the police.

School will consider when managing reports if to manage internally, refer to early help, referral to social care or reporting the incident to the police.

To minimize the risk of peer on peer abuse school will ensure that children have access to a broad and balanced curriculum that will teach them to recognise risk and what to do to gain help. School will teach SRE, Pride 123, PSHE and Healthy Me.

All victims and perpetrators will be treated with respect and dignity.

School will use the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, safeguarding young people (2017) when dealing with incidents of sexting. DfE guidance, Sexual violence and harassment between children in schools (2018); Part 5 of the DfE, Keeping children safe in education (2018).

9. RECRUITMENT, ALLEGATIONS AND SAFETY

SAFER RECRUITMENT AND SELECTION OF STAFF

Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE'.

The Headteacher and governing body will ensure that all external staff and volunteers using our site have had a completed risk assessment and if an enhanced DBS check is required, this has happened.

Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks e.g. Sports coaches and supply staff.

Written notification will be requested from alternative provision providers to establish they have undertaken satisfactory safer recruitment checks in line with DfE, Keeping children safe in education (2018).

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification legislation and their obligations to disclose relevant information to the school. This is shared with staff during the annual safeguarding training and forms part of the induction with the school business manager. There is an expectation of all staff to disclose relationships either in or out of school and online that may have implications for safeguarding children.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers.

As a school we have a duty of care to employees and will provide effective support for anyone facing an allegation and we will provide a named contact if they are suspended. In the initial considerations common sense and judgment will be used.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

Allegations will be referred to the Authority Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower to the Authority Designated Officer, Ofsted, NSPCC or the national whistleblowing hotline.

All concerns about the conduct of others in school should be taken to the Executive Headteacher and concerns about the Executive Headteacher should be taken to the Chair of Governors.

SAFETY ON & OFF SITE

Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.

All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and a risk assessment will be completed. They will be supervised at all times, if no checks have been obtained.

We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school.

We will only place children in alternative educational provision (AP) which is registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared.

We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check. If the activity undertaken by a child 16 years of age or over on work experience gives the opportunity for contact with children, we will consider whether a DBS enhanced check should be requested.

All school trips are fully risk assessed and no child will be taken offsite without parental permission.

We have a Health & Safety policy e.g. for contacting parents, and for reporting to the emergency services, including Police & Hospital.

10. Definitions of abuse and indicators of abuse

Physical Abuse

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

Recognising physical abuse

Bumps and bruises don't necessarily mean a child is being physically abused – all children have accidents, trips and falls. These injuries tend to affect bony areas of the body such as elbows, knees and shins and aren't usually a cause for concern. However, some injuries are more likely to indicate physical abuse.

Signs and indicators

Bruises:

- commonly on the head but also on the ear, neck or soft areas (abdomen, back and buttocks).
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet.
- clusters of bruises on the upper arm, outside of the thigh or on the body.
- bruises with dots of blood under the skin.
- a bruised scalp and swollen eyes from hair being pulled violently.
- bruises in the shape of a hand or object.

Burns or scalds:

- can be from hot liquids, hot objects, flames, chemicals or electricity.
- these may be on the hands, back, shoulders or buttocks. Scalds in particular may be on lower limbs, both arms and/or both legs.
- a clear edge to the burn or scald
- sometimes in the shape of an implement – for example, a circular cigarette burn
- multiple burns or scalds.

Bite marks:

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth.

Fractures or broken bones:

- fractures to the ribs or the leg bones in babies
- multiple fractures or breaks at different stages of healing.

Signs of head injury in an infant:

- visible signs such as swelling, bruising or fractures
- unusual behaviour – being irritable, lethargic, unresponsive or not wanting to feed
- seizures
- vomiting
- respiratory problems
- being comatose.

Not all head injuries are caused by abuse. There are also other medical reasons a baby may have these symptoms.

Behavioural changes

- fear of specific individuals
- flinching when approached or touched
- reluctance to get changed in front of others or wearing long sleeves or trousers in hot weather
- depression or withdrawn behaviour.

Emotional Abuse

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

Recognising emotional abuse

Indicators

A child can be emotionally abused for years without any obvious signs. They may not tell anyone what's happening until they reach a 'crisis point' (Rees, 2010).

However there may be indicators in the way a child behaves and reacts to certain situations.

Children who are being emotionally abused may:

- lack confidence
- struggle to control strong emotions
- struggle to make or maintain relationships
- display behaviour that's inappropriate to their stage of development (for example not being able to play, developing language late or using language you may not expect of a child their age) (Iwaniec, 2006).

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent or carer, for example when being taken to or collected from nursery
- be aggressive or nasty towards other children and animals.

Older children may:

- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends
- use language, act in a way or know about things that you wouldn't expect them to know for their age.

Sexual Abuse

Child sexual abuse (CSA) is when a child is forced or persuaded to take part in sexual activities (All Wales Child Protection Review Group, 2008; Department for Education, 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014). This may involve physical contact or non-contact activities and can happen online or offline.

Contact abuse involves activities where an abuser makes physical contact with a child. It includes:

- sexual touching of any part of the body, whether the child is wearing clothes or not
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off, touch someone else's genitals or masturbate
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus.

Non-contact abuse involves activities where there is no physical contact. It includes:

- flashing at a child
- encouraging or forcing a child to watch or hear sexual acts
- not taking proper measures to prevent a child being exposed to sexual activities by others
- persuading a child to make, view or distribute child abuse images (such as performing sexual acts over the internet, sexting or showing pornography to a child)
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images
- meeting a child following grooming with the intent of abusing them (even if abuse did not take place)
- sexually exploiting a child for money, power or status (child sexual exploitation).

Recognising child sexual abuse

Signs and indicators

Not all children will realise they are being sexually abused, particularly if they have been groomed. But there may be physical, behavioural and emotional signs that indicate a child has experienced sexual abuse.

Physical indicators include:

- bruising
- bleeding
- discharge
- pain or soreness in the genital or anal area
- sexually transmitted infections (Lindon and Webb, 2016).

Girls who are being sexually abused may become pregnant at a young age.

Emotional and behavioural indicators include:

- being afraid of and/or avoiding a particular person (including a family member or friend)
- having nightmares or bed-wetting
- being withdrawn
- alluding to 'secrets'
- self-harming
- running away from home
- developing eating problems

- displaying sexualised behaviour or having sexual knowledge that's inappropriate for their stage of development
- misusing drugs or alcohol (Lindon and Webb, 2016).

Neglect

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

- ❖ Provide adequate food and clothing, 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 caretakers).
- ❖ Ensure access to appropriate medical care or treatment.
- ❖ It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Recognising child neglect

Signs and indicators

There's often no single indicator that a child is being neglected. You may notice more than one sign and your concerns might become more frequent if problems are mounting up. This could indicate that a child and their family need support.

Children who are neglected may:

- live in an unsuitable home environment, for example in a house that isn't heated throughout winter
- be left alone for a long time
- be smelly or dirty
- wear clothing that hasn't been washed and/or is inadequate (for example, not having a winter coat)
- seem particularly hungry, seem not to have eaten breakfast or have no packed lunch/lunch money.

They may suffer from poor health, including:

- untreated injuries
- medical and dental issues
- repeated accidental injuries due to lack of supervision
- untreated and/or recurring illnesses or infections
- long term or recurring skin sores, rashes, flea bites, scabies or ringworm
- anaemia.

Babies and young children may:

- have frequent and untreated nappy rash
- be failing to thrive (not reaching developmental milestones and/or not growing at an appropriate rate for their age).

A child who is experiencing neglect may display unusual behaviour, or their behaviour may change. You may notice or become aware that a child:

- has poor language, communication or social skills
- withdraws suddenly or seems depressed
- appears anxious
- becomes clingy
- is aggressive
- displays obsessive behaviour
- shows signs of self-harm
- is particularly tired
- finds it hard to concentrate or participate in activities
- has changes in eating habits
- misses school
- starts using drugs or alcohol
- isn't brought to medical appointments such as vaccinations or check-ups.

Child Sexual Exploitation.

Definition

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology." Child sexual exploitation February 2017.

Recognising child sexual exploitation

Child sexual exploitation (CSE) can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Behavioural indicators

Children and young people who are being sexually exploited may display certain behaviours:

- displaying inappropriate sexualised behaviour for their age
- being fearful of certain people and/or situations
- displaying significant changes in emotional wellbeing
- being isolated from peers/usual social networks
- being increasingly secretive
- having money or new things (such as clothes or a mobile phone) that they can't explain
- spending time with older individuals or groups
- being involved with gangs and/or gang fights
- having older boyfriends or girlfriends
- missing school and/or falling behind with schoolwork
- persistently returning home late
- returning home under the influence of drugs/alcohol
- going missing from home or care

- being involved in petty crime such as shoplifting
- spending a lot of time at hotels or places of concern, such as known brothels
- not knowing where they are, because they have been trafficked around the country (Department for Education, 2017).

Physical signs include:

- unexplained physical injuries and other signs of physical abuse.
- changed physical appearance - for example, weight loss
- scars from self-harm (Department for Education, 2017).

Repeat sexually transmitted infections, pregnancy and terminations can also be a sign of CSE (Coffey and Lloyd, 2014).

Criminal Exploitation of children and vulnerable adults.

Definition

“County lines is a term used to describe gangs and organized criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.” Criminal Exploitation of children and vulnerable adults: County Lines guidance September 2018.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from home or school and/ or being found out of area.
- Unexplained acquisition of money, clothes or mobile phones.
- Excessive receipt of texts/phone calls and/or having multiple handsets.
- Leaving home/care without explanation.
- Suspicion of physical assault/unexplained injuries.
- Parental concerns
- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks.
- Self-harm or significant changes in emotional well-being

Forced Marriage

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school’s Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parent’s carers will not be approached or involved about a referral to any other agencies.

So-called 'Honour Based' Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV. All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to Designated Safeguarding Lead or Michelle Shaw as with any other safeguarding concern. Designated Safeguarding Lead or Michelle Shaw will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

One Chance Rule

All practitioners working with potential victims of forced marriage and Honour Based Violence and Abuse (HBVA) need to be aware of the 'One Chance' Rule. A practitioner may only have One Chance to speak to a potential victim and have One Chance to save a life.

This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they become aware of potential forced marriage cases. If the victim is not offered support following disclosure, that One Chance opportunity may be lost.

DO:

- take them seriously
- see them immediately and alone
- conduct a risk assessment
- respect their wishes and reassure them about confidentiality

DO NOT:

- send them away
- approach members of the family
- approach members of the community
- attempt to mediate
- share information without consent.

More guidance can be found from guidance written by Manchester Safeguarding Board One Chance Rule Manchester's Forced Marriage & 'so called' Honour Based Violence & Abuse Protocol 2018 to 2020 (August 2018).

Safeguarding Children from Female Genital Mutilation

The school supports the Greater Manchester FGM Forum that recognises that the practice of FGM has been carried out for centuries, and it directly causes serious short and long term medical and psychological complications. Consequently it is considered to be a physically abusive act.

If a professional, volunteer or member of the community are within school and have information or suspect that a female is at risk of FGM they should consult with the Safeguarding Team and should make an immediate referral to the Manchester Safeguarding Team and Public Protection Unit (Police).

Information about FGM will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of FGM.

If a case of FGM is suspected, parent's carers will not be approached or involved about a referral to any other agencies. If a child makes an allegation to a member of staff and they are under the age of 18 they

have a mandatory duty to report the allegation of FGM personally to the police. All concerns will be reported to the Designated Safeguarding Lead even when the mandatory duty applies.

Safeguarding Children from Radicalisation and extremism

The school supports the Government anti-terrorism strategy (The Counter Terrorism and Security Act 2015) the 4 P's Protect, Prepare, Pursue and Prevent. It is our duty at St Edmund's and St Patrick's to prevent children from being radicalised; we can do this by challenging ideologies, protecting vulnerable individuals and supporting all sectors of the community.

If a professional, volunteer or member of the community are within school and have information or suspect that an individual is at risk of Radicalisation or extremism they should consult with the Safeguarding Team and should make an immediate referral to the Manchester Safeguarding Team and to ring 999. Information and advice can be sought from the Channel Panel.

Information about Radicalisation and Extremism will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of Radicalisation or Extremism.

If a case of Radicalisation or Extremism is suspected, parent's carers will not be approached or involved about a referral to any other agencies.

PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children Looked After by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

Safeguarding Team

St Edmund's RC Primary School	St Patrick's RC Primary School
Designated Safeguarding Lead – Mr. Usher (Acting Deputy Headteacher)	Designated Safeguarding Lead – Miss Rabbitt (Deputy Headteacher)
Deputy Safeguarding Lead – Mrs. Clinton (Executive Headteacher)	Deputy Safeguarding Lead – Mrs. Clinton (Executive Headteacher)
Deputy Safeguarding Lead – Mrs. Shaw (SEND Coordinator)	Deputy Safeguarding Lead – Mrs. Shaw (SEND Coordinator)
DSL trained – Selina Higson (Caritas Social Worker)	DSL trained – Selina Higson (Caritas Social Worker)
DSL trained – Mrs. Taylor (Early Help Coordinator)	DSL trained – Mrs. Betney (Early Help Coordinator)
DSL trained – Mrs. Bryer (Early Help Coordinator)	
Safeguarding Governor – Mrs. Kinsey	Safeguarding Governor – Mrs. Kinsey
Prevent Governor – Mrs. Kinsey	Prevent Governor – Mrs. Kinsey

Appendices

Our policy is based on the following legislation, national & local guidance/procedures and links to other relevant school policies

'Keeping Children Safe in Education' Part one:

Safeguarding information for all staff - What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. 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.
3. 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.
4. 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 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.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. **All** school and college staff should be prepared to identify children who may benefit from early help.²
9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-35. Staff may be required to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.³

What school and college staff need to know

12. All staff members should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include:
- the child protection policy;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
14. All staff should be aware of the early help process and understand their role in it. 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.
15. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm that may follow a referral, along with the role they might be expected to play in such assessments).⁴
16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is frequently missing/goes missing from care or home;
 - is misusing drugs or alcohol;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - has returned home to their family from care.
18. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 42-51 of this guidance.

19. Departmental advice [What to do if you are worried a child is being abused - Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.
20. Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead (or deputy).

What school and college staff should do if they have concerns about a child

22. If staff members have **any concerns** about a child's welfare, they will need to decide what action to take. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.
23. If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe. [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports school and college staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.
24. Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy) who will help staff decide what to do next. Options include:
 - managing any support for the child internally via the school or college's own pastoral support processes;
 - an early help assessment;⁵ or
 - a referral for statutory services,⁶ for example as the child is in need or suffering or likely to suffer harm.
25. If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Early help

26. If early help is appropriate, the designated safeguarding lead (or deputy) should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

27. If a child is in need or is suffering, or likely to suffer from harm then a referral should be made to local children's social care to consider a statutory assessment.

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 enquires 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.

28. In both cases, referrals should be made in accordance with local criteria for action⁷ and follow the local authority's referral process.
29. **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.**
30. The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number.
31. The local authority should make a decision, within one working day of a referral being made, about what course of action it is taking and should let the referrer know the outcome. This will include determining whether:
 - the child requires immediate protection and urgent action is required;
 - whether the child is in need, and should be assessed under section 17;
 - 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;
 - any services required by the child and family and what type of services; and
 - further specialist assessments are required in order to help the local authority to decide what further action to take.
32. Staff should follow up on a referral should this information not be forthcoming.
33. If social workers decide to carry out a statutory assessment, school or college staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).
34. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
35. If a **teacher**⁸, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

Record keeping

36. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁹

What school and college staff should do if they have concerns about another staff member

38. If staff members have concerns about another staff member, then:

- this should be referred to the headteacher or principal;
- where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

Staff may consider discussing any concerns with the school's designated safeguarding lead (or deputy) and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

39. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
40. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

- | | |
|---|---|
| 2 | Detailed information on early help can be found in Chapter 1 of Working together to safeguard children . |
| 3 | The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012. |
| 4 | Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children . |

5. Local agencies including the three safeguarding partners should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working together to safeguard children](#).
6. Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter one of [Working together to safeguard children](#)).
7. Chapter 1 of [Working together to safeguard children](#).
8. Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).
9. An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).
10. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, Curtain, Road, London EC2A 3N

- Keeping Children Safe in Education' - latest update, currently September 2016
- Ofsted Section 5 Inspection Framework for Schools, August 2016
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2016
- 'Working Together to Safeguard Children' , July 2018
- Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools, Sept 2014,
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE Designated Teacher for LAC Guidance, Nov 2009
- DFE Supervision of Regulated Activity, Jan 2013
- Alternative Provision, Stat guidance, Jan 2013
- Teachers' Standards, updated June 2013
- Governors' Handbook, Jan 2017
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Health & Safety Legislation

- DFE 'What to do if you are worried a child is being abused - Advice for Practitioners'
- 'Safer Working Practices', Safer Recruitment Consortium, Oct 2015
- DFE National Standards of Excellence for Headteachers, Jan 2015
- DFE 'Use of Reasonable Force in Schools', July 2013
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline

Links to:-

- MSCB Website:-
- MSCB Policies
- MSCB Multi-agency Levels of Need & Response Framework, April 2015
- Safeguarding Concerns, Guidance & Proformas
- MSCB LADO Referral Process
- MSCB Learning From Serious Case Reviews
- Help & Support Manchester Website:-
 - Early Help Strategy, Guidance, Assessments & Referrals
 - Signs of Safety Strategy, Guidance & Resources

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Acceptable-use
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and visits
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Staff code of conduct
- Behaviour Policy
- Children missing from education

All these are available on the Manchester Schools Hub Website.

- 'Transfer of Safeguarding Information' model policy & guidance
- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- 'A Good Safeguarding School'

• AP	Alternative Provision
• CiN	Child in Need
• CP	Child Protection
• CPOMS	One of a number of electronic record keeping systems used in many schools in Manchester
• CSC	Children’s Social Care
• DFE	Department for Education
• DO	Designate Officer (formerly LADO)
• DSL	Designated Safeguarding Lead
• EH	Early Help
• EHA	Early Help Assessment
• LA	Local Authority
• LAC	Looked After Child
• LAC DP	Designated Teacher for LAC
• LADO	Local Authority Designated Officer
• MASH	Multi Agency Safeguarding Hub
• MCC	Manchester City Council
• MSCB	Manchester Safeguarding Children’s Board
• SEN	Special Educational Needs
• SENCO/SENDSCO	SEN Co-ordinator
• SG SEF	Safeguarding Self Evaluation Framework
• SOS	Signs of Safety