



Safeguarding and Child Protection Policy

This policy was adopted at a meeting of the Full Governing Body		
Held on	1/3/2018	
Review Cycle	Annual	
Review date:	March 2019	
	Signed on behalf of the management team	Signed on behalf of the governing body
Name	Gaynor Dunkley	Sheila Hamnett
Role	Headteacher	Chair of Governors
Signature		

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Key Contacts

Headteacher – Mrs G. Dunkley

Designated Child Protection Lead (DCPL) – Mrs G. Dunkley

Designated Child Protection Person (DCPP) – Mrs L. Ayre (Inclusion Coordinator)

Named Governor for Child Protection – Mr D Cowpe

Please contact the above named staff and governor via the school office

The Bridge Partnership for child protection referrals – tel: 0161 603 4500 or e mail worriedaboutachild@salford.gov.uk

GMP Public Protection Investigation Unit (PPIU) – for referrals/consultation about crime-related safeguarding concerns – tel: 0161 856 5171 or e mail parklane.ppiu@gmp.police.uk

Managing allegations against an employee (or volunteer) - Local Authority Designated Officer (LADO) tel: 0161 603 4350 / 4445

Worried About a Child?

All reports or enquiries concerning the welfare or safety of a child must go straight to the Bridge Partnership on 0161 603 4500 as the first port of call. This applies to reports from council staff, the public, partners and outside agencies. The email address is worriedaboutachild@salford.gov.uk

If a child is in immediate danger of being harmed, or if a child is home alone, the police should be called on 999.

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This policy should be considered alongside school child protection procedures (Appendix 2) and other related policies in school. These are:

- Supporting Pupils with Medical Needs
- School Security
- Behaviour Management Policy
- Anti-bullying
- Special Education Needs
- Health and Safety
- E-safety
- Safer Working Practice
- Educational Visits Policy
- Staff Behaviour / Code of Conduct Policy
- Handling Allegations of Abuse Against Staff
- Whistleblowing
- Safer Recruitment
- PSHE
- Children Missing Education
- Female Genital Mutualisation FGM

Safeguarding and Child Protection Policy

1. Introduction

1.1. Peel Hall Primary School is situated in Little Hulton. This policy sets out Peel Hall Primary School's commitment to safeguarding and promoting the welfare of children who attend the school. At Peel Hall we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

1.2. Our school fully recognises the contribution it can make to protect children and support pupils in school and beyond.

There are three main elements to our Safeguarding Policy.

(a) **Prevention:**

(e.g. positive school atmosphere, teaching and pastoral support to pupils).

(b) **Protection:**

(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).

(c) **Support:**

(To pupils and school staff and to children who may have been abused).

Children include everyone under the age of 18.

This policy applies to all adults, including temporary staff¹, volunteers and governors. The policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need, and their Families' 2000, Information sharing advice for safeguarding practitioners (2015) and 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' July 2015.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

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2. School Commitment

- 2.1. We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering harm from abuse or neglect.

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse.
- (d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- (e) Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies.

2.2

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2015*. 'Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.' Keeping Safe in Education 2015.

- 2.3 The Education and Inspections Act 2006 states, '*all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils*'. This Act also gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

- 2.4 Safeguarding is the responsibility of *all* adults and especially those working with children. 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,

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what is in the best interests of the child. The development of appropriate multi-agency procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Board (SSCB).

3. Roles and Responsibilities

- 3.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Safeguarding and child protection procedures. The names of those carrying these responsibilities in school for the current year are listed in the key contracts section on page 2 of this document.

Designated Child Protection Lead

Governing bodies and proprietors should appoint a member of staff of the school's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description

This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding person(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding person/lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out, remains with the designated safeguarding lead

- 3.2 The Designated Child Protection Person in the primary school setting will ordinarily be the Head Teacher or Deputy Head Teacher. However, the Head Teacher and Named Governor may appoint another member of staff to the role provided that the appointment is made in the context of:
- i. proven and documented competency on the part of the appointee
 - ii. robust arrangements for the Designated Child Protection Person to liaise directly with the Head Teacher about child protection and safeguarding issues, including one to ones on a regular basis
 - iii. sufficient direction and support given to the appointee so that they are recognised within the school community as fulfilling this role with confidence and competence

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- iv. a clear school safeguarding policy that sets out for all stakeholders the respective roles and other arrangements for safeguarding in the school.

3.3 The role of the Designated Child Protection Person is to:

- In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e- bulletins, meeting other designated safeguarding person/leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- Liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2016*. During term time the designated person/lead and/or a deputy should always be available, during school hours, for staff to discuss any safeguarding concerns. It is a matter for the individual school and the designated safeguarding person/lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- Ensure that he/she receives SSCB refresher training at two yearly intervals to keep knowledge and skills up to date.
- Liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2015*. There should always be cover for this role.
- Ensure that he/she attends all Designated Teacher Seminars on behalf of the school (or arranges for the deputy designated Child Protection Person to attend if exceptionally unable to do so themselves).
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals.
- Ensure that new staff receive a school-based safeguarding children induction within 15 working days of commencement of their contract.
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that all staff and volunteers are aware of the Greater Manchester and Salford Safeguarding Children Procedures.

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- Ensure that the Head Teacher is kept fully informed of any concerns. Develop effective working relationships with other agencies and services.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, or refer to the Bridge Partnership.
- Liaise and work with Salford's the Bridge Partnership over suspected cases of child abuse.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- Submit reports to, and ensure the school's attendance at, child protection conferences contributing to decision making.
- Ensure the school's delivery of actions planned to safeguard the child (e.g. through core group participation).
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Salford's Referral, Investigation and Assessment Team when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

Designated Looked After Children Person/Lead

- 3..4 Governing bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training (refer to the Looked After Children Policy and Procedures for more detail)
- 3.5 The Designated Looked After Children Person/Lead needs to work in partnership with the Designated Safeguarding Person/Lead and the Virtual School Head to ensure the safeguarding vulnerabilities for Looked After Children are appropriately met. In addition, the Virtual School Head receives pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. In maintained schools and academies the Looked After Children Designated Person/Lead should work with the virtual school head to discuss how that funding can be best used to

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support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

Named Governor for Child Protection

4.4 The role of the Named Governor is key to ensuring that the governing body fulfils its responsibilities in respect of safeguarding children. The Named Governor should therefore ensure that the school:

- Has an effective safeguarding children policy in place and follows local procedures. Policies should be reviewed annually.
- Recruits staff and volunteers in line with safer recruitment processes.
- Has procedures for dealing with allegations of abuse made against staff and volunteers.
- Has a designated senior member of staff for dealing with safeguarding children issues.
- Accesses appropriate safeguarding children training for **all** staff.
- Liaises with the Headteacher to ensure that deficiencies in safeguarding arrangements are remedied without delay.

Headteacher

4.5 The Headteacher has prime responsibility for leading the school in fulfilling the ethos and policies set down by the governing body, including those set out above in the responsibilities for the Named Governor.

4.6 In such a role the Headteacher will ensure that safeguarding is central to whole school policy and practice, embedded in the delivery of the curriculum and in all systems for managing the school.

4.7 Part of the means of demonstrating such leadership is in attending SSCB training at least once every 3 years. Such leadership is also demonstrated by embedding safeguarding awareness into the school's organisational development and training programmes.

5. Procedures – Early Intervention

Policies - We follow the Greater Manchester Safeguarding Procedures adopted by SSCB. The procedures provide a framework within which all agencies and

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professionals can work together to safeguard and promote the welfare of children and young people across Greater Manchester.

<http://greatermanchesterscb.proceduresonline.com>

We recommend that you [register for alerts](#) to automatically receive notification when the manual is updated. You can also [subscribe](#) to receive free Policy Briefings or Practice Guides.

We take account of local supporting pathway guidance and additional policies from Salford Safeguarding Children's Board.

www.partnersinsalford.org/sscb/pathwayguidance
www.partnersinsalford.org/sscb/policiesprocedures

- 5.1 It is very important that practitioners intervene as early as possible if a child or young person has additional needs and services can help in meeting these needs. Such action can help prevent problems becoming child protection concerns. The CAF/**Family Assessment** is a tool for the early help assessment of need at level 2 of the Salford Thresholds of Need and Response Model www.partnersinsalford.org/sscb/Thresholds.htm

Salford's **Early Help Strategy** sits alongside Thresholds of Need and Response. See www.partnersinsalford.org/earlyhelp

For more about the CAF go to www.salford.gov.uk/caf.htm. Appendix 1 to this document contains a copy of the Thresholds of Need.

- 5.2 The Anti-Bullying Policy ensures that we foster a culture of safety throughout the school where children and young people are able to alert us to any incidents of bullying and be confident that they will be dealt with effectively. The Anti Bullying Policy also enables us to prevent issues escalating to safeguarding concerns.

6. Procedures – Child Protection

- 6.1 Where it is identified that a child is suffering from, or is at risk of significant harm, we will follow the child protection procedures set out by the Salford Safeguarding Children Board.
- 6.2 In implementing the School policies and procedures on Safeguarding and Child Protection the following points should be considered:
- The Headteacher will ensure that the policies relating to safeguarding will be implemented and monitored on an on-going basis with annual evaluation of effectiveness and review. The Review will be presented as an annual item to the governing body.

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- All staff and governors will be kept informed about child protection procedures using a variety of means such as staff meetings, Inset Days, one-to-ones and briefings in various forms.
- New and/or temporary staff will be made aware of the policy and procedures at induction within school with clarity about how safeguarding fits into whole school policy.
- As well as teachers all other staff in school, such as Teaching Assistants, administrators, welfare staff, etc. will receive the core training on safeguarding and an induction that is specific to their role including knowing what to do if there are child protection concerns.
- Parents will be informed of the school's duties and responsibilities under the policy and procedures in a range of ways that reflects diverse ability to use methods of communication. A notice of the availability of the policy is displayed in the reception area.

7. Training and Support

- 7.1. Our school will ensure that the Designated Child Protection Person/Lead, Deputy Safeguarding Person/Leads and the nominated governor for Child Protection attend training relevant to their role on at least an annual basis' including email, e-bulletins, staff meetings at intervals of no longer than 2 years including Multi Agency Child Protection training within this timescale.
- All new staff receive induction and all staff receive an update every three years provided by SSCB Trainers
 - Staff are kept informed on current child protection issues via staff meetings

Prescribed Whole School and Designated Child Protection Person and Safeguarding Training Requirements

7.2 There is an agreed set of prescribed training requirements in Salford for school staff, as follows:

7.3 **All School Staff** – All school staff who do not have designated lead responsibility for child protection are required to undertake SSCB approved training to promote and safeguard the welfare of children and young people every three years².

This is currently available through the Whole School Safeguarding Service Level Agreement (SLA) purchased through Customer and Support Service's Schools HR team.

As safeguarding is 'everybody's responsibility then all staff in the school should know who to contact if they are concerned about a child or young

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person so it is important to ensure all new staff receive appropriate training and induction so that they clearly understand their roles and responsibilities³.

7.4 Designated Lead/Person and Deputies – As a minimum the Designated Person should attend the SSCB 2 day Foundation Course preferably prior or as soon as possible after beginning the role of Designated Person.

The Foundation Training can be refreshed after a period of 2 years with the one day SSCB Refresher course. Depending upon the circumstances of the school, Ofsted may require that the Designated Person(s) attend the Refresher course

Designated Person(s) are required to keep their knowledge and skills up to date every two years.

The Whole School Safeguarding SLA delivers termly, SSCB approved, two hour seminars which provide suitable updates for designated persons to refresh skills and knowledge. (Schools must have purchased the Whole School Safeguarding SLA to eligible to attend these seminars)

After attending the Foundation Course (or equivalent) the Designated Person(s) should also consider accessing the following courses as relevant to the circumstances of the school, in line with SSCB annual priorities and national priorities.

- Attachment
- CAF (Common Assessment Framework) and Early Help
- Child Sexual Exploitation
- Communicating with children
- Core group
- E-safety
- Domestic abuse
- Self Harm
- Female Genital Mutilation
- Neglect
- Parental mental health
- Parental substance use
- Rapid response to a child death
- Sexual abuse
- Preventing rad/WRAP workshop
- Equality and Diversity
- Forced Marriage
- Witch Craft and Spiritual Possession
- Trafficking
- Safeguarding healthy relationships

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- Any additional training or events relating to serious case reviews*

SSCB recommend that nominated governor for Child Protection at least accesses basic awareness training and additional training relevant to their role.

For the latest SSCB courses, seminars and e-learning courses please visit:
<http://www.partnersinsalford.org/sscb/sscbtraining.htm>.

8. Information Sharing and Confidentiality

- 8.1 Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties **but may be waived in the circumstances set out below**.
- 8.2 In some circumstances, achieving consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.
- 8.3 Where consent cannot be obtained to share information or consent is refused or where seeking it may undermine the prevention, detection, or prosecution of a crime the practitioner must judge from the facts whether there is enough public interest to justify sharing information. A concern in relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.
- 8.4 The Public Interest test means that practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. The decision making process must weigh up what might happen if the information is shared against what might happen if it is not shared. Schools should identify their scheme of delegation for such decision making. However it should also be clear that every practitioner has a professional responsibility to share information without delay when there are concerns about harm to a child.
- 8.5 Further guidance on information sharing can be found at:
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

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9. Records and monitoring

9.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. All records relating to individual Child Protection and Safeguarding concerns must be held securely with limited access (HT/DHT/IC) and kept separate from the child/young person's academic file.

- Past concerns for children, and what happened in response to the concerns can be very important information for staff members who may have concerns for the child at a later time.
- Record Retention – Child Protection records must be retained by all educational establishments until the child's 25th Birthday, unless the records are transferred to a new establishment when the child transfers to a new provision.
- At the point pupil/student transferring to another educational establishment, all formal records should be sent within 15 working days
- The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- At Peel Hall Primary School staff know that should they have any safeguarding concerns, a concerns form needs to be completed and passed onto the Headteacher and/or Mrs Ayre. In the absence of both these members of staff, the form should be passed on to the Deputy Headteacher.
- When it becomes apparent that there is child protection concern, procedures for making referral are followed and a record of this is kept on file and stored in the Office (next to the Heateacher's office) in a locked cupboard. The record is also saved on the school's Admin drive, which has limited access.
- Mrs Ayre, in conjunction with the Headteacher, monitors children for whom concerns are recorded.
- The class teacher is notified if a child is being monitored.
- Concerns are collated by Mrs Ayre.
- Individual school policy which should be consistent with the Freedom of Information Act 2000.
- If a child transfers or leaves the school, information is passed on to the new school and records are kept.

It is good practice for schools to undertake a case file audit on an annual basis to ensure that recording of safeguarding concerns is effective and that any themes from such concerns are addressed appropriately. This is a practice that Peel Hall Primary School adheres to.

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10. Child protection conferences

- 10.1 The Child Protection conference is a meeting to discuss concerns about the care of a child. Its main purpose is to see whether the child is at risk of harm and, if so, to agree what needs to be done to reduce this risk. The Conference can decide to make the child the subject of a Child Protection Plan.
- 10.2 Children are made the subject of a Child Protection Plan when they are thought to be at risk of harm. This might be from physical abuse, sexual abuse, emotional abuse or neglect. It helps to keep a check on the work being done with these children. The Plan contains basic details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people.
- 10.3 The Designated Child Protection Person in school will advise school staff on the preparation of reports for child protection conferences, participation in core groups and carrying out specific tasks with the child and family as identified in the child protection plan.
- 10.4 Further advice and support for school staff on participating in child protection meetings is also available from the Salford Children's Services Safeguarding Unit on 0161 603 4350

11. Supporting pupils at risk

- 11.1 Our school recognises that children who experience harm through abuse, neglect or through witnessing domestic violence may find it difficult to develop a sense of self worth and to view the world in a positive way.
- 11.2 Our school fosters a culture of safety through the development of an Anti-Bullying Policy where children and young people feel confident to report any incidents of bullying including cyberbullying
- 11.3 This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. In response there may be steps taken to consider suspension or exclusion from school. Such steps should be taken in the context of considering the needs of the child; where appropriate a common assessment ('CAF' or a **Family Assessment**) should be carried out (with the consent of the parent/carer and/or young person)
- 11.4 It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm.
- 11.5 This school will endeavour to support pupils through:
 - (a) The curriculum, to encourage self-esteem and self-motivation;

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- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
 - (c) The implementation of school behaviour management policies
 - (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
 - (e) Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;
 - (f) A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child's best interests to do so;
 - (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- 11.6 We recognise that children with behavioural difficulties and disabilities can be particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.
- 11.7 It must also be stressed that in a home environment where there is domestic violence, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.
- 11.8 We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek have due regard to the need to prevent people from being drawn into Terrorism and draw upon The Prevent Duty Guidance, DfE Guidance "Keeping Children Safe in Education, 2015"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", and DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People".

When operating this policy, we will use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas'

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Staff will have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideologies. Being drawn into terrorism includes not just violent but non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit

Concerns should be referred to the Designated Child Protection Person who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. <http://www.partnersinsalford.org/asg-extremism.htm> provides further information.

The Department for Education has launched a helpline for anyone concerned about a **child who may be at risk of extremism**, or about extremism within an organisation working with children and young people. Email: counter.extremism@education.gsi.gov.uk. Telephone: 020 7340 7264.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour

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- online searches or sharing extremist messages or social profiles
 - intolerance of difference, including faith, culture, gender, race or sexuality
 - graffiti, art work or writing that displays extremist themes
 - attempts to impose extremist views or practices on others
 - verbalising anti-Western or anti-British views
 - advocating violence towards others
- 11.9 Children and young people who are privately fostered can also sometimes require additional support. For more information about this see: <http://www.partnersinsalford.org/sscb/privatefostering.htm>
- 11.10 Private Fostering - there is a mandatory duty to inform the local authority of children in such arrangements.
- 11.11 A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.
- 11.12 A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.
- 11.13 Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- 11.14 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.
- 11.15 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
- 11.16 School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.
- 11.17 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.
- 11.18 Other specific safeguarding issues are:
- child sexual exploitation (CSE) • bullying including cyberbullying
 - domestic violence

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- 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
 - sexting
 - teenage relationship abuse
 - trafficking
- NB Keeping Children Safe in Education 2015 Section 29 contains links to further guidance and support

11.19 We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc. Concerns should be referred to the Designated Child Protection Person who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. <http://www.partnersinsalford.org/asg-extremism.htm> provides further information.

12. Safer schools, safer staff

- School staff will be advised about ensuring safe practice. All staff should be directed to consider the information at www.partnersinsalford.org/sscb/safepractice.htm. This includes information about the importance of safer recruitment and best practice in providing a safe environment for children and young people.
- The school will make available to school staff information about 'counselling' and/or giving advice to children/young people about sexual matters.
 - The school will ensure opportunities for staff to share perspectives and experiences with practitioners from other agencies⁴.

⁴ Child protection and safeguarding are multi-agency responsibilities. These responsibilities are best discharged when practitioners have a good understanding of each other's role. Such opportunities can be provided by SSCB training or, for example, by schools arranging for occasional meetings with other agencies in their locality.

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- The school will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority.
- The school will follow statutory guidance on disqualification by association.
- Staff will be made aware of the current SSCB procedures for dealing with allegations of abuse against staff.
- The school will make staff aware of the arrangements in respect of the following issues:

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of *LOCAL* Guidance on Behaviour Issues, and the school's own Behaviour Management policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁵

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher⁶.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, in writing (placed in a sealed envelope and marked Private and Confidential) via the office and who will consult as above, without notifying the Headteacher first.

The school will follow the *LOCAL* procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher

⁵ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

⁶ or Chair of Governors in the event of an allegation against the Headteacher

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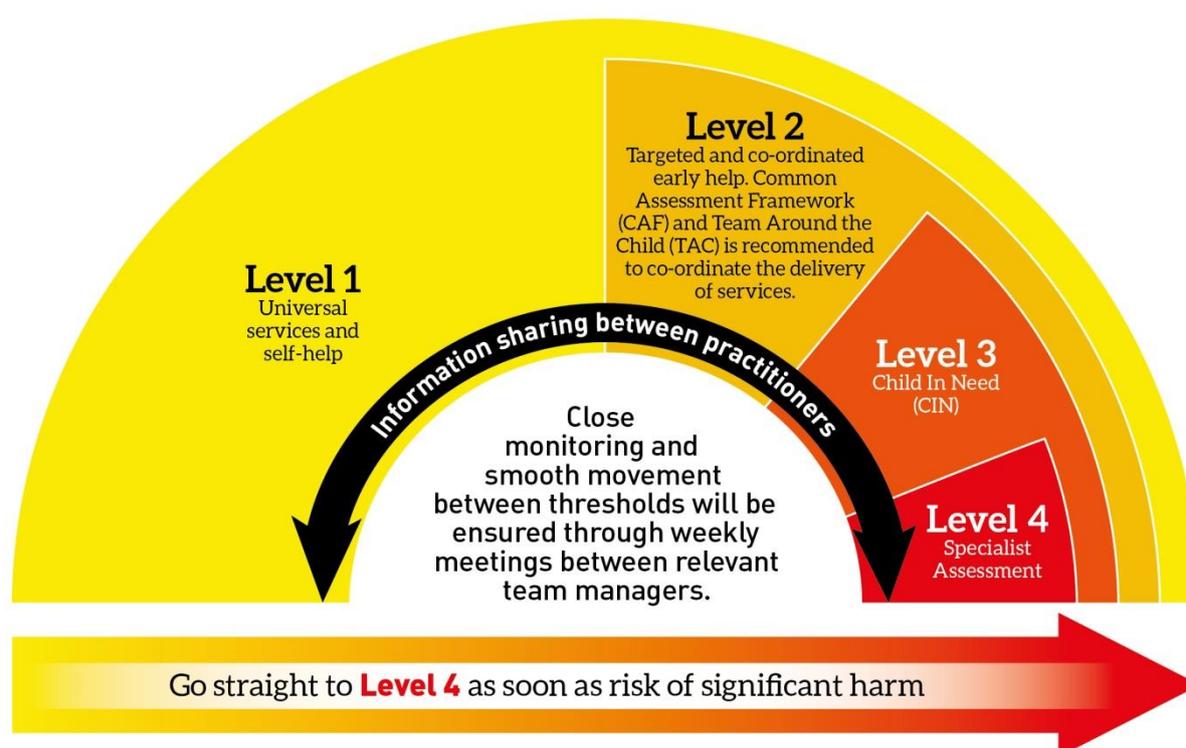
will seek the advice of the LADO and Personnel Consultant in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as taken from LADO.

Appendix 1

www.salford.gov.uk/thresholds.htm

Salford Thresholds of Need and Response



If you are worried about a child contact The Bridge Partnership on **0161 603 4500** or email worriedaboutachild@salford.gov.uk

Appendix 2

School Child Protection Procedures

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Practitioners in schools who are concerned about a child's welfare or who believe that a child is or may be at risk of harm from abuse or neglect should pass any information to the Designated Child Protection Person (DCPP) in

Safeguarding and Child Protection Policy

school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 3):

The Designated Child Protection Lead is:

Mrs Gaynor Dunkley

The Designated Child Protection Person is:

Mrs Louise Ayre

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their Designated Person/line manager will assist in determining the most appropriate next course of action. The multi-agency Bridge Partnership team can also be consulted, where you will be able to speak to a qualified social worker if necessary for support and advise.

Staff should never:

- Do nothing/assume that another agency or practitioner will act or is acting.
- Attempt to resolve the matter themselves alone.

What should the DCP consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services
 - By undertaking a Common Assessment (CAF), without referral to the Bridge Partnership
 - By working with the child, parents and colleagues?
- What resources are available to the practitioner and the school and what are their limitations?
- Is the level of need such that a referral needs to be made to the Bridge Partnership which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Section 47 Child Protection referral)
- What information is available re: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be? For example, has the parent/carer denied that there is a problem and failed to co-operate with the school in resolving the issue?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?

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- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other practitioners, recording etc.)

2. Feedback to Staff Who Report Concerns to the Designated Child Protection Person (DCPP)

Rules of confidentiality mean that it may not always be possible or appropriate for the DCPP to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the DCPP will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. Thresholds for Referral to the Bridge Partnership

In making a decision about whether a referral to the Bridge Partnership may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

(i) Is this a Child In Need?

Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- (a) He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) His health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) He is disabled.

(ii) Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Child Protection Person will make judgements around 'significant harm', levels of 'need' and when to refer

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4. Making Referrals to CSC (Guidance for the Designated Child Protection Person)

(i) Child in Need/Section 17 Referrals

- Where a Common Assessment (CAF) already exists, the DCPD should send this with the referral to the Bridge Partnership.
- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate). This should also be identified on the CAF.
- Where a parent/carer/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(ii) Child Protection/Section 47 Referral

- Make a telephone call to the Bridge Partnership and forward for consideration.
- If a CAF exists this should be forwarded to the Bridge Partnership as soon as possible, and certainly within 48 hours.
- You **do not require the consent** of a parent or child/young person to make a child protection referral
- A parent should, **under most circumstances, be informed** by the referrer that a child protection referral is to be made. **The criteria for not informing parents are:**
 - (a) Because this would increase the risk of significant harm to a child(ren); or
 - (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

Fear of jeopardising a working relationship with parents because of a need to refer is **not** sufficient justification for not making a referral nor for not telling them that you need to refer. Lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents, then you should seek advice and/or

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make this clear on the CAF and in any telephone contact with the Bridge Partnership.

5. Bridge Partnership Responses to Referrals and Timescales

In response to a referral, the Bridge Partnership may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting;
- Provide support services under Section 17;
- Undertake a social work assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

6. Feedback from the Bridge Partnership

The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A DCPD should expect to receive written confirmation about action following any referral within 7 days. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child or children in a vulnerable position, you should ask to speak to a Duty Social Worker, or the relevant Team Manager.

7. Risk Assessment 'Checklist'

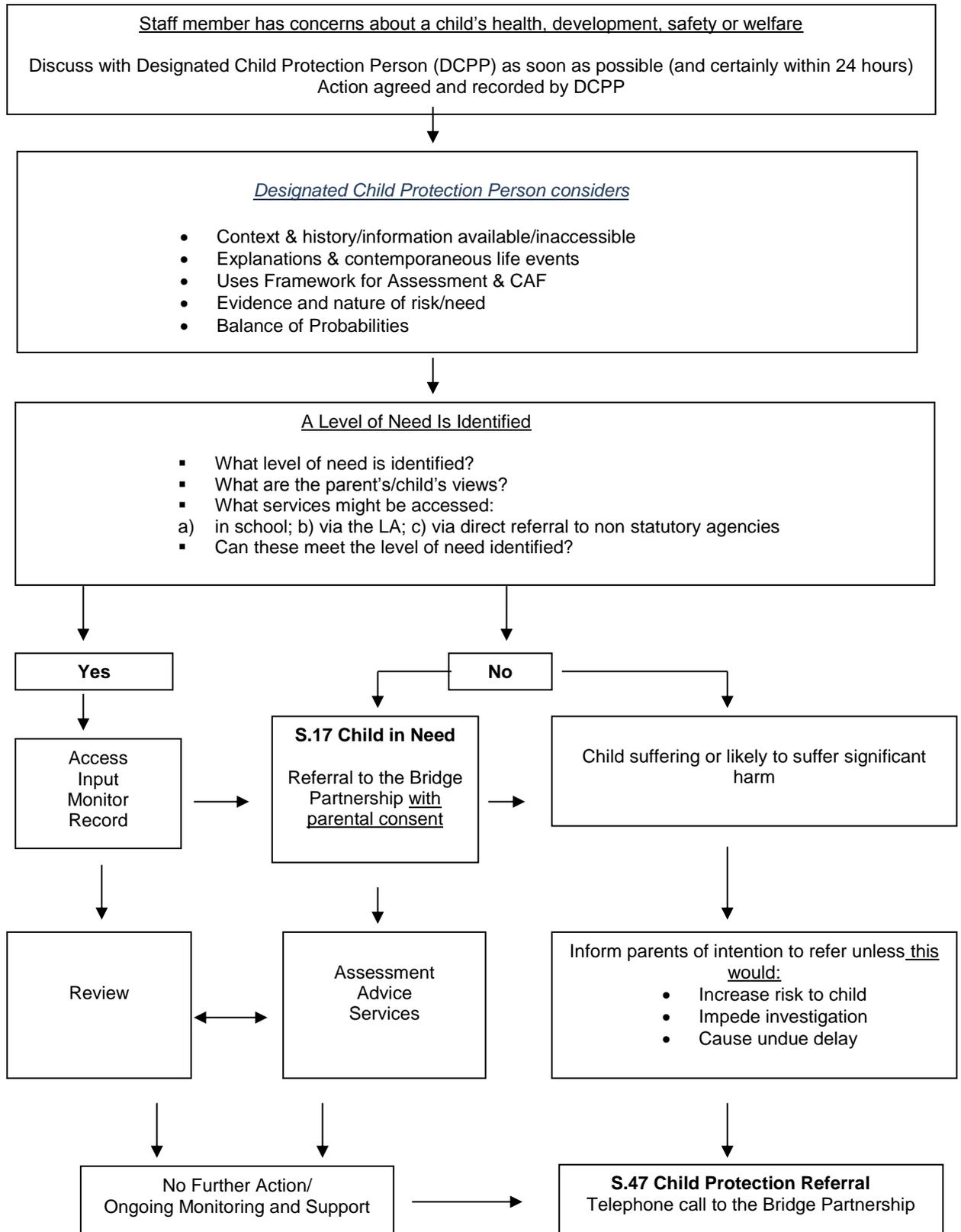
- Does/could the suspected harm meet the Working Together 2015 definitions of abuse?
- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?

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- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

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Appendix 3: taking action on child welfare/protection concerns in school



Appendix 4: Responding to a disclosure

If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok;
- Make a careful record of what was said

You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Child Protection Person).

Children with communication difficulties, or who use alternative / augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).
- Use of signers or interpreters

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DCP or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and the Bridge Partnership will investigate possible abuse very thoroughly and in

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great detail, they will gather evidence and test hypotheses – leave this to them!);

- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Child Protection Person /Head Teacher/line manager or consult directly with the Bridge Partnership.

If you do need to ask questions, what is and isn't OK?

- **Never** ask closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit, etc. e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that '
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet, etc.;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that (child.....) tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

Appendix 5 – What is abuse and neglect?

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 for example, via the internet. They may be abused by an adult or adults, or another child or children.

Definitions of child abuse

There are four types of child abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Physical abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 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 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 (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, though it may occur alone.

Sexual Abuse

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

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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

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of abuse

Recognising child abuse is not easy. Sometimes the signs are not obvious and sometimes signs that appear to be indicative of abuse can be due to other causes. Therefore, it is very important that you use these signs to help you think about the concerns you have and how you will describe these when making a referral or consulting with the Bridge Partnership team.

These definitions and indicators only serve as a guide to assist you. Remember that children may exhibit some of these indicators at some time, and that the presence of one or more is not necessarily proof that abuse is occurring. There may be other reasons for changes in behaviour such as bereavement, significant changes in family relationships, including the birth of a new baby in the family or problems between parents/carers.

It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do, however, have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The social worker or police officer will always want to understand your concerns about the child in the context of the child's development and relationships.

The following information should help you to be more alert to the signs of possible abuse and to provide the necessary information when reporting your concerns.

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Physical Abuse

Most children in daily life will collect cuts and bruises. But each child is different and any perceived injuries should be interpreted in light of:

- the child's medical and social history
- the child's developmental stage
- the explanation given for the injury

Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and often on the front of the body.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks.

The physical signs of abuse may include:

- Bruising, marks or injuries on any part of the body that are unexplained or not consistent with the explanation given for them
- Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place some time later)
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds
- Multiple burns

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- fear of further enquiries being made
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather, or to participate in games or swimming
- depression
- withdrawn behaviour
- running away from home or school

Emotional Abuse

Emotional abuse can be difficult to identify, as there may be no outward physical signs.

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There may be a developmental delay due to a failure to thrive and grow – but this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care.

Children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour or presentation which can indicate emotional abuse include:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Extreme shyness or passivity
- Running away, stealing and lying
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress
- Reporting parental violence or discord (i.e. exposure to domestic violence)

Sexual Abuse

Sexual abuse is known to take place against children and young people of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present.

Children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

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The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- repeated urinary infections
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour or presentation which can also indicate sexual abuse include:

- any allegation by the child of sexual abuse
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares and severe or persistent sleep disturbance
- running away from home
- sexual knowledge beyond their age or developmental level; preoccupation with sexual matters
- sexual activity through drawings, language or play
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise but it has some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant or frequent hunger, sometimes stealing food
- constantly dirty or 'smelly'
- loss of weight, or constantly underweight
- inappropriate clothing for the conditions.
- Frequent diarrhoea
- Untreated illnesses, injuries or physical complaints

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Changes in behaviour or presentation which can also indicate neglect may include:

- frequent tiredness
- overeating
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Peer-on-peer abuse

This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

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

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develops robust risk assessments where appropriate
- Has relevant policies in place (e.g. behaviour policy).

Appendix 6 -

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

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Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools takes action without delay.

'Honour Based' Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Safeguarding and Child Protection Policy

Child Sexual Exploitation [CSE]

Signs of Child Sexual Exploitation can be found in 'Safeguarding children and young people from sexual exploitation' (DfE 2009)

Types of CSE can be found in 'Guidance on Child Sexual Exploitation' (Barnardos 2014) (page 7/8)

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.

- Staff should be aware of the key indicators of children being sexually exploited which can include:
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

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Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.