St Mary's RC Primary School
Horwich

SAFEGUARDING AND CHILD PROTECTION

POLICY AND PROCEDURES

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Updates and amendments made from the Safeguarding and Child Protection Policy 2019

Pg. no.	Update/Amendment
Throughout	Reference made to R&A now replaced with MASSS- Multi Agency Safeguarding and Screening Service.
5	Staffing details put in boxes
5	Prevent lead and Designated Teacher for LAC added
6	Reference made to COVID addendum and link to Bolton's Safeguarding Children Partnership COVID information attached.
9	Sentence added on The Data Protection Act 2018 and GDPR
9	Record keeping section- *Updated to include 'within five days'*
11	Link to the Framework for Action added
11	Visual chart added regarding Early Help.
12	Updated contact details for the Integrated Working Team
12	Link added for fabricated and induced illness
14	Link to Domestic Abuse Handbook added
17	Procedures added in relation to Peer on Peer abuse
18	Contextual Safeguarding added
19	Complex Safeguarding Hub added
19	Link to Relationship and Sex Education added
19-20	Hazing/Initiation section added
20	Flow chart for sexting removed as it refers to this already being in a stand alone policy
20	Link added on Searching, Screening and confiscation
22	Honour Based Violence changed to Honour Based Abuse.
23	Link added to multi agency statutory guidance for FGM
26	Link added - Prevent duty for schools
26	Link added to prevent and channel fact sheet
27	Updated with acronym for NICCO and link to GM procedures
30	Section added on Mental Health
30	Paragraph removed regarding early help due to being repetitive

30	**"What to do if you are worried" removed (on flow chart on page 31)**
31	**Social Care out of hours number added**
31	**Is this significant harm link added to flowchart**
32	**Email address updated for MASSS**
32	**Link changed to Grater Manchester's guidance on resolving professional differences**
33	**Liaison with Police – link to NPCC Guidance 'When to call the police' included**
34	**LADO details updated**
34	**Safer working practices sentence and link added**
35	**Children Missing from Education – added that this could be a sign of Child Criminal Exploitation/County Lines**
36	**Added section on The Designated Teacher**
37	**Added section on Virtual Head**
45	**Annex 3 – The Role of the Designated Safeguarding Lead updated**
48	**Data protection Toolkit added**

St Mary's RC Primary School Principles for Child Protection and Safeguarding Children

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SCOPE

This Policy and Procedure reflects the current statutory guidance of from Department for Education 'Keeping Children Safe in Education' (September 2020), Working Together To Safeguard Children (2018) and in addition there is an attached addendum in relation to Safeguarding and Coronavirus. Staff must have regard to DfE Guidance for Schools; Coronavirus along with Bolton Children's Safeguarding Partnership guidance;

Bolton Safeguarding Children Arrangements during COVID 19

DFE COVID 19 Guidance for schools and colleges

This policy and its procedures do not form part of the contract of employment; however, they apply to all full and part time employees of the school, including those employed on temporary or fixed-term contracts. Volunteers, supply staff and contractors who offer their services to the school and parents will be made aware of this document (see Appendices 1 and 2).

The school's Policy and Procedures will apply at all times when the school is providing services or activities directly under the management of **St Mary's RC Primary** school staff. This Policy and Procedure will be reviewed annually and may be amended from time to time. Should any deficiencies or weaknesses in Child Protection arrangements become apparent, these will be remedied without delay and maybe changed before the annual date.

PURPOSE AND PRINCIPLES

St Mary's RC Primary School will strive to ensure that all pupils remain safe and free from harm and are committed to playing a full and active part in the Multi-Agency response to Child Protection concerns. It is recognised that Schools and Colleges and their staff are an important part of the wider safeguarding system for children. The purpose of this document is to ensure that **all** staff are aware of the arrangements that **St Mary's RC Primary** school have in place for safeguarding and promoting the welfare of its pupils. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to all aspects of the Safeguarding and Child Protection processes.

KEY DEFINITIONS AND CONCEPTS

Child

The Children Act 1989 and 2004, states a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit **St Mary's RC Primary** School as well as all pupils of school.

Safeguarding and Promoting the Welfare of Children

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action

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

The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2020), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development,
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children have the best outcomes

Safeguarding children's welfare encompasses matters such as bullying and health and safety, (about which there are specific statutory requirements) together with a range of other procedures, for example, arrangements for meeting the medical needs of children with Medical Conditions, providing First Aid, School Security, Drugs, Alcohol and Substance Misuse, Attendance, Admissions, Exclusions, Preventing Extremism and Radicalisation, Child Sexual Exploitation , EHA, Managing Allegations, Whistle-blowing, Mandatory reporting duty for Female Genital Mutilation (FGM), Valuing Equality, Racist Incidents, Harassment & Discrimination, School Security & Physical Environment, ICT / online-safety, Safe Recruitment and Selection or any other safeguarding which the DfE have issued guidance on. Details of the School's policies in these areas are contained in other documents and can be accessed via our school website.

Child Protection
Child Protection is part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or are at risk of suffering significant harm.

Significant Harm
The definition of significant harm is not prescriptive. The interpretation will depend largely on professional judgement, based on the known facts. It can include inappropriate touching, an assault, or a series of compounding events e.g. bullying. Other factors to be considered include the age and vulnerability of the child, the degree of force used, the frequency of the harm, the nature of the harm in terms of ill treatment, and the impact on the child's health and development.

THE ROLE OF THE SCHOOL AND COLLEGE STAFF:

- The child's welfare is paramount.
- All children have an absolute right to a childhood free from abuse, neglect or exploitation.
- All school staff have a responsibility to provide a safe environment in which children can learn.
- Everyone who comes into contact with children and their families have a role to play in safeguarding children. School and college staff are particularly important as they are in a

position to identify concerns early and provide help for children to prevent concerns from escalating.

- All members of **St Mary's RC Primary** staff have a responsibility to be mindful of issues related to children's safety and welfare and a **duty** to **report and refer** any concerns however "minor" they appear to be. (NB It is NOT, however the role of school staff to investigate those concerns).
- The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.
- Children are best protected when professionals work effectively together and share responsibility for protective action.
- Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is subject to Child Protection Plan, information about the child and their circumstances will only be shared on a "need to know" basis.
- **St Mary's RC Primary** school is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.
- The school has in place robust systems that deter possible abusers and will effectively manage any allegations or concerns about abuse if they arise. The staff member who has a concern about a child's welfare should follow the referral processes set below, staff may be required to support social workers and other agencies following any referral.
- When children make allegations about abuse or neglect they will always be listened to, have their comments taken seriously and, where appropriate, the allegations will be investigated thoroughly by the child's social worker.
- All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
- The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Staff should have regard to the Department for Education Guidance; *Information Sharing Advice for Safeguarding Practitioners* (2018) **Safeguarding practitioners information sharing advice**

RECORD KEEEPING

Files should be kept updated and stored securely. Files should only be accessed by those who need to and when file content is shared it is in line with Information Sharing Guidance.
All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing or using the appropriate electronic data base (Cpoms). If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

The Designated Safeguarding Lead is responsible for transferring Child Protection files to the new school or college within five days of an in-year transfer or within the first five days of term. They should be transferred separately from the main file and a receipt should be obtained.

What school and college staff need to know:

All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction and staff should be provided with this policy along with the following:

- Part one of Keeping Children Safe in Education (2020)
- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All St Mary's RC Primary staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All St Mary's RC Primary staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

All St Mary's RC Primary staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

All St Mary's RC Primary staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

All St Mary's RC Primary staff members working with children in our school are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. Knowing what

to look for is vital to the early identification of abuse and neglect. If staff members at our school are unsure, they know they should always speak to the designated safeguarding lead.

If a child is in **immediate danger or is at risk of harm**, a referral should be made to the Multi Agency Safeguarding and Screening Service (MASSS) and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

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

St Mary's RC Primary School – Procedures and Guidelines for Child Protection and Safeguarding Children

PREVENTION
St Mary's RC Primary School takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming the victims of abuse, neglect or exploitation. It does this in several ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds
- By identifying members of staff who have overall responsibility for Child Protection matters
- By ensuring these members of staff receive training in this field and act as a source of advice and support to other School staff
- By informing children of their rights to be free from harm and encouraging them to talk to school staff if they have any concerns, and
- Through SMSC (Spiritual, Moral, Social & Cultural) and promoting British values **St Mary's RC Primary** School provides an on-going programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to address the issue of child protection in the wider context of safeguarding.

EARLY HELP
Early Help means providing support as soon as a problem emerges, at any point in a child's life.
In Bolton staff must refer to Bolton's Framework for action, which provides guidance on how Early Help should be delivered to facilitate a high quality, collaborative approach to holistic assessment, support and planning and enable positive outcomes. For this to be effective, all agencies are required to work together to:

- Identify children and families who would benefit from support

- Undertake an assessment of need
- Provide services to address those needs
- Review progress to ensure that positive change has happened

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need of Early Help;



St Mary's RC Primary School is committed to early help and the identification of unmet needs and vulnerabilities of its pupils and works in partnership with other agencies to promote the welfare of the pupils and to keep them safe. All staff are aware of the early help process and understand their role in identifying emerging problems, sharing information with other agencies and for some staff acting as the lead professional in undertaking early help assessments. **St Mary's RC Primary** adheres to Bolton's Framework for Action and will implement the Early Help process to support the wellbeing of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse.

Bolton's Integrated Working Team provides advice, support, guidance documents and training on Early Help processes. They can be contacted by phone: 01204 331392/4; Email: boltonISA@bolton.gov.uk or on the http://boltonsafeguardingchildren.org.uk/resources

TYPES OF ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or

community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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. For more information on Fabricated or Induced Illness go to: https://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html

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: 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:

- 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.

Neglect remains the most common form of child abuse across the UK and in Bolton. Neglect is one of the forms of child abuse where there are opportunities to improve identification, make predictions about the likelihood of its continued occurrence and take more effective and earlier interventions to reduce the impact on a child.

Research from Serious Case Reviews has shown that there are often a number of missed opportunities to identify early emerging patterns of neglect, but sadly those opportunities are either not recognised or not responded to.

This is why **St Mary's RC Primary** school promotes the Early Help Process, evidencing impact and reviewing outcomes.

INDICATORS OF ABUSE AND NEGELCT

The school acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. The child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- Have an injury for which the explanation seems inconsistent
- Describe what appears to be an abusive act in which they were involved – verbally or in written form such as an essay or drawing
- Show unexplained changes in behaviour - e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time
- Demonstrate age inappropriate sexual awareness
- Engage in sexually explicit behaviour in games/PE or other areas of the school
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected
- Have difficulty in making friends
- Be prevented from socialising with other children
- Showing signs of depression, self-injury, suicidal tendencies
- Display variations in eating patterns including overeating or loss of appetite
- Lose weight for no apparent reason
- Become increasingly dirty or unkempt, with inadequate or damaged clothing

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse is actually taking place. It is **not** the responsibility of members of staff to decide that abuse is occurring, but it is their responsibility to act on any concerns.

SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website, Bolton Safeguarding Partnership website www.boltonsafeguardingchildren.org.uk and Bolton's Domestic Abuse Handbook which was updated in March 2016 to include a section on 'Adolescent to Parent Violence'.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE) – see also below
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate crime
- Initiation/hazing type violence rituals
- mental health
- missing children and adults
- private fostering
- prevent and radicalisation
- relationship abuse
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- trafficking

DOMESTIC ABUSE AND ST MARY@S RC PRIMARY SCHOOL'S COMMITMENT TO ENCOMPASS

The cross-government definition of domestic violence and abuse is:

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

- Psychological
- Physical
- Sexual
- Financial; and
- Emotional

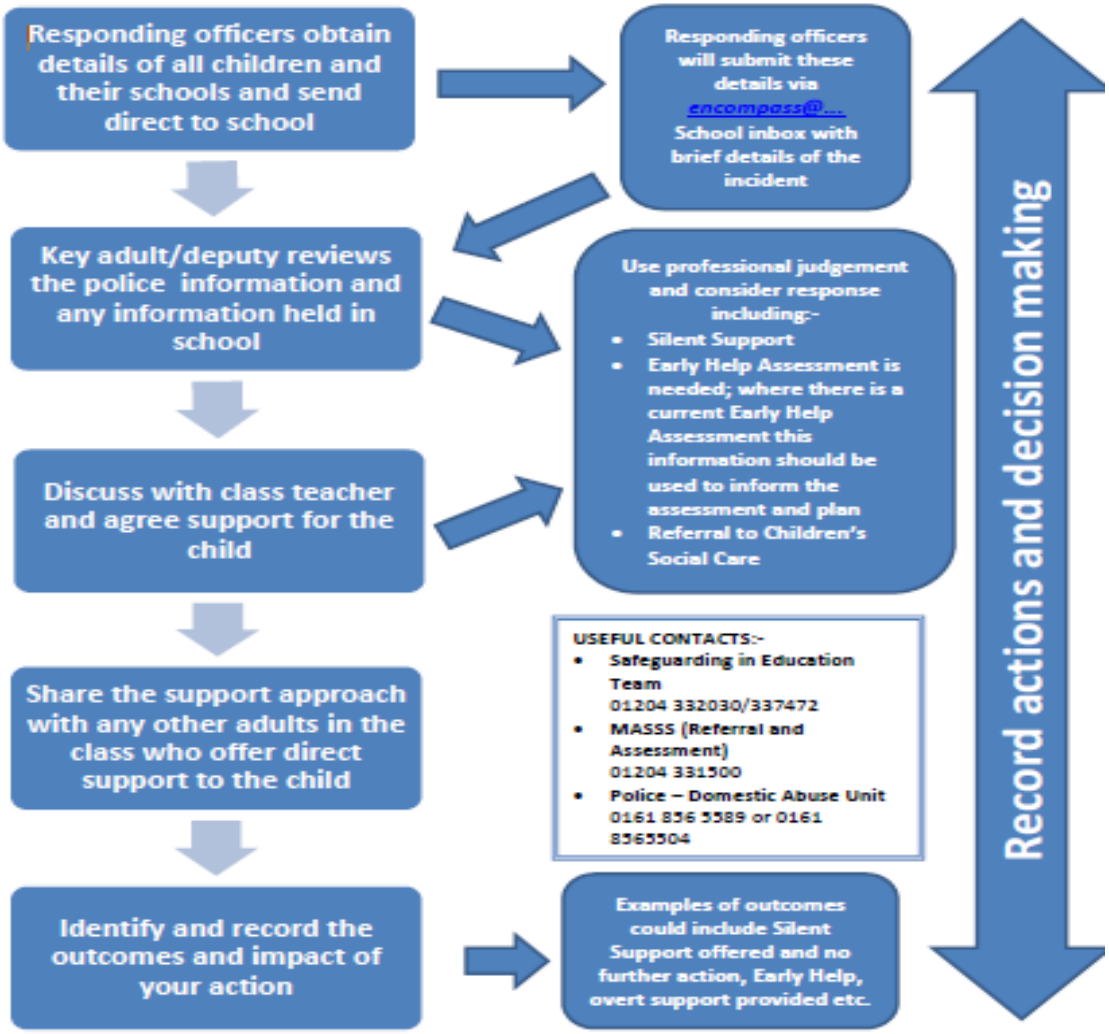
Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships as well as in the context of their home life.
Bolton's Domestic Abuse Handbook should also be referred to. This has been refreshed and updated and can be accessed here: https://www.bolton.gov.uk/downloads/file/1959/bolton-domestic-abuse-handbook

Domestic abuse is a safeguarding children issue and statistics show that in 90% of cases children are present in a household during a domestic abuse incident. Often the following day children are ill-prepared to deal with the school day.

Additional to the above, Bolton recognises domestic abuse and the impact this may have of Children and Young People, therefore in Bolton we have adopted the process of **Encompass.**

ENCOMPASS

Encompass is a partnership between Greater Manchester Police, (in Bolton this is the (PPIU) Police Protection Investigation Unit), Bolton Safeguarding Children Partnership and designated school staff, known as Key Adults. Working together to safeguard children, Greater Manchester Police will inform the Key Adults within schools about any domestic abuse incident where the child or young person has been present. This will enable the school to take appropriate steps to support their pupil during what could be an emotionally difficult day. Key adults within the school are then able to accommodate the school day to lessen the impact and to support the child if they need it. In its simplest form, they are given some leeway, comfort and support. This can make a huge difference to children and allows them to have a safe space (see flow chart below).



PEER ON PEER ABUSE

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to)

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm;
- sexting (also known as youth produced imagery)

Peer-on-peer abuse will never be accepted or dismissed as 'children being children'. Staff will refer peer on peer abuse to MASSS to make sure that the children affected are getting the help they need.

If the children involved in Peer on Peer abuse are in the same class, school will consider carefully whether to separate them while the concerns are being investigated. In situations of alleged rape and assault by penetration, the statutory Guidance is clear that the alleged perpetrator should always be removed from classes they share with the victim.

The DfE guidance also asks schools and colleges to consider how best to keep the victim and alleged perpetrator a reasonable distance apart while they are on the same premises, as well as on transport to and from school or college, where appropriate.

The arrangements for keeping both the alleged victim and alleged perpetrator safe in school will be considered at the strategy meeting and the Safeguarding in Education Team can assist school with implementing a safety and support plan for both the alleged perpetrator and the alleged victim.

CHILDREN WITH SEXUALLY HARMFUL BEHAVIOUR

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Children who harm others should be held responsible for their harmful behaviours while being identified and responded to in a way which meets their needs as well as protecting others.

If a child is displaying sexually harmful behaviour a referral should be made to MASSS and the Safeguarding in Education Team should be contacted to support the school with implementing a Safety Plan.

CONSENT ISSUES

If a young person is under the age of 13 years old, under the Sexual Offences Act 2003 they cannot legally consent to any form of sexual activity. Therefore, a referral to MASSS is required in all such cases.

The Sexual Offences Act 2003 reinforces that, whilst mutually agreed, non-exploitative sexual activity between teenagers does take place and that often no harm comes from it, the age of consent still remains at 16 years of age. This acknowledges that this group of young people are still vulnerable even when they do not view themselves as such. Whilst a referral to Social Care or the police is not mandatory in such cases, careful consideration (including whether the children are Gillick Competent

(using Fraser Competent guidelines) must be given and explore any difference of age, maturity, functioning and experiences and also an awareness of the potential consequences of their act. It would be advisable for the Designated Safeguarding Lead to seek guidance from Social Care in such cases.

RELATIONSHIP AND SEX EDUCATION

It is now compulsory to teach relationships education in primary schools in England, and relationships and sex education in secondary schools. It is therefore essential that all teachers - regardless of their previous experience - are comfortable and confident in delivering these lessons. And crucially, that they're prepared to handle any safeguarding issues that may arise and report any concerns that are highlighted to the Designated Safeguarding Lead without delay.

DFE guidance on Sex Education RSE and Health Education

CONTEXTUAL SAFEGUARDING

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighborhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

CHILD CRIMINAL EXPLOITATION/ COUNTY LINES

Criminal exploitation of children (CCE) is a geographical widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the transporting of drugs and a referral to the National Referral Mechanism should be considered. If there are any concerns regarding CCE then staff must follow the school safeguarding procedures for reporting and recording the concerns and referring to the MASSS and or consider The designated safeguarding lead (and any deputies) should be aware of a referral to the National Referral Mechanism or if one should be considered. Like other forms of abuse and exploitation, CCE can:

- affect any child or young person (male or female) under the age of 18 years;
- affect any vulnerable adult over the age of 18 years;
- still be exploitation even if the activity appears consensual;
- involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

CHILD SEXUAL EXPLOITATION (CSE):

The definition of Child Sexual Exploitation is as follows:

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

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites, such as Facebook, Snapchat, Instagram, and mobile devices. More information about Child Sexual Exploitation is available on the Bolton Safeguarding Children Partnership in the resources section and school staff should also be aware of the Department for Education's Child sexual exploitation: guide for practitioners Online training is also available at Pace UK

If there are concerns that a child in school may be being sexually exploited staff must follow school's safeguarding procedures and the Designated Safeguarding Lead should refer to MASSS.

COMPLEX SAFEGUARDING HUB

If schools have concerns that a pupil/student is being exploited or they are frequently missing from home then a referral should be made to the MASSS. The referral will be then triaged by the MASSS and if the risks are considered medium/high then the case will be referred to CEAM (Child Criminal Exploitation and Missing) Panel and if deemed appropriate a Complex Safeguarding Social Care worker will be allocated to support the objectives within the plan.

SERIOUS VIOLENT CRIME

All staff should be aware of indicators, which may signal that children are at risk from, or involved in serious violent crime. They may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant change in wellbeing or signs of assault and unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Guidance on Searching, Screening and Confiscation is available from the DFE.

HAZING/INITIATION

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. The initiation rites can range from relatively benign pranks, to protracted patterns of

behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault. Staff need to be alert to such behaviour and act in line with this policy and behaviour policies.

SEXTING

St Mary's RC Primary school has a stand-alone policy on Sexting that includes a flowchart. Staff should also refer to the Sexting Guidance for schools that was released by the UK Council (UKCCIS) for Child Internet Safety; Sexting in Schools and Colleges: Responding to incidents and safeguarding young people (September, 2016). The guidance is designed for Designated Safeguarding Leads, their deputies, head teachers and Senior Leaders in schools and educational establishments.

HONOUR BASED ABUSE (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) 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. Abuse committed in the context of preserving 'honour' often involves a wider network of family and community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factor when deciding what action to take. All forms of so-called Honour based abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Indicators There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place and are listed below.

Actions
If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

For further information on Breast Ironing and Honour Based Abuse follow the links below:

Forced Marriage

Breast Ironing

FEMALE GENITAL MUTILATION (FGM)

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

Indicators that a girl is at risk of FGM

- Victims are likely to come from a community that is known to practice FGM
- Any girl born to a woman who has been subjected to FGM
- Any girl who has a sister who has undergone FGM
- Girls taken abroad at start of school holidays
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A professional hears reference to FGM in conversation e.g. a child may tell other children about it.
-

Indicators that a girl has undergone FGM

- Girl may have difficulty walking, sitting or standing
- May spend longer in the bathroom or toilet owing to difficulties in urinating
- Recurrent urinary tract infections or complaints of abdominal pain
- spend longer periods away from the classroom
- Young girls refusing to participate in P.E. regularly without a medical note
- Prolonged absence from school with noticeable behaviour changes on the girl's return

Actions

If staff have a concern regarding a girl that might be at risk of FGM they should speak with the designated safeguarding lead or deputy. There is also a specific legal duty on teachers. If is believed that there is an immediate risk of FGM then this should be reported to the police. Since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach where FGM has taken place (see following section).

Mandatory Reporting Duty

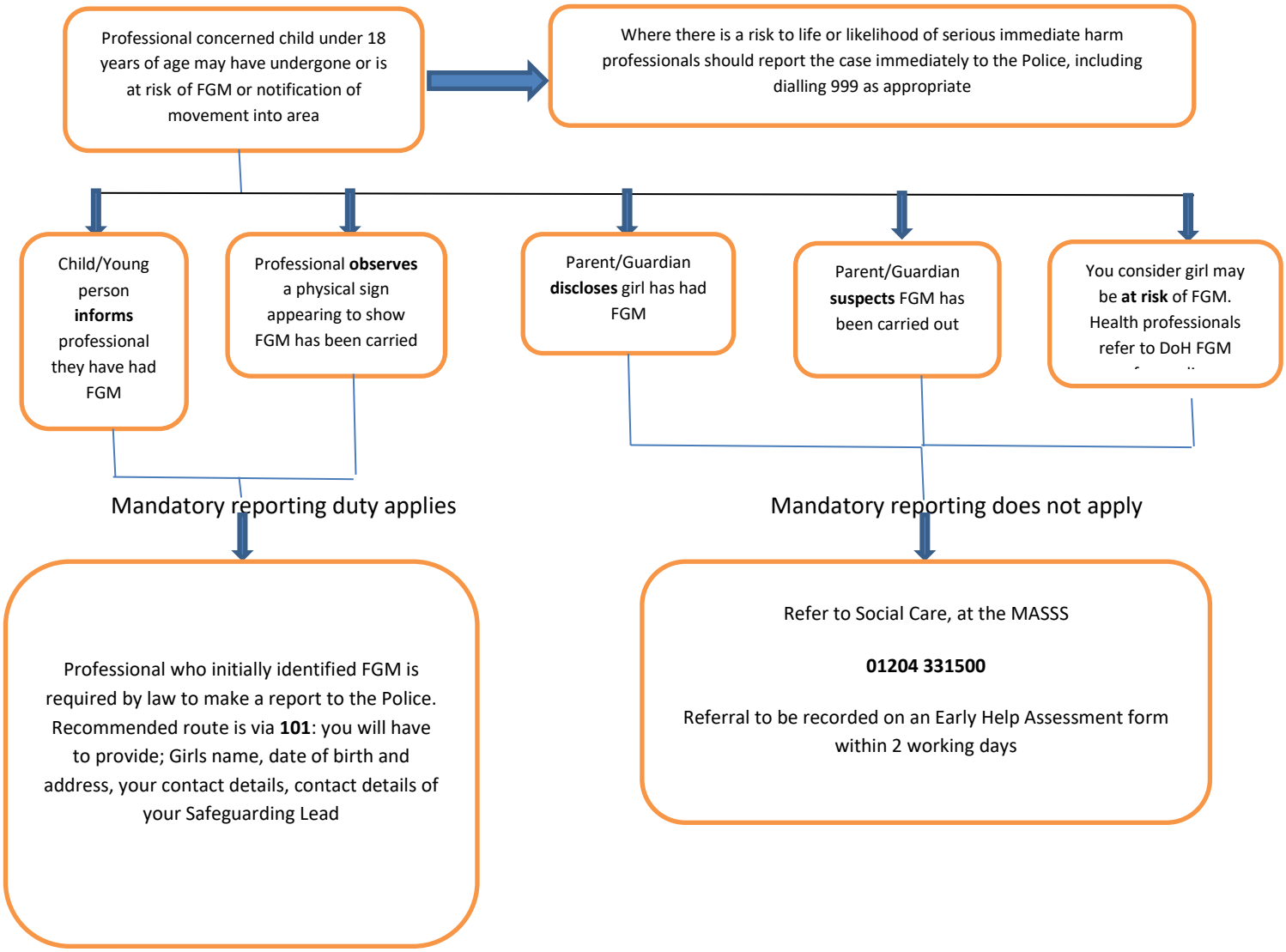
Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers,** along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out, by telephoning 101.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and contact the MASSS.

- More information about FGM is available on the Bolton Safeguarding Children website: which is http://boltonsafeguardingchildren.org.uk/resources in the resources section and online training is available for staff see attached link: Female Genital Mutilation (FGM) E-Learning Package – http://www.fgmelearning.co.uk
- Multi agency statutory guidance for FGM July 2020

REPORTING FEMALE GENITAL MUTILATION



NB: Staff must not examine the girl and must not inform parents of the concerns without seeking advice from Social Care or the police

RADICALISATION:

Protecting children from the risk of radicalisation is seen as part of **St Mary's RC Primary** School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people from being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which this duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ('Prevent Guidance'). Paragraphs 57-76 of the Prevent Guidance are concerned specifically with schools.

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

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of The Safeguarding Partnership (previously Local Safeguarding Children's Board).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in

schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. Prevent duty- Guidance for schools

The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

Prevent and Channel Fact Sheet

If you have any concerns about an individual you should complete the referral form. If you would like to discuss your concerns before making a referral please contact the CTPNW on 0161 856 6362.

For Prevent training visit the Home Office website at the following web links:

Prevent E-Learning: https://www.elearning.prevent.homeoffice.gov.uk/

Prevent referrals: https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals

Channel Awareness: https://www.elearning.prevent.homeoffice.gov.uk/channelawareness

Liam Twigg, Channel Coordinator
Tel: 0161 227 3543 (int:43543)
Work mobile: 07971385238
E-mail: Liam.Twigg@manchester.gov.uk
Secure e-mail: L.Twigg@manchester.gcsx.gov.uk

Prevent/channel online training is available via the Bolton Safeguarding Partnership website

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool https://helpwithchildarrangements.service.justice.gov.uk/ with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Intervention for Children with Parents in Custody (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children https://www.nicco.org.uk/ . For further information go:
https://greatermanchesterscb.proceduresonline.com/chapters/p_child_parent_prison.html

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
Whilst age may be the most obvious, this power imbalance can also be routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care (MASSS) where a child has been harmed or is at risk of harm.
The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on

the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

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

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

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

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

What is consent?

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

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

• non-consensual sharing of sexual images and videos;
• sexualised online bullying;
• unwanted sexual comments and messages, including, on social media; and
• sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the school's safeguarding procedures; they must listen to the report but must not ask any leading questions nor speak to the alleged perpetrator at this stage. The member of staff must then report to the Designated Safeguarding Lead and ensure that what has been reported and what actions have been is recorded accurately.

MENTAL HEALTH

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

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, consulting with the Designated Safeguarding Lead and making a referral to MASSS.

Children requiring mental health support

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

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice.

The Be Kind to My Mind Website details what Mental Health support is available to children and young people in Bolton **www.bekindtomymind.co.uk**

WHAT ST MARY'S RC SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD:

St Mary's RC Primary school staff who have concerns about a child should raise these with the school's designated safeguarding lead (DSL).

DESIGNATED SAFEGUARDING LEAD: MRS ANNE-MARIE DAVIES
DEPUTY: MRS ELAINE CHRISTIAN

It will be the responsibility of the designated safeguarding lead to ensure that appropriate advice is obtained from the Children's Social Care Department and that the relevant paperwork is completed.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. Knowing what to look for is vital to the early identification of abuse and neglect.

If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASSS.

If an incident happens outside normal school time or during an out of school activity, and neither the designated safeguarding lead, nor the Head, nor any other senior staff member is available, then the member of staff will contact the Police and/or MASSS as soon as possible (the out of hours number is- 01204 337777) The member of staff will inform the Designated Safeguarding Lead , Head, Deputy Head or other senior member of staff as soon as possible.

PRACTITIONERS QUICK GUIDE TO MAKING A REFERRAL ABOUT THE SAFETY OR WELFARE OF A CHILD

You have a concern

You need to consider whether urgent action is needed – i.e. the child is at immediate risk of death or has significant injuries; if this is the case immediate medical treatment and police involvement should be sought and then follow this process.
In most cases there will be sufficient time to follow this process; when considering if you have concerns that warrant referral to MASSS you should use the tools available on Bolton Safeguarding Children website-
https://www.boltonsafeguardingchildren.org.uk/worried-child

Consult with your Designated Person/ Manager

Make sure you have all relevant information available this should include basic details about the child, what your concerns are and why you have them at this time and a summary of your involvement with the child/family – and whether there is an Early Help Assessment in place
When having this discussion it may be useful to use Bolton Safeguarding Children tool Is this significant harm?

You should ensure that you record a summary of the discussion and the outcome of it within your records – this should include a rationale for your decision about whether or not to refer to MASSS.

Tell the parents/carers/ child about the referral if possible and appropriate

You should discuss this with your designated person and consider whether in telling parents/carers/child you are placing the child or any other children at further risk which can't be managed. If in any doubt make the referral and seek the advice of the MASSS social worker You should document this discussion and decision making in your records

Refer to the (MASSS) Duty Social Worker

Contact the social worker by telephone and clearly state you are making a referral, this will avoid confusion 01204 331500

Make sure you record who you are talking to, make sure you provide a clear account of your concerns and why you are contacting MASSS now.

At the end of the call you should know what is going to happen next, the timescales for action and what your role in this will be. When making a referral refer to Useful information when making a Child Protection referral
If the duty worker does not agree that social work involvement is needed you should listen to their reasoning for this and their advice about alternative action – including recommendations to use early help processes; if at the end of this you still do not agree then you should refer to Grater Manchester guidance on Resolving professional differences
You should ensure that the child and their family continues to be supported and kept safe while awaiting resolution

Follow up in writing using Early Help Assessment Form within 2 working days

After you make a telephone referral to a social worker you should follow this up, securely, in writing using the Early Help Assessment to confirm your concerns and to share any additional information you know about the child and their family. Send to RA@bolton.gov.uk
You override consent as you are taking action to safeguard a child –If you have had no acknowledgment that the written information has been received, you should re-contact the social worker and request an update.
If you know there is an Early Help Assessment and Plan open but you are not the Lead Professional, you should tell the Lead Professional about the action you have taken and why as soon as possible; if you are not sure if there is an Early Help Assessment you can check with the Integrated Working Team on 01204 331394 who will let you know and share details of the Lead Professional where one is identified – it would be good practice to share this information with the Lead Professional If you are the current Lead Professional making the referral and there is an Early Help Assessment and Plan in place, this should be updated to include the referral information and used to follow up your referral in writing to the social worker - this helps to avoid duplication and gives the social worker the best possible information from which to start their assessment. Remember to also send a secure copy to the Integrated Working Team at boltonISA@bolton.gov.uk

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

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.
Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

The school's Whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors.

If you have any concerns about a child in your workplace you should raise this with your employer or organisational safeguarding lead in the first instance.

You can also refer to the NSPCC Whistleblowing Advice Line if:

- your organisation doesn't have clear safeguarding procedures to follow
- you think your concern won't be dealt with properly or may be covered-up
- you've raised a concern but it hasn't been acted upon
- you're worried about being treated unfairly.

You can call about an incident that happened in the past, is happening now or you believe may happen in the future.

Contact details: Contact the Whistleblowing Advice Line

Call 0800 028 0285

Email help@nspcc.org.uk

Whistleblowing Advice Line

LIAISING WITH THE POLICE

NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do

RESPONDING TO A CHILD MAKING A DISCLOSURE

It is recognised that a child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when School staff or volunteers are present.

In these situations staffs are required to:

- Listen to the child, and allow the child to freely recall significant events, keeping questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.
- Reassure the child but tell them that a record of the information given will be made and do this. Include timing, setting and others present. Record the child's demeanour as well as what is said.
- Explain that they cannot promise to keep confidential anything the child says if the matter is related to child protection or abuse.
- Explain that help may be required to keep them safe, but do not ask the child to repeat their account of events to anyone else.

The individual who receives the information will be expected to pass it on as a matter of urgency to the relevant Designated Safeguarding Lead (see Appendix 3) to record the information.

MANAGING ALLEGATIONS AGAINST THOSE WHO WORK WITH CHILDREN

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Staff should follow Bolton Safeguarding Children Partnership's 'First FIVE Minutes' flowchart (appendix 10). Staff must not question the child or the alleged perpetrator. Allegations against staff should be reported to the head teacher. Allegations against the headteacher should be reported to the chair of governors.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

There is a tracking form that has been devised for schools to record allegations of professional abuse (appendix 11). The form also allows for the recording of outcomes and lessons learned, keeps all the information in one place and allows reflection as to how a case has progressed.

The full policy can be accessed at: http://boltonsafeguardingchildren.org.uk/documents/2017/08/managing-allegations-procedure.pdf

For further information on managing allegations against staff contact your Local Authority Designated Officer (LADO)

Colin Jones – 01204 337474 colin.jones@bolton.gov.uk

Staff should also have regard to Safer Working Practice for those working in Education settings which was updated in April 2020 with an addendum to include guidance on Covid-19, school closures and online learning.

https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-2.pdf

CHILDREN MISSING FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

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

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

St. Mary's RC Primary school will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,

- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Notification and Referral Route

If a practitioner becomes aware of a child missing from education (CME), in whatever capacity, they should notify the CME Officer 01204 332139.

All cases of children and young people missing education or at risk of doing so should be reported to the CME Officer to ensure that comprehensive data on the issues is recorded. Even if a worker is ensuring that the child or young person moves swiftly into appropriate provision they should still make a referral.

Process within Bolton

- Complete the CME referral form
- Email to CME Officer at childrenmissingeducation@bolton.gov.uk
- Telephone CME Officer, Jane Roscoe on 01204 332193

The CME Officer will make necessary enquiries and create a referral to the Early Intervention Team Service, if appropriate, so that further investigations can be undertaken.

For further information and guidance please refer to the Children Missing from Education on Bolton Schools Extranet.

LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

THE DESIGNATED TEACHER

Governing bodies of maintained schools and proprietors of academies **must** appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked-after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders.

VIRTUAL SCHOOL HEAD

The Virtual School Head is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of a local authority's looked-after children, including those placed out-of-authority. The Virtual School Head should ensure the educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school. The Virtual School Head is also responsible for managing pupil premium plus for looked-after children.

The designated teacher should work with the Virtual School Head to promote the educational achievement of previously looked-after children, including discussing how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan (PEPs).

As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017,Virtual School Heads have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales.

In Bolton we have a guide for Bolton Schools and their teachers. There may already be looked after children on roll in your school, but even if there isn't, the chances are there will be in the future. The guidance is designed to help schools ensure that their policies and practices are fully inclusive of the needs of looked after children. Bolton (Looked After Children) Virtual Schools

Bolton (Looked After Children) Virtual Schools guidance and process - http://boltonsafeguardingchildren.org.uk/documents/2016/03/having-a-looked-after-child-in-your-school.pdf

Looked After Children Virtual School Head -Mikaela Wallace Bannon mikaela.wallace-bannon@bolton.gov.uk

PRIVATE FOSTERING

Many people do not realise that by law Bolton Council must be notified when parents make arrangements for their child to be cared for by friends, neighbours or extended family for more than 28 days. When parents make plans for their child to be cared for like this it is called a Private Fostering Arrangement. Private Fostering happens for lots of different reasons some of which include:-

- Children living with a friend's family as a result of separation, divorce or problems at home
- Children sent to this country for education or health care by birth parents living overseas
- Teenagers living with the family of a boyfriend or girlfriend

- Teenagers who have broken ties with their parents and are staying with friends or non-relatives
- Those living with host families whilst pursuing courses of study

If a member of staff believes a child may be privately fostered **they must** inform the designated safeguarding lead, who **must** inform the Local Authority.

T- 01204 337479

E –boltonsafeguardingchildren@bolton.gov.uk

CHILDREN WITH SPECIAL EDUCTIONAL NEEDS AND DISABILITIES:

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

EQUALITY AND DIVERSITY

St. Mary's RC Primary school understands that promoting equality and diversity and tackling discrimination is essential in safeguarding the pupils. **St. Mary's RC Primary** school has separate policies and procedures in place to address issues such as transgender. The school also has an anti-bullying policy that covers harassment and discrimination.

ONLINE SAFETY

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's online safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. **St. Mary's RC Primary** school ensures that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and/or – for maintained schools and colleges – through sex and relationship

education (SRE)". Although appropriate blocking is essential, there should not be so much that it restricts children's learning.

All staff should have regard to the school online safety policy along with the Department of Education Guidance on Teaching on line safety in schools **(June 2019) and UK Council for child internet safety (UKCCIS)

THE CHILD'S WISHES

St. Mary's RC Primary school has systems in place to ascertain the wishes and feelings of the children. Where there is a safeguarding concern the school will seek the wishes of the child. All systems within the school operate with the children's best interests at heart.

USEFUL TELEPHONE CONTACT NUMBERS

- MASSS (Multi Agency Safeguarding and Screening Service): 01204 331500
- Children's Social Care: Child Protection Unit: 01204 337479
- Colin Jones - Local Authority Designated Officer (LADO): 01204 337474
- Jo Nicholson - Safeguarding in Education Team: 01204 337472
- Natalie France– Safeguarding in Education Team: 01204 331314
- Karen Presto – Early Help Integrated working Team Manager: 01204 331392
- Shona Green – Bolton Safeguarding Partnership 01204 337964
- Jane Roscoe – Missing from Education 01204 332139
- Emergency Duty Team – Out of Hours: 01204 337777
- Police – Safeguarding Vulnerable Persons Unit: 0161 8566583
- Police Public Protection Investigation Unit (Child protection): 0161 8567949

APPENDIX 1

St. Mary's RC Primary School – Summary of the Child Protection and Safeguarding Children Policy. These procedures are for Teaching, Non-Teaching, Contractors, Supply Staff and Volunteers

The summary of this policy and procedures is shown below and a copy of this, including the Categories of Abuse (from Working Together to Safeguard Children 2018 & Keeping Children Safe in Education September 2020) will be issued to **all** school staff both permanent and temporary, and also to any volunteers or contractors who work with the children.

All teaching, non-teaching, volunteers, contractors and staff engaged or employed by Name of school **have a duty to report and refer any concerns they may have to the Designated Safeguarding Lead who has overall responsibility for child protection matters. The relevant members of staff are:**

DESIGNATED SAFEGUARDING LEAD: MRS ANNE-MARIE DAVIES
DEPUTY: MRS ELAINE CHRISTIAN

Definitions/categories of abuse are shown below, teaching, non-teaching volunteers, contractors and staff engaged or employed by Name of school **are expected to familiarise themselves with them.**

Physical Abuse

- Physical attack of any form
- Giving of drugs including alcohol
- Excessive training in sport

Sexual Abuse

- Penetrative or non-penetrative acts by males or females
- Showing of pornographic material

Emotional Abuse

- Persistent lack of affection
- Constant threatening behaviour
- Constant overprotection
- Unrealistic pressure to perform to high expectations
- Exposure to domestic abuse within the child's household

Neglect

- Persistent failure to meet a child's basic needs
- Failure to protect from harm
- Failure in ensuring access to medical treatment
- Leaving a child without supervision

Other

- Any actions that single out a pupil for special attention and could therefore be interpreted as 'grooming' a pupil (or a child who is linked to the school in some way)
- Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child.

A child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when school staff or volunteers are present.

Any member of school staff, or any volunteer hearing an allegation from a child that abuse has, or may have, occurred should:

Receive

- What is said
- Accept what you are told – you do not need to decide whether or not it is true
- Listen without displaying shock or disbelief.

Reassure

- The child
- Acknowledge their courage in telling you
- Do not promise confidentiality
- Remind them they are not to blame – avoid criticising the alleged perpetrator
- Do not promise that "everything will be alright now" (it might not be).

React

- React calmly, respond to the pupil but do not interrogate
- Avoid leading questions but ask open ended ones
- Clarify anything you do not understand
- Explain what you will do next i.e. inform the Designated Person for Child Protection.

Record

- Make notes as soon as possible – during the interview if you can
- Include:
    - Time
    - Date
    - Place
    - The pupil's own words – do NOT assume: Ask "Please tell me what that means".
- Describe observable behaviour
- Do not destroy your original notes – they may be needed later on.

Support

- Consider what support is needed for the child – you may need to give them a lot of your time
- Ensure you are supported – such interviews can be extremely stressful and time consuming
- Talk to your Designated Safeguarding Lead/Head teacher/Line Manager

APPENDIX 2

St. Mary's RC Primary – Child Protection and Safeguarding Children Policy for Parents and Carers

Introduction

St. Mary's RC Primary will strive to ensure that all pupils remain safe and free from harm, and the school is committed to playing a full and active part in the multi-agency approach to child protection concerns. Additionally, the school has a legal duty to safeguard and promote the welfare of children, and to have a child protection policy and procedures in place, which should be shared with parents, to address concerns about the safety and protection of children.

Through their day to day contact with pupils, and direct work with families, staff who work in schools have a crucial role to play in noticing indicators of possible abuse or neglect. Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the local child protection procedures to report their concern to Children's Social Care immediately. To avoid any misunderstandings therefore, parents of children who sustain accidental injuries outside school, which result in cuts/bruises/fractures should inform the school **without delay** and explain the cause.

Principles

- Children have a right to be safe.
- Parents have a right to be informed.
- Children are best protected when parents and school can work together.

Partnership

- School will inform parents of any concerns about their children (providing it does not compromise the child's safety) and will help and support them as necessary.

Prevention

- School will take positive action to prevent children suffering abuse and neglect through the development of an open culture that informs children of their rights and encourages them to speak about any concerns. The school will also address the issue of children's safety through the curriculum.

Responding to Concerns

- School will refer all allegations or concerns that a child has been, or is likely to be, abused or neglected to Children's Social Care within the Children's Services Department.
- School will consult with other agencies when it has concerns that a child may have been abused or neglected.
- School will discuss with parents/carers any concerns they have about their children.

- Parents/carers will be kept informed about what has happened.

Child on Child Abuse

- Physical and emotional abuse of children by other children will be dealt with, initially, through the school's anti-bullying policy. Parents/carers will be kept informed. All concerns about possible sexual abuse will be referred immediately to Children's Social Care.

Child Protection Strategy Meeting and Conferences

- Members of school staff will attend strategy meetings and child protection conferences when required and will provide information about children and families. This information will be shared with parents beforehand if possible. School will keep confidential child protection records separately from a pupil's academic and other school records.

Confidentiality

- Information from any source, including parents, about possible child abuse cannot be kept confidential.
- Information and records about children who are the subject of a Child Protection Plan will be given only to those people who need it and will be kept strictly confidential by them.

If parents have concerns about the safety or wellbeing of their child, they should contact:

DESIGNATED SAFEGUARDING LEAD: MRS ANNE-MARIE DAVIES
DEPUTY: MRS ELAINE CHRISTIAN

Signed: …Mrs AM Davies……

Head Teacher…MRS AM DAVIES……

Date: …SEPTEMBER 1st 2020…….

APPENDIX 3

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service.

This person should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility and they should be given the additional time, funding, training, resources and appropriate supervision support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking 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.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to:
• refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care (MASSS)

• refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;

• refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

• refer cases where a crime may have been committed to the Police as required. NPCC- When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:
• act as a source of support, advice and expertise for all staff;

• act as a point of contact with the three safeguarding partners;

• liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

• as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;

• liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, Senior Mental Health Leads and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding and welfare (including online and digital safety): when deciding whether to make a referral by liaising with relevant agencies and so that children's needs are considered holistically;

• liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;

• promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

• promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children's attendance, engagement and achievement at school. Working with the headteacher and other staff, the designated safeguarding lead should take lead responsibility for:

- ensuring that the school or college knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;
- support teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date and stored securely. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.
Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving in order to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or
college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:
• ensure the school's or college's child protection policies are known, understood and used appropriately; ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this; and ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;

• link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and

• raise awareness of the lasting impact of adversity and trauma on education, behaviour, mental health and wellbeing, so that this is understood by senior leaders and staff and reflected in relevant policies (for example, mental health and behaviour).

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.
In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. The designated safeguarding lead should be supported to obtain access to resources and attend any relevant or refresher training courses.

Understanding processes and procedures

Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, in order to:

• understand the assessment process for providing early help and statutory services, including local criteria for action and local authority children's social care referral arrangements; 109

• have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; and

• understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

• ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;

• ensure that staff are supported during the referrals processes; and

• support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Holding and sharing information

The critical importance of holding, using and sharing information effectively is set out in (Parts one and two), and therefore the designated safeguarding lead should be equipped to:

• understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the three safeguarding partners, other agencies, organisations and practitioners;

• understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; and

• be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Data protection toolkit for schools

Responding to specific needs and harms

Training should give the designated safeguarding lead the knowledge and skills to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk. This includes to:

• be alert to the specific needs of children in need, those with special educational needs and young carers;

• understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;

• understand and support the school or college with regard to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;

• understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college; and

• recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and be confident they have the capability to support children with SEND to stay safe online;

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and

• understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

APPENDIX 4

GUIDANCE FOR SAFEGUARDING RECORDS

What is a "welfare concern"?
Concerns may arise in one or more of the following areas:

- The child's behaviour
- The child has a physical injury
- The child makes a disclosure or allegation
- The child's physical presentation
- Information from or observation of behaviour of a parent

What do I record?
Using the Record of Concern Form ensure;

- This is dated, signed and your details are legible – don't use initials
- The incident / event / observation of concern is described clearly and concisely
- This is written using straightforward language and fact and opinion are differentiated.
- If recording a disclosure, the child's own words are recorded and any questions you may have asked are included.
- Physical marks and injuries are recorded on a body map where appropriate
- Any action you have taken
- If using an electronic data base such as CPOMS, scan in handwritten notes taken when a child makes a disclosure and body maps when there is a physical mark or injury and make reference to this in the chronology.

How to record actions taken in response to staff concerns
When a welfare concern form is passed to you it is important that you check this is sufficiently detailed and has been dated and signed by the staff member who has reported the concern. If a body map has been completed or there are any other documents referred to in the record, ensure these are attached and where appropriate are also dated and signed.

It is important that you make a record of the action you take in response to every welfare concern form passed to you. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include;

- Requests to staff for monitoring specific aspects of the child's presentation, behaviour, attendance etc.
- Discussions and telephone calls (with colleagues, parents and children / young people Social Care and other agencies or services)
- Professional consultations
- Letters sent and received
- Early Help Assessments and referrals (both for external and education-based services

When and how to start safeguarding / child protection records

Once a welfare concern has been passed to you and you have made a record of the action you have taken in response to this, these documents require storage in a separate child protection / safeguarding filing system. **This is regardless of whether formal child protection procedures have been initiated**. For some children this single record will be the only concern you hold for them over their time in school. For others, further information will be brought to you often from a variety of sources over time.

An effective method for storing single or infrequent records of concerns (if not using an electronic data base) is to file these in alphabetically divided ring binder files. It may be helpful for larger / busier schools to use separate files for each Year group. This system is particularly recommended for Primary schools since this will assist you at the end of the Academic Year with meeting your responsibility to transfer records when children leave the school.

A stand-alone individual file for a child must be started when:

- Concerns for the child and consequently records of these and actions in school are increasing
- The child has been referred to Children's social care
- You have been made aware of the involvement of Children's social care with the child / family and are contributing to multi agency assessments

Where concerns relate to more than one child from the same family at the school a separate file for each child should be created. Common records e.g. child protection conference minutes should be duplicated for each file where appropriate.

When an individual file is started it is helpful to use the front sheet to enable key information to be easily accessed. It is also recommended that the pupil's general school record is marked in some way to indicate the presence of a separate confidential file. A coloured sticker is one means of doing this. You could colour code for Early Help, Child Protection, and Looked After Children.

The 'Keeping Children Safe in Education (2020)' statutory guidance implies that the original file is transferred to the new school and no copies are kept: 'Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained and the 'Transferring of Safeguarding Information' completed (Appendix 9).

APPENDIX 5

RECORD OF CONCERN

Part 1 – for use by any staff

Pupil's Name : Date of Birth: Class/Yr:						
Date & Time of Incident:						
Date and time of concern :						
Consider the Possible Reason:						
Professional Abuse – first five minutes	**Extremism/prevent**	**Domestic Abuse**	**Physical Abuse**	**Sexual Abuse or CSE**	**Emotional Abuse**	**Neglect**
Young Carer	**Chid Missing Education**	**FGM**	**Force Marriage**	**Faith Abuse**	**Child missing from home**	**Hate/crime incident**
Early Help needed	**Fabricated or induced illness**	**Involved in gangs and youth violence**	**Mental Health**	**Private Fostering**	**Sexting/Peer on peer abuse**	**Online safety issues**
Your name:…….. Job Title:…….. Signature:						
Record the following factually: ● Who: ● What – if recording a verbal disclosure by a child, use their word: ● Where: ● When: (day and time) ● Were there any WITNESSES:						
What the pupil's account and/or perspective?						
Your professional opinion (where relevant):						
Any other relevant information (distinguish between fact and opinion): *E.g. previous concerns						

~ Check to make sure your report is clear to someone else reading it ~

Please pass this form to your Designated Safeguarding Lead.

Part 2 – for use by **DSL**

Time and date information received and from whom:	
DSL endorses the reason for the concerns	**Yes/No**
Any advice sought (if required):	Date, time, name, role, organisation & advice given:
Action Taken	Referral to children's social care/monitoring, advice given to appropriate staff or EHA with reasons: Note time, date, names, who the information was shared with etc.
Parents/carers informed	Yes/No Reasons:
Outcome	Record names of individuals & agencies who have given information regarding outcome of any referral (if made):
Additional Information	Where can additional information regarding the child/incident be found (e.g. pupil file, serious incident book etc.)

Should a concern or confidential file be commenced*	*if there isn't already one in place: Yes/No Why – state reasons:
Signed	
Print Name	
Date	

APPENDIX 6

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed? Are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

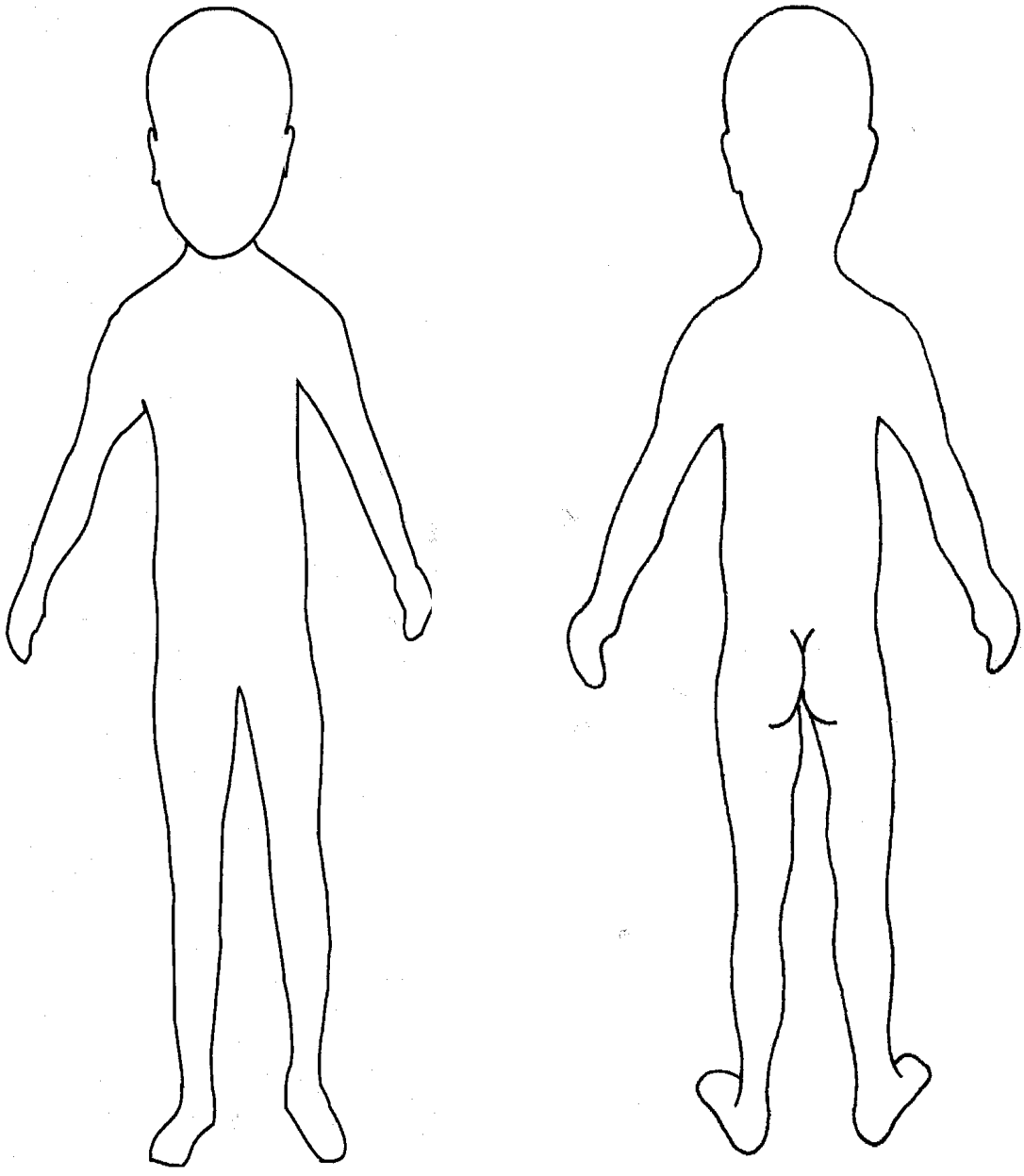
A copy of the body map should be kept on the child's concern/confidential file.

(This must be completed at time of observation)

Name of Pupil: ..... Date of Birth: .....

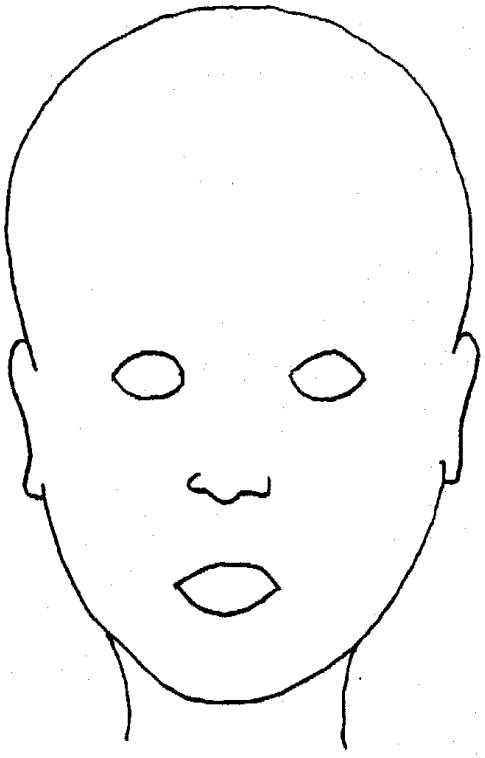
Name of Staff: ..... Job title: .....

Date and time of observation: .....

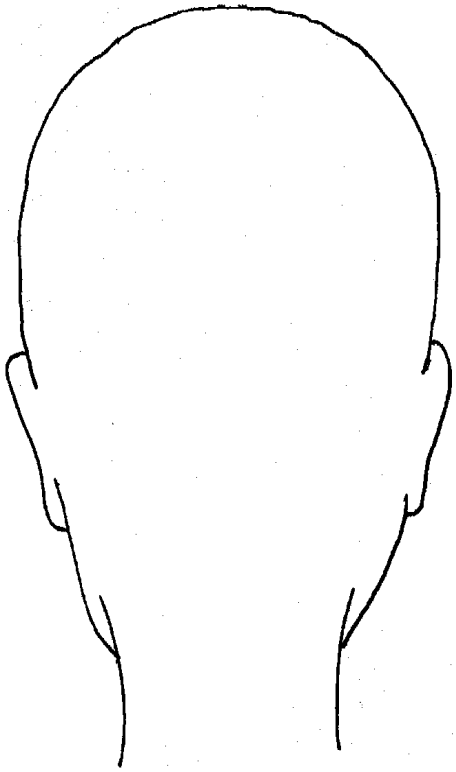


Name of pupil: .....

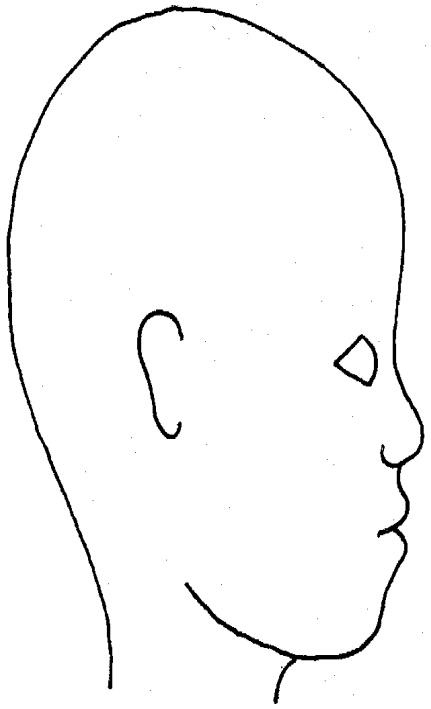
Date and time of observation: .....

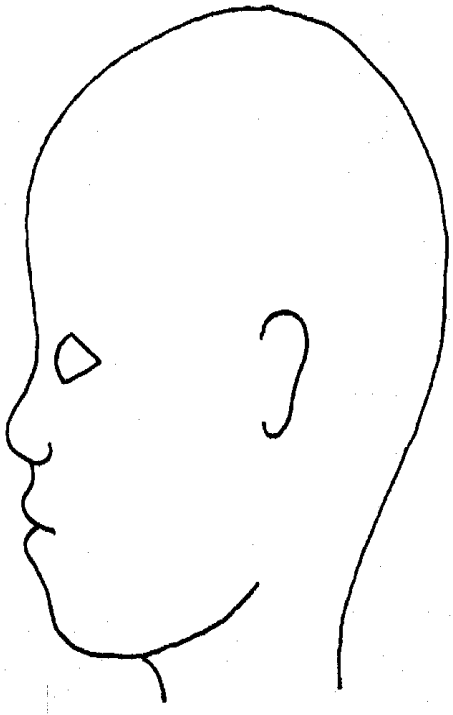


FRONT



BACK

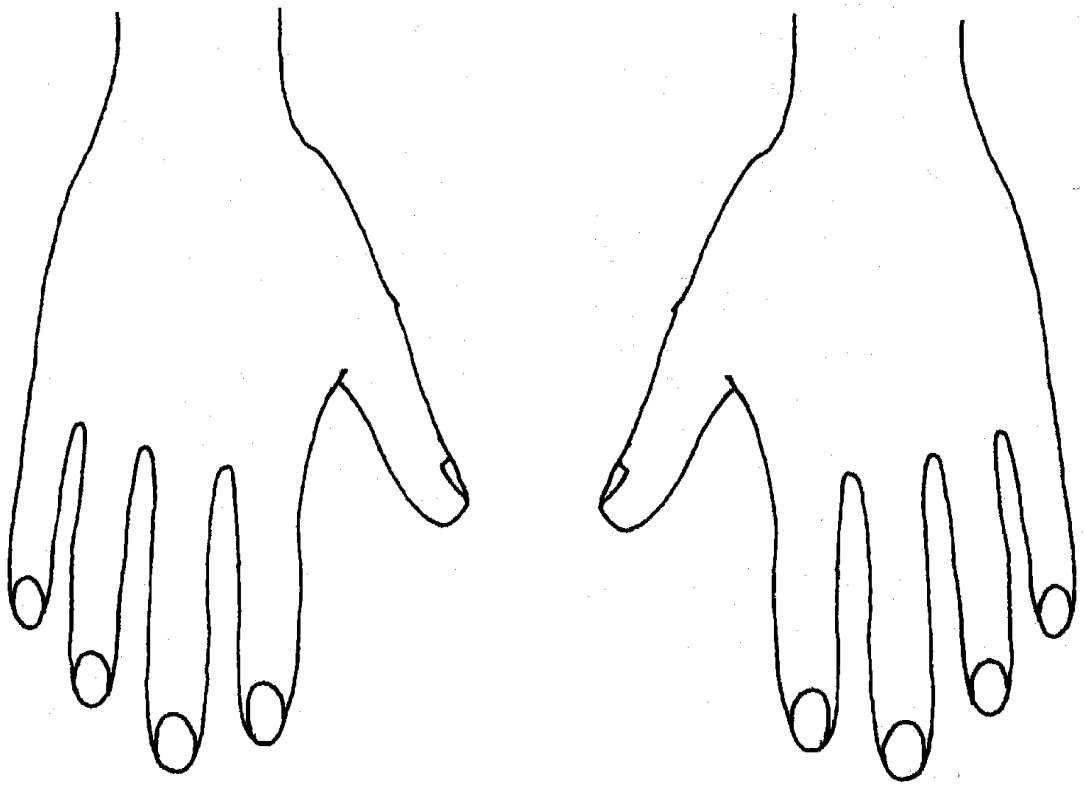




RIGHT **LEFT**

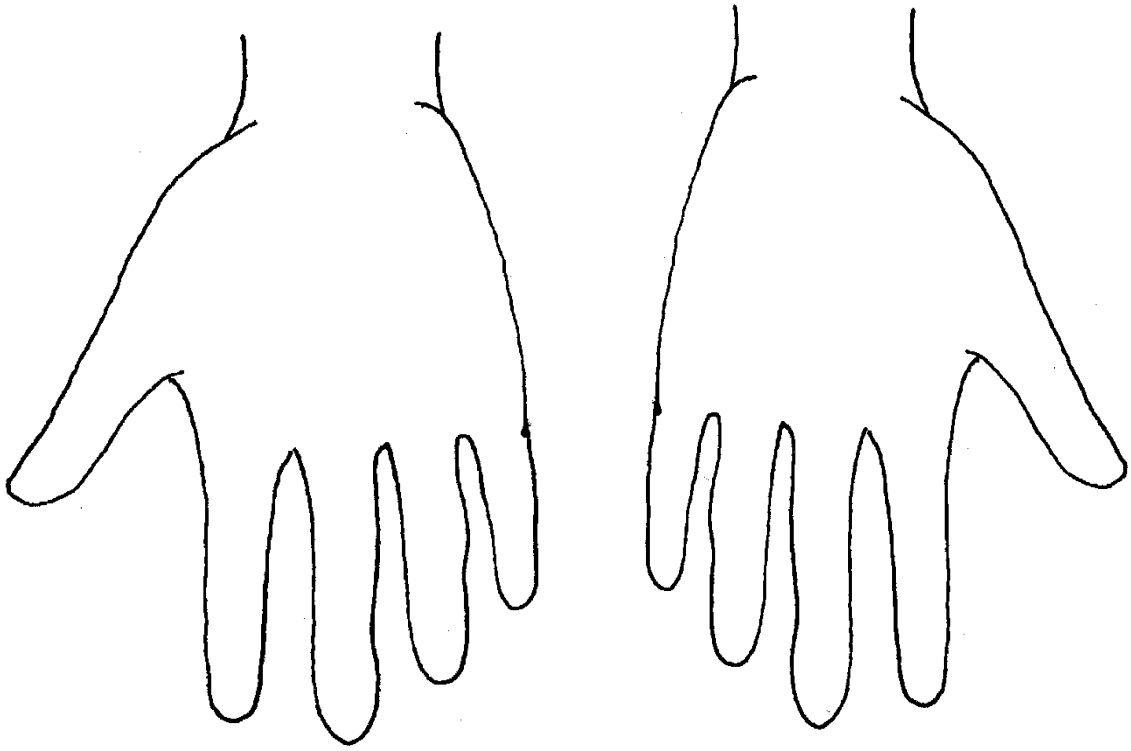
Name of pupil: .....

Date and time of observation: .....



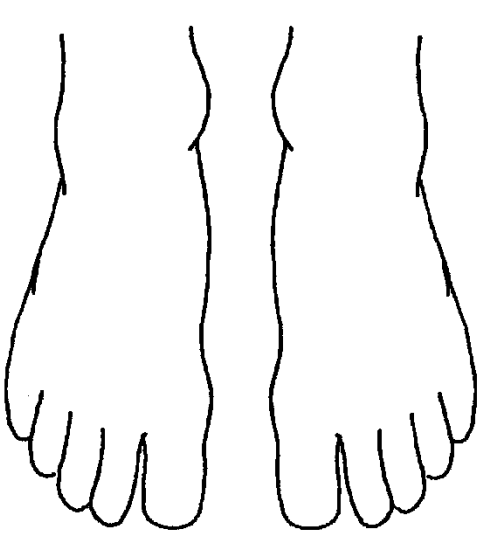
R **L**

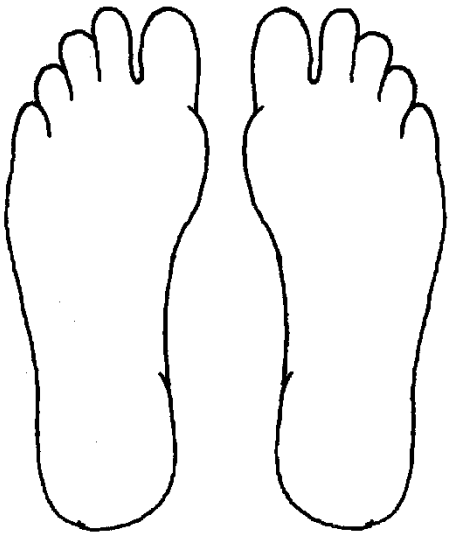
BACK



Name of Pupil: .....

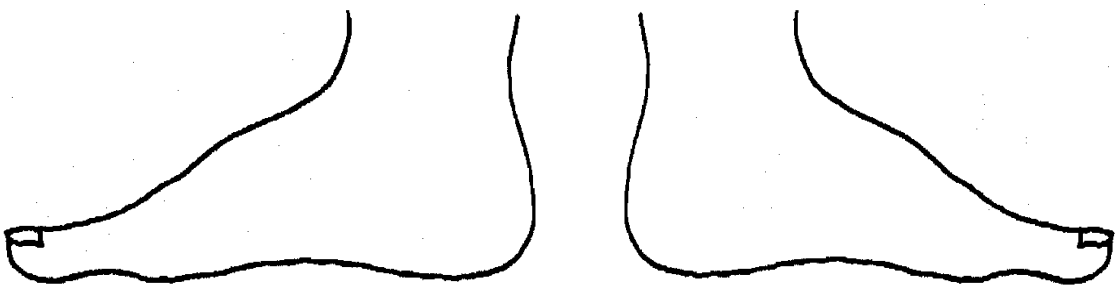
Date and time of observation: .....





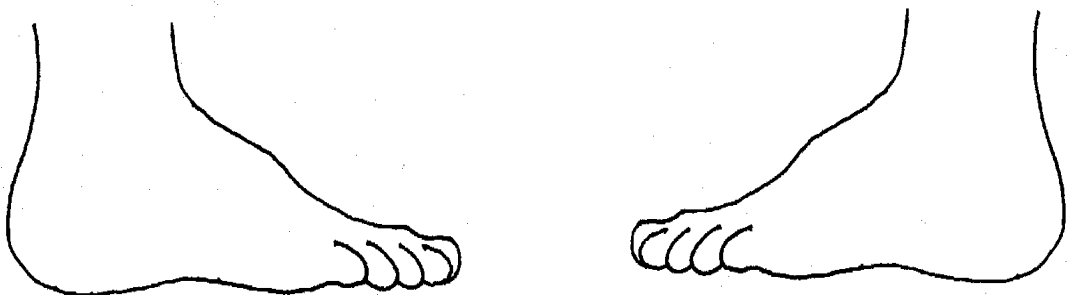
R TOP L

R BOTTOM L



R **L**

INNER



R **L**

OUTER

APPENDIX 7

HOME ACCIDENT OR INJURY FORM

This form should be completed when a parent/carer informs school that a child has sustained an injury or had an accident outside of school

Date Accident/Injury Reported:	

Name of Child:	
Class/Year Group:	

Person Reporting Incident:	
Relationship to Child:	

Date Accident Occurred:	
Place of Accident:	

Description of injury (complete body map if needed):

Brief detail of how the accident occurred:

Witnessed by:	

First Aid Treatment given:	**Yes** ☐	**No** ☐

Was Medical advice sought?	**Yes** ☐	**No** ☐
If yes, when and where?		

Signed by parent/carer:	

Member of staff accident reported to:	

APPENDIX 8

INFORMATION/FRONT SHEET for CHILD PROTECTION FILE

Full Name: **Gender:**	**DOB:** **Ethnicity:**	**Class/Form:**	**Additional needs:**
Home Address:		**Telephone:** **E mail:**	
Status of file and dates:			

OPEN					
CLOSED					
TRANSFER (include details of school transferred to)					

Any other child protection records held in school relating to this child or a child closely connected to him/her?

YES/NO WHO?

Members of household

Name	Relationship to child	DOB/Age	Tel No	

Significant Others (relatives, carers, friends, child minders, etc.)

Name	Relationship to child	Address	Tel No

Other Agency Involvement

Name of officer/person	Role and Agency	Status of Child i.e. EHA/CAM/CP/LAC	Tel No	Date

APPENDIX 9

Chronology of Significant Events

Name:	**Pupil Class/Form:**

Suggestions below on how to complete this:

Incident logs	S47 Enquiries
Bullying incident	Case Conference details
Racist or hate incidents	Accommodation Episode/De-Accommodation
Early Help Assessment opened	LAC
Early Help Assessment closed	Placement Moves
SEND	Significant events for child eg. Medical examination, change of school etc.
Referral made to Social Care	Key planning meetings and Decision making
Significant Family Event e.g. Birth or Death,	Legal Actions
Changes in household	Telephone call to parents reporting concerns
Professional/Family/Public Concerns	Strategy meeting held

Pupil No.	**Date**	**Detail of Significant Event**	**Witness or Document Reference**

APPENDIX 10

TRANSFER OF SAFEGUARDING RECORDS

This form should be completed when a pupil moves to another setting and there are safeguarding concerns and records to transfer.

Child's name

DOB

Previous surnames or aliases

Name of people with parental responsibilities

Name of social worker/lead professional

Information and files transferred (to include chronologies and assessments)
NB: Parental consent is needed to transfer Early Help Assessments

Name of sending school

Name of receiving school

Passed to (name)

Date of first entry in file

Date of last entry in file

Child status: (please tick)

Single Agency Support

Early Help

Child in Need

Child Protection

Looked After Child

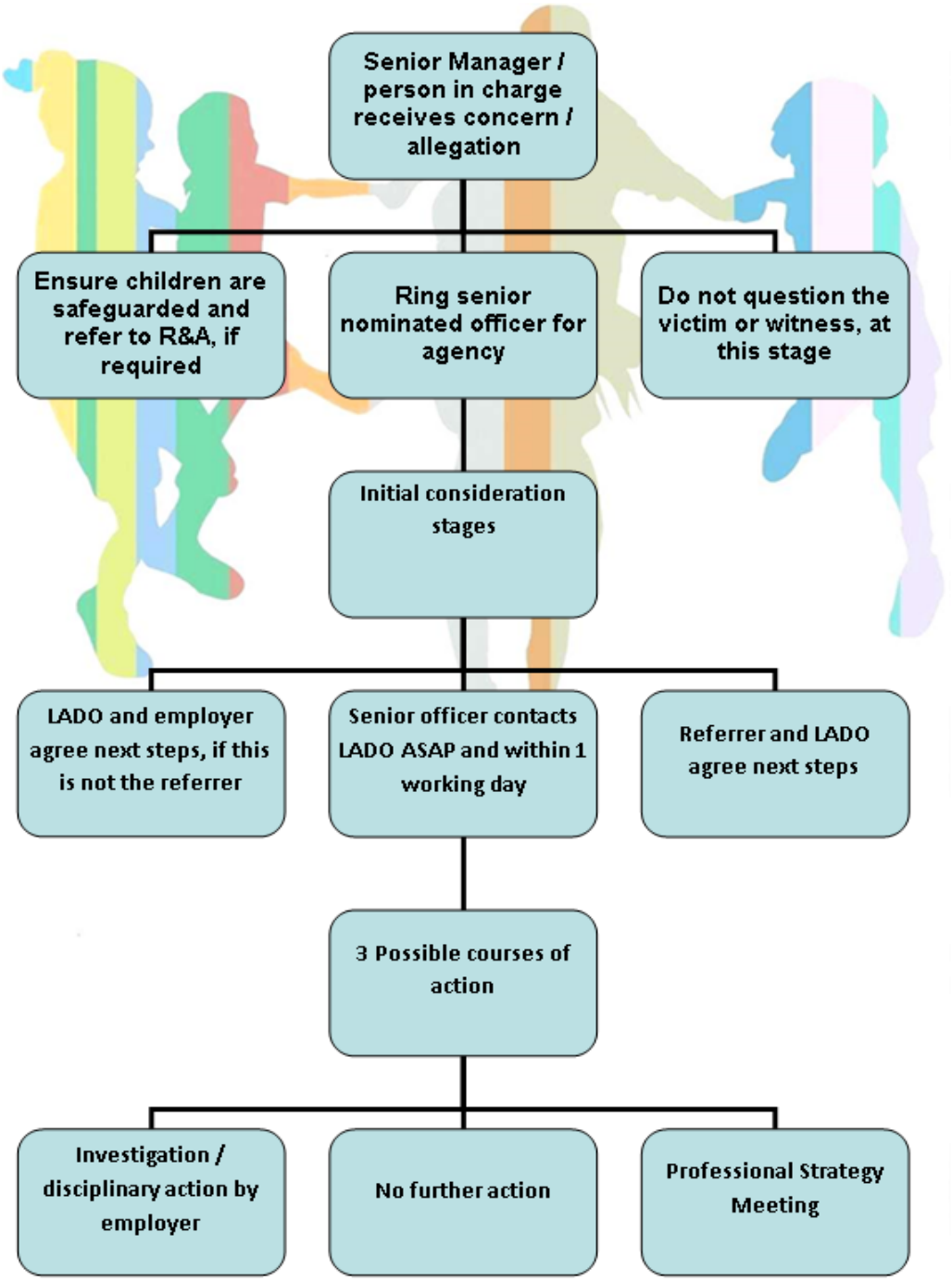
Privately Fostered Child

Transferred by:	**Received by:**
Name:	Name:
Position:	Position:

Signed:	Signed:
Date:	Date:

APPENDIX 11

Managing allegations against those who work with children
'The First Five Minutes'



APPENDIX 12

Tracking Form
Allegation/concern raised against Staff

1. When an allegation / concern is received brief details should be obtained and passed to SLT as soon as possible.

Date:		Time	
Allegation made by:			
Who the allegation is made against:			
NB: The subject of the allegation should not be informed without first seeking advice			
Allegation first received by:			
Brief details of the allegation:			
Date of alleged incident:			
Does this allegation involve a restraint?	YES / NO / NYK		

Case manager appointed and to complete tracking form	

2. Allegations which appear to meet the criteria should be referred to LADO within 24 hours (see Note 1)

Does this appear to meet the criteria for managing allegations?	YES / NO
Referred to LADO:	YES / NO Date:
Advice given:	
Date:	
Action to be taken:	

Suspension should never be automatic but should be considered and rationale given for decisions made. See Appendix B	Decision to suspend YES / NO

3. Information gathered about the allegation

Staff witnesses	Account taken	Copy forwarded to LADO
1.		
2.		
3.		
Pupil witnesses		
1.		
2.		
3.		
4		
Plan of setting/classroom etc		
Chronology of event begun		
1st Aid log		

4. Full details gathered

Pupil name:	
Date of Birth	
Address:	
Is the pupil known to Social Care?	YES / NO
Does the pupil have Special Educational Needs?	YES / NO If yes - details
Has the pupil raised previous concerns?	YES / NO If yes - details

Staff full name:	
Date of Birth:	
Address:	
Has this person raised concerns before?	

5. Informing others

Have parents of the pupil been informed?	
Details of response	

Staff members should be informed of the allegation ASAP - on advice from LADO

Has the staff member been informed?	YES / NO
Name of Key person nominated to feedback to them:	

Outcome of LADO consultation

Does this meet LADO criteria:	YES / NO
Further action required:	
Professional Strategy Meeting to be held:	YES / NO
Professional Strategy Meeting date:	
Attended by Case Manager:	YES / NO
Minutes received:	YES / NO
Outcome: – *please circle*	Unfounded Unsubstantiated False Substantiated Malicious
Disciplinary investigation to be held:	YES / NO
Staff member informed of outcome:	YES / NO
Parents informed of outcome:	YES / NO
Chair of governors informed:	YES / NO
Details added to overview table:	YES / NO
Outcome:	

Lessons learned:

Note 1 - Criteria for managing allegations

An allegation may relate to a person who works with children who has:

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

APPENDIX 13

The Role of the Designated Teacher for Looked After Children within the school

The designated teacher has a leadership role in promoting the educational achievement of every looked after child on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal, emotional and academic needs are prioritised.

The designated teacher should have lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve. Everyone involved in helping looked after children achieve should:

- Have high expectations of looked after children's involvement in learning and educational progress
- Be aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences
- Understand the reasons which may be behind a looked after child's behaviour, and why they may need more support than other children but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving
- Understand how important it is to see looked after children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers
- Appreciate the importance of showing sensitivity about who else knows about a child's looked after status
- Appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential
- Have the level of understanding they need of the role of social workers, virtual school heads (or equivalent) in local authorities and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child

In promoting the educational achievement of looked after pupils the designated teacher should:

- Contribute to the development and review of whole school policies to ensure that they do not unintentionally put looked after children at a disadvantage
- Make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve
- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- Promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning
- Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after
- Make sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of looked after children and help them and their teachers understand where they are in their learning, where they need to go and how to get there
- Make sure that looked after children are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home
- Have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary

APPENDIX 14

Statement of Staff Commitment to the School's Safeguarding & Child Protection Policy

To be completed annually BY ALL STAFF and kept in Personnel Files

Staff Member:……Post:……..

Line Manager:……

I have read and understood the standards and guidelines outlined in the **St. Mary's RC Primary** School Safeguarding & Child Protection Policy.

I agree with the principles contained therein and accept the importance of implementing the policies and practices whilst working at **St. Mary's RC Primary** School.

I confirm that I have:

- Received a copy of Safeguarding & Child Protection Policy
- Had the opportunity to read and discuss the policy and procedure with my Line Manager
- Discussed and recorded training requirements for ongoing action.

Signed (Staff)……

Signed (Line Manager)……

Date …….