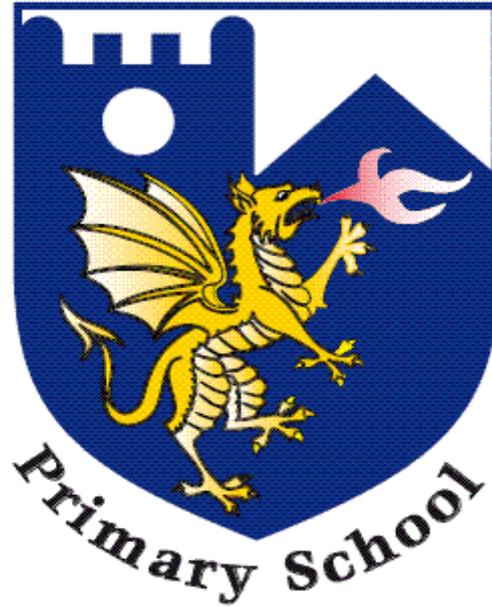


St. Margaret's C.E.



# **St. Margaret's C of E. Primary School**

## **Safeguarding and Child Protection Policy**

Discussed at Governing Body – June 2017

Ratified – June 2017

Disseminated to staff – September 2017

Reviewed – October 2017

## **Introduction:**

This policy sets out how the Governing Body of St Margaret's Primary School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent schools and academies.

This policy relates to Child Protection and sits within a suite of other safeguarding policies. The Policy applies to all staff (teaching and nonteaching), governors and volunteers, temporary and supply staff working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted, who inspect schools' safeguarding arrangements.

## **Aims:**

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required
- To give guidance to staff on how to respond in the event of a concern about a child
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific role

## **Principles:**

- This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to our care by establishing a safe environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this school. (For some special schools this age range goes beyond 18).
- This school recognises that the responsibilities outlined in the above paragraph extend to include those pupils who remain on school role but receive some education through alternative provisions.
- The staff and governors of the school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued. We listen to children and respond to their needs. We share information in line with the appropriate protocols to ensure that children are safeguarded.

- We recognise that staff in school are well placed to observe the signs of possible abuse because of the day to day contact with children, and need to be vigilant, always acting in the interests of the child, whilst maintaining an attitude of *'It could happen here'*.
- The school recognises its responsibility to discuss with Education and Children's Services' Referral and Advice Team any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, in accordance with the Oldham Safeguarding Children Board (Oldham LSCB) [child protection procedures](#) and to attend any child protection conferences, initial and review, coregroup meetings and child in need conferences that may be called. All staff receive appropriate training to ensure that these procedures are followed as required.
- This school recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse. Agencies such as Children's Social Work Services, Police Public Protection Unit, Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service and other agencies/services coming into school to support individual pupils/groups of pupils.
- The school endeavours to ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. This policy is made available to parents on request and published on the school website.
- The principles embedded in this policy link into a suite of other policies and guidance relating to: Health and Safety, Educational visits, E-safety, Behaviour Policy, Special Educational Needs, Confidentiality, Attendance, Staff Code of Conduct, Safer Recruitment, Managing Allegations, Whistleblowing, Visitors Policy and Visiting speakers' agreement.

## The Governing Body

The governing body recognises its accountability for ensuring that the school has effective safeguarding policies and procedures in place for staff and children will:

- Ensure the school contributes to interagency working in line with Working Together to Safeguard Children (2015) through:
  - Providing a co-ordinated offer of early help
  - Contributing to interagency plans in order to provide additional support to children subject to child protection plan
  - Allowing access to children's social care around Section 17 or Section 47 responsibilities.
- Ensure that the school's safeguarding arrangements comply with procedures and practices of Oldham Local Authority as part of interagency safeguarding procedures set up by Oldham Local Safeguarding Children Board
- Ensure there is an effective Child Protection Policy in place together with a Staff Behaviour Policy (Code of Conduct).
- Ensure that it adopts and reviews the Child Protection Policy annually, that it is implemented and its use is monitored. The Child Protection Policy must be made available publicly.

- Ensure that the school operates safe recruitment procedures in line with national and local guidance and that it monitors the process.
- Ensure that the school has a managing of allegations against adults who work with children policy - and that it is implemented and monitored (including a nominated governor who will liaise with the Local Authority, on issues of child protection and in the event of allegations of abuse made against the Headteacher / Principal / Proprietor or member of governing body of an independent school).
- Appoint a member of staff of the school or college leadership team to the role of Designated Safeguarding Lead (DSL) for child protection which is clearly referenced in the staff member's job description.
- Ensure the DSL for child protection undergoes updated child protection training every two years.
- Ensure the Headteacher and all staff members undergo whole school child protection training in line with Oldham LSCB requirements.
- Consider how children may be taught about safeguarding as part of a broad and balanced curriculum.
- Ensure that there is a dedicated teacher for Looked After Children who has been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked After Children and engaging with the DSL.
- Ensure the child's wishes and feelings are taken into account.
- Ensure appropriate safeguarding responses to children who go missing from educational settings, particularly on repeat occasions.
- Regularly review school premises to ensure that there is a safe environment and that where building work is taking place any additional risk assessments that are required are completed to take account of safeguarding arrangements.
- Ensure the agenda of Governing Body meetings reflect safeguarding issues as and when appropriate.

### **The Designated Safeguarding Lead for Child Protection (DSL):**

- Mrs Rachel Whittle (Acting Deputy Headteacher) is the Designated Safeguarding Lead for Child Protection and a member of the Senior Leadership Team.
- Mr Daniel Whittle (Headteacher) is Deputy Designated Member of Staff for Child Protection.
- Shelley Greenwood (Pastoral Leader) is the Child Protection Officer and is responsible for some of the day to day management and administration of Child Protection.
- In the absence of the DSL and the Deputy DSL the most senior member of staff in school will assume responsibility for any child protection matters that arise.
- The DSL will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Safeguarding Lead is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL. Also that they are aware of what happens once a concern has been raised.
- Where appropriate the Designated Safeguarding Lead will liaise with the DSL of the school(s) attended by the siblings of the child causing concern.

- The DSL will keep a written record of any actions taken as a result of concerns raised ( see appendix 2 section for actions by DSL )
- The DSL for Child Protection will ensure that the school's child protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.
- The Governors will ensure a copy of the child protection policy is on the school website
- The governors support the Designated Safeguarding Lead in carrying out his/her responsibilities as outlined in the updated 'Keeping Children Safe in Education' (May 2016).

### **Responding and Referring:**

- The statutory referral process is outlined in the updated 'Keeping Children Safe in Education' (May 2016).

#### St Margaret's C of E Primary School's referral model

- Any member of staff who has concerns about the safety or potential abuse (see appendix 3) of a child must report their concerns to the Designated Safeguarding Lead for Child Protection without delay. This includes allegations made against other children.
- Members of staff should make a written account of any concern they have regarding the welfare or well-being of a pupil using the school Pro forma including making a note of any visible marks and injuries.  
(See Appendix 1: example pro forma and appendix 2: guidance for staff on making Child Protection records)
- The DSL will need to make a professional judgement about what action needs to be taken, in accordance with the Oldham LSCB safeguarding procedure.
- The DSL should feedback to the member of staff sharing the concerns any decisions that they make in relation to action to be taken. If the member of staff does not agree with the decision of the DSL and feel that a child is at risk of significant harm they have an individual responsibility to make a referral themselves
- In accordance with the [Local Safeguarding Children Board Procedures](#), the agreement of the family for a referral to Children's Services Referral and Advice Team should normally be sought where possible, ([Chapter 3.1.Section 13.1](#)). **However**, if it is felt that seeking any such agreement would increase the level of significant risk to the child, the matter should be discussed with the Referral and Advice team and their advice sought. This must not contribute to a delay in making a referral.
- Where a DSL makes a referral, they should include any information they have on the child's developmental needs and the capacity of the child's parent or carers to meet those needs.
- If the outcome is below the threshold for statutory assessment, the school will support an early help assessment in partnership with other agencies.

**Contact details for a referral for children residing in  
Oldham: Children's Assessment Team -  
0161 770 7777  
0161 770 6936 (Out of Hours)**

- All referrals need to be confirmed in writing as soon as possible using the [Children and Families Inter agency Referral](#) form online
- Where the child does not reside in Oldham the Referrals must be made to the appropriate to cross border Local Authorities these must also be confirmed in writing to – Oldham Safeguarding Board, Rock Street, Oldham, OL1 3UJ.
- If there is a professional disagreement regarding the outcome of a referral to Referral and Advice Team the DSL should follow the LSCB professional disagreement protocol and escalate their concerns
- The school will ensure that the relevant social worker is notified if there is an unexplained absence of a pupil who is currently subject to Section 47, (a child protection plan or a child in need plan)
- When discussing concerns in respect of a child who is Looked After by the Local Authority in addition to consulting with/referring to referral and advice team the child's named social worker must be informed of the referral
- A copy of chronology of significant events will be kept of the child's child protection file
- The school will ensure that an appropriate member(s) of staff will attend any child protection meetings called by the Child Protection and Review Unit in respect of a child attending the school
- The school will ensure that a written report on the [LSCB template](#) is submitted to all initial and review Child Protection case conferences. This should be sent to the Child Protection Conference Chairperson 48 hours prior to conference at:

Child Protection and Reviewing Unit,  
Rock Street,  
Oldham,  
OL1 3UJ

Secure email - [thesafeguardingunit@oldham.gcsx.gov.uk](mailto:thesafeguardingunit@oldham.gcsx.gov.uk)

- The School will ensure appropriate members of staff contribute to and attend core group meetings where children in school are subject to a Child Protection Plan.

### **Record Keeping:**

The importance of good clear child welfare and child protection record keeping has been highlighted in the learning from serious case reviews. Good up to date record keeping of concerns and action taken is essential for two main reasons:

- It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.
- Its helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice
- A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible

abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. (See appendix 1 model pro forma and appendix 2 Guidance to school staff when making a record of a child protection incident or concern)

- A record should be made of any visible marks or injuries to a child that gives cause for concern, this may be completed on a body map (page 2 of appendix 1). The child should not be examined intimately or pictures taken of any injuries/marks.
- All records must be signed and dated clearly with the name of the signatory clearly printed.
- Children **MUST NOT** be asked to make a written statement themselves or to sign any records.
- All records of a child protection nature (handwritten or typed) are given to the DSL. These should be filed in individual pupil files in chronological order and a chronology of significant events should be maintained at the front of the file (appendix 4)
- Access to any records and details of a case will be on a need to know basis decided on a case by case basis, to enable those people to take appropriate steps to safeguard the pupil or to carry out their own duties.
- Any contact with other agencies must be recorded as should the rationale for sharing or not sharing information.
- Child Protection records must be securely held, separate from the main pupil file, and in a secure place.
- The DSL will need to be aware whether the child has any sibling(s) at other schools or early year's settings and consider whether information is such that it should be shared with that other setting.

**All staff to follow the seven golden rules of information sharing (DfE March 2015 - see appendix)**

### **Concerns relating to a member of the school staff or other person in a Position of Trust:**

- If the suspicions in any way involve a member of staff, the matter should be brought to the attention of the Headteacher immediately who will act in accordance with the local authority procedures i.e. by discussing the allegation with the Local Authority Designated Officer (LADO) **as soon as possible**. Collette Morris is the LADO for Oldham and can be contacted on 0161 770 8870.
- If the suspicion involves the Headteacher, advice needs to be sought from the LADO. The Chair of the Governing Body is to be informed immediately.
- The Headteacher or designated deputy headteacher will attend any Position of Trust meetings relating to allegations against staff.

## Use of physical intervention:

- It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
  - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil ) ;
  - b. causing personal injury to , or damage to the property of, any person (including the pupil himself); or
  - c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- The general guidance on [The Use of Force to Control or Restrain Pupils \(2010\)](#) continues to be supplemented by two specialist guidance documents, namely
  - Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders* (Circ LEA/0242/2002); and
  - Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties* (Circ LEA/0264/2003).
- The circular entitled *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders* applies to all special school settings.
- Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident.

The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.
- There is separate guidance on the use of force by staff in Further Education colleges: [www.aoc.co.uk](http://www.aoc.co.uk) and applies to school pupils who receive some of their education in an FE college

## Abuse of Trust

- The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.
- The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously in accordance with Oldham's procedures for those working with children.
- 'Grooming' a child or person under 18 with a view to a future sexual relationship is an offence.

## Preventing Radicalisation and Extremism:

- St Margaret's Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. St Margaret's seeks to protect its students and staff from all messages of violent extremism and ideologies, including those linked to, but not restricted, to the following: far right/neo Nazi, white supremacist ideology, extremist Islamic ideology, Irish nationalist and loyalist paramilitary groups and extremist animal rights groups.
- Radicalisation/ extremism is viewed as a safeguarding concern and concerns regarding children, members of staff or parents will be dealt with and referred to the appropriate safeguarding agencies. Staff and Governors receive the relevant PREVENT training and briefings are provided in phase meetings to ensure staff are aware of how to respond appropriately should they have concerns regarding radicalization. For further information please see the PREVENT self-assessment document which was initially completed in January 2017 and reviewed in May 2017. Also, a separate visitors policy and visiting speaker's agreement is in place which sets out protocols to ensure visiting speakers are suitable and supervised appropriately.

## E-safety

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.
- The school has a responsibility to educate pupils and teach them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. Parents will be included as much as possible in this process so that they can ensure that any access the pupils have to computers and the internet at home is

safe.

- Appropriate photographs are taken of children to capture a curriculum activity or a celebration of school life using school equipment but permission will be sought from parents beforehand. Staff will not use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of pupils from this school. An exception to this practice will be that **named staff may be authorised by the Head Teacher** to bring their own camera into school without a memory card, any images taken for school business will be recorded onto a school memory card. All images will only be stored, edited or archived onto school equipment.
- Staff will not communicate with pupils through private email accounts, social networking sites, on educational matters, but will use official email and networking sites sanctioned by the school. Staff will be circumspect in their use of social networking sites and will not discuss school business or school issues on their personal social networking site.  
The school believes it is far safer for staff not to accept either schoolchildren or ex-pupils as 'friends'. Great care will be taken if staff make an exception to this guidance and will account to the Head teacher for their decision. E.g. young person is also a family member.
- For further policy issues in relation to E-safety refer to the [School's e- safety policy](#).

## Domestic Abuse

The school recognises domestic abuse as 'any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who or have been intimate partners or family members regardless of gender or sexuality. This can include but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional. For the purposes of this policy domestic abuse can include abuse inflicted on, witnessed by or threatened against, children. The school is committed to actively support safety of victims who are or have experienced domestic abuse. Oldham local safeguarding board's domestic violence and abuse procedures are followed.

Our child protection procedures are the immediate route for raising a concern. Further specialist pathways and assessments would be followed as highlighted by Oldham Children's Services and the LSCB procedures (for example a MARAC referral). The designated member of staff for child protection supports staff working with domestic abuse.

The school engages with Oldham Early Help Multi-agency panel in order to triage domestic abuse concerns. Any follow up actions are addressed and relevant monitoring takes place.

## Evaluating and Monitoring Process

- The DSL/SLT/Governors will undertake regular quality assurance checks on child protection cases, files and processes in school (see appendix 4 for an internal audit tool that can be used as part of this process).

## Transfer of Child Protection records

- When a child who has a child protection plan leaves the school and/or transfers to another school, the DSL will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.
- When a child who has a child protection file in school leaves a school and transfers to a new school (mid-year transfer/infant to Junior/Primary to secondary/Secondary to year 12), the DSL of the current school should review the child protection file and should pass the following to the DSL of the new school:
  - Any current concerns that are being monitored.
  - Most recent Child Protection Conference minutes
- The following information should be dealt with in line with the schools file retention policy
  - Any historical information such as monitoring notes that is older than the current academic year and did not result in either a discussion with Referral and Advice for advice or a child protection referral
- When a pupil is educated off site by an alternative provider or is dual registered the DSL for the home school should assess what information the DSL for the provision where the child attends requires based on amount of time the child spends at the other provision and the nature of the provision is. Where appropriate the DSL at the alternative provision will receive a copy of the pupils child protection file as detailed above.
- When a child ceases to be of statutory school age or leaves college their records should be retained by the said establishment until the child's 25<sup>th</sup> birthday.

## Supporting the Pupil:

- The school will support pupils in accordance with his/her agreed child protection plan.
- The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team ([Section 2.7 of Chapter 3.1. of the LSCB Procedures](#)).
- We recognize that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

## The Curriculum:

- The curriculum, and in particular the personal, social and health education development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of

others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

### **Training:**

- This school is committed to supporting and training all staff in matters of child protection.
- All staff will be issued with a copy of part 1 of 'Keeping Children Safe in Education' (May 2016) entitled 'Safeguarding Information for All Staff'.
- The governors will ensure that all staff receive appropriate induction and training to equip them to carry out their responsibilities for child protection effectively as prescribed in government guidance (Section 175 of Education Act 2002) and in accordance with the standards set by the LSCB competency framework. This will mean the school setting aside a half-day training session at least every 3 years for whole school child protection training. Those staff who join the school in the intervening years will be made aware of the basics of child protection awareness and procedures as part of their induction. The induction briefing would usually be carried out by the DSL.
- The Governing Body will ensure that the DSL for Child Protection attends the multi agency safeguarding Level Two training organised through the LSCB within 12 weeks of taking up their responsibilities and that the DSL subsequently attends appropriate training on a 2 yearly basis in accordance with government guidance. The school will ensure that its DSL attend the DSL Annual Training Conference at least once every other year.
- The school will ensure that all interview panels have at least one panel member trained in safer recruitment practices.
- A written Code of Staff Conduct, shared with all staff and forms part of induction for new staff.

### **Safer Recruitment of staff and volunteers and maintaining appropriate The Disclosure and Barring Scheme:**

- Good practice guidance as outlined in 'Keeping Children Safe in Education' (May 2016) and by Oldham's Human Resources Section should always be followed in respect of creating a safe working environment in school
- The school will ensure that safer recruitment practices are in place and followed in checking the suitability of all staff and volunteers to work with children, including relevant members of the Governing Body. Evidence of these checks (Single Central Record) will be maintained as required by the current guidance
- Where issues of concern arise regarding any person working with children, these need to be discussed with the Local Authority Designated Officer (LADO) in accordance with [LSCB procedures](#)

### **Equal Opportunities - monitoring and review of policy/ procedures**

- We constantly review this policy
- We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate
- With reference to the Equality Act 2010, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special

educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender

- There is no perceived increased risk to discrimination that may result from the implementation of this policy.

### **Useful contacts:**

- Children's Assessment Team – 0161 770 7777, Out of hours 0161 770 6936
- Child Protection and Review Unit : 0161 770 8081

### **Supporting Documents:**

- Local Safeguarding Children Board Procedures  
[www.oldham.gov.uk/lscb](http://www.oldham.gov.uk/lscb)
- Keeping Children Safe in Education (May 2016)
- Working Together to Safeguard Children (2015)
- What to do if you are worried a child is being abused (2015)
- School's e-safety policy
- Statutory Framework for the Early Years Foundation Stage (September 2014)
- The use of force to control or restrain pupils (2010)
- Guidance on developing personal care in schools, SMBC April 2008
- Managing allegations against employees policy
- Guidance for developing a school confidentiality policy- Spring 2008
- Information Sharing : advice for practitioners (2015)
- Handling cases of forced marriage – June 2009
- Ofsted – Safeguarding in schools: best practice
- Ofsted – Briefing for section 5 inspectors – safeguarding children.
- Ofsted – inspecting safeguarding in early years, education and skills (2016)
- Dealing with Allegations of Abuse against Teachers DFE 2011

### **Success Criteria:**

1. Staff say that they feel confident that they know what to do, or who to contact, when they have concerns about children or their families.
2. Information on Incident Reporting Forms shows that they are being completed appropriately and that incidents are being appropriately followed up. This includes audits of case work (individual case files and school monitoring records).
3. Staff say that they believe that safeguarding procedures set out in the policy are being consistently followed throughout the school.
4. Content of the policy remains up to date with reference to Oldham Local Safeguarding Children Boards Procedures and all other legislation.

I have read and understand this information. I understand that failure to comply with this directive may lead to an investigation and disciplinary procedures.

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

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

## Appendix 1

### Model Child Welfare Concern and Child Protection concern/disclosure form

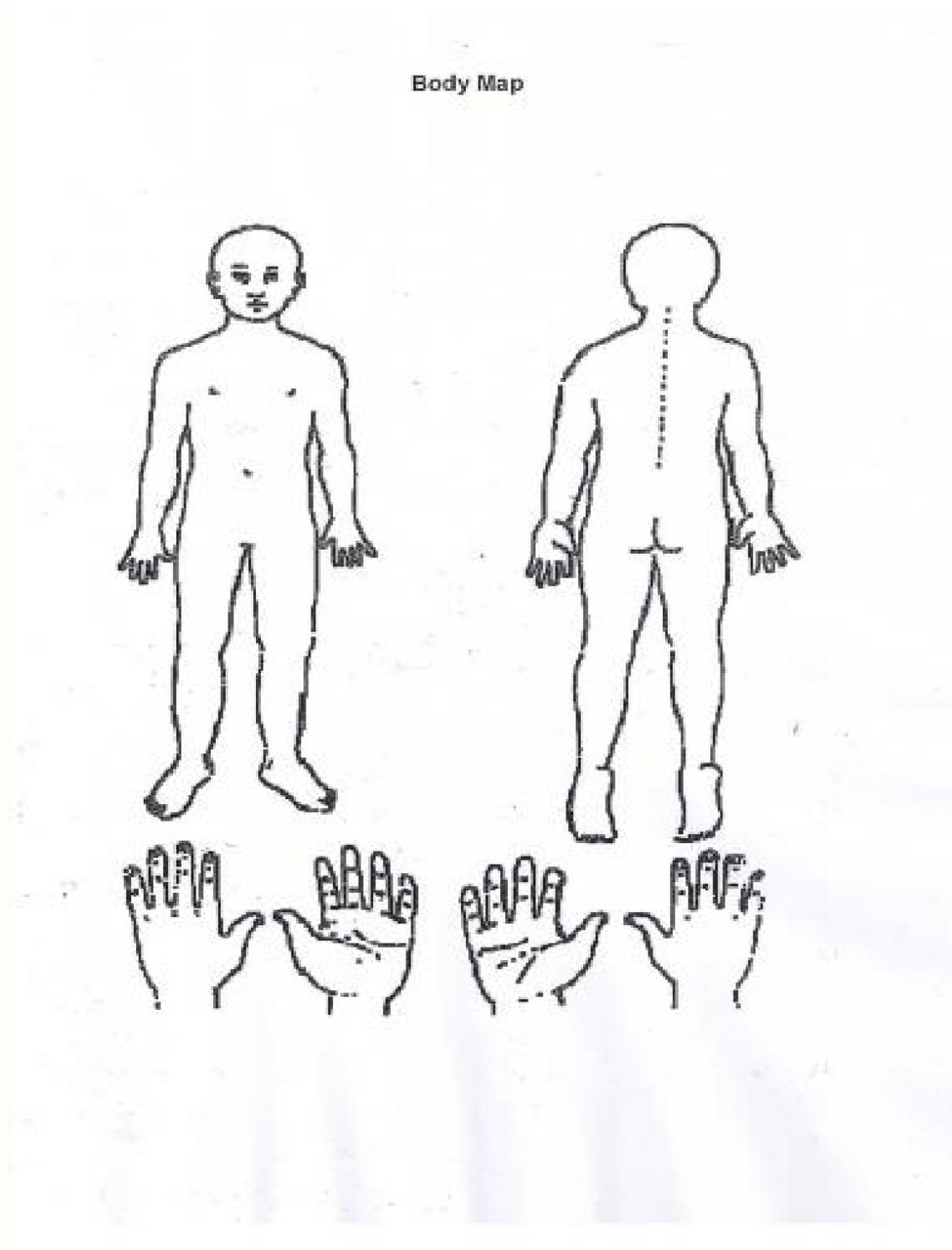
*To be completed by school staff or volunteer when they become aware of any child welfare or child protection concern. The completed form should be handed to the DSL without delay.*

<b>Name of child:</b>	<b>Dob of child:</b>
<b>Year Group:</b>	<b>Class / tutor group:</b>
<b>Name and role of person making this record:</b>	
<b>Date</b>	<b>Time</b>
<b>Nature of Concern:</b> (Including any injuries/marks. These should also be recorded on the body map overleaf)	
<b>Observations made / Professional opinions:</b> Please make distinction between fact and opinion	
<b>What the child said in their own words:</b>	
<b>Action taken by person making this record</b>	
<b>Signature</b>	<b>Date</b>
<b>Information Reviewed by DSL and actions taken:</b> (including rational for decisions made):	
<b>Signature</b>	<b>Date</b>
<b>Final outcome:</b>	
<b>Signature</b>	<b>Date</b>
<b>Summary of any feedback given to member of staff raising original concern</b> (including rational for information sharing)	

Name of child: .....

Date of use of body map: .....

Name of staff member: .....



## Appendix 2

### **Guidance when making a record of a child protection incident or concern and info sharing**

You won't know when making child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Ideally, logs of incidents should be typed. Hand written notes should be clearly legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made (remember to include the year)
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (include the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witnesses
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed?
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

You should identify the source of your information e.g. 'Ms Terry, a teaching assistant, told me that...'. Or 'I saw Rowan in the playground at break time...'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset').

Distinguish clearly between fact and your professional opinion. When recording your professional opinion, make it clear what your opinion is based on (e.g. 'Harry ran and hid under the table when his mother arrived to take him home, and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the Headteacher, Mr Whittle, and he said he would...')

Try to avoid specialist jargon (e.g. 'he is on SEN stage 3') which someone from another agency would not necessarily understand.

## The seven golden rules to sharing information

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

## Appendix 3

### Recognising Abuse

In the Children's Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday, or 19<sup>th</sup> birthday for SEN.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2013) as:

- protecting children from maltreatment;
- preventing impairment of a child's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Abuse and neglect are forms 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 a stranger, eg, via the internet. They may be abused by an adult or adults, or another child or children. Children with special needs or disabilities are particularly vulnerable, with a range of risks including: attitudes and assumptions – e.g. a reluctance to believe disabled children are abused; minimising the impact of abuse; and attributing indicators of abuse to the child's impairment; barriers to the disabled child and their family accessing support services; issues related to a child's specific impairment – e.g. dependency on a number of carers for personal or intimate care; impaired capacity to resist/avoid abuse, difficulties in communicating; and an inability to understand what is happening or to seek help; limited opportunities for disabled children to seek help from someone else.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of a child, and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

### **Types of abuse and neglect (Keeping Children Safe in Education 2016)**

**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. They may be abused by an adult or adults or another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only

insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

### **Specific safeguarding issues**

'Keeping Children Safe in Education' 2016 identifies specific safeguarding issues.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation

- sexting
- teenage relationship abuse
- trafficking

Guidance and procedures are contained in the Oldham Local Safeguarding Board Procedures through the link Oldham LSCB procedures ([www.oldham.gov.uk/lscb](http://www.oldham.gov.uk/lscb)) The NSPCC offers information for schools ([www.nspcc.org.uk](http://www.nspcc.org.uk)). Broad Government guidance is provided on the GOV.UK website.

## **Further information Child Sexual Exploitation, Female Genital Mutilation, Radicalisation**

**Female genital mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

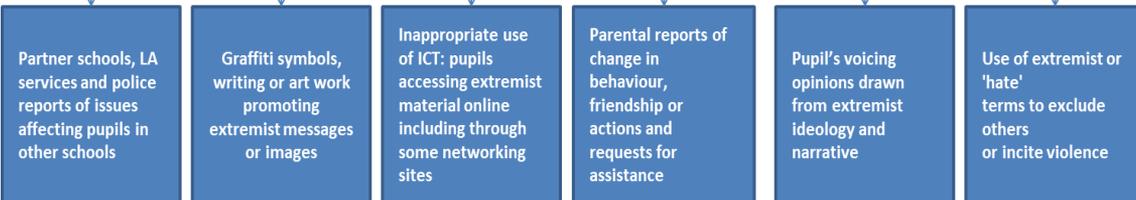
### **Radicalisation**

The report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter contained a recommendation from the author to the DFE that "The Department for Education should ensure that the governing body of every school extends the responsibilities of the teacher designated Child Protection Officer to include Prevent within his/her role. The mandatory Child Protection bi-annual update training undertaken by these responsible teachers should include the Prevent Strategy. This training should then be cascaded by the Child Protection Officer to every member of staff, governor or volunteer as an adult involved in the protection of children at the school" Solihull PREVENT group has issued the following guidance to all schools "Preventing children and young people being drawn into extremism: how

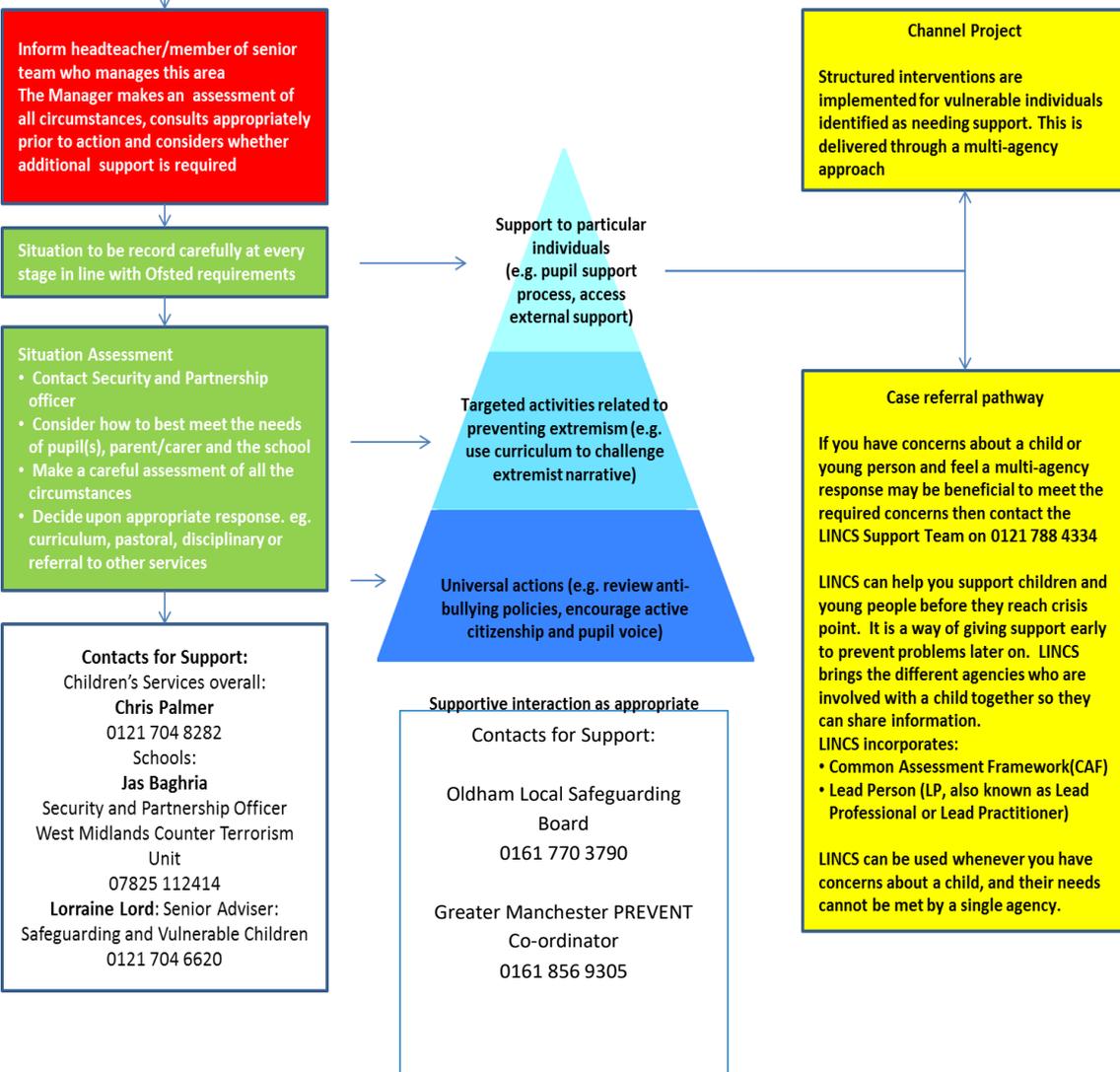
to address concerns around the welfare of an individual or groups of children and young people.”

**Preventing children and young people being drawn into extremism: how to address concerns around the welfare of an individual or groups of children and young people**

**Individual support – signs or behaviour that may cause concern and require a response**



**First Question: Is it an emergency? – PRIORITY ACTION REQUIRED – DIAL 999 in the first instance  
If not follow referral process below**



## Appendix 4

### An audit tool for designated members of staff for Child Protection / SLT / Governors for auditing in school recording.

Date of Audit:

Completed by:

#### Section 1: Are case records up to date?

From a sample of ..... (insert number) of child protection files

Child ID (eg child 1, or child A)	Date of last of recording	Comments

#### Section 2: Is the child's voice/experience included in the record

Area	Comments
The impact on the child is clearly recorded?	
The child's views are clearly recorded in their own words?	

#### Section 3: Facts and professional judgements are distinguished in the record

Area	Comments
Does the author differentiate clearly between facts and professional judgements?	
Would someone else reading the file understand the reasons/evidence underpinning professional judgements	
Is it clear what/who the sources of information are?	

## Section 4: File Structure

Area	Comment
Are all entries dated and signed?	
Does the file contain a chronology of events?	
Is information repeated in more than one place in the file?	
Where information is repeated is there a clear reason for this?	
Are entries/previous files cross referenced	

**Actions/Follow up:**

