

St Patrick's RC High School



Safeguarding and Child Protection Policy

Review Date: Autumn 2024 - 2025

Date of Next Review: Autumn 2025-2026

Prepared By: Mr D. Macafee

Review Committee: Pupil Welfare

Statutory

Signed: (Chair)

Key Contacts

Headteacher – Mrs. A. Byrne

Designated Safeguarding Lead: Mr D. Macafee

Deputy Safeguarding Leads: Mrs L. Gardiner, Mrs L. Austin, Miss L. Browne, Ms R. Salih & Mrs L. Corry

Designated Looked After Children Lead: Mr L. Barrie

Designated Mental Health Lead: Mr Luan Barrie

Named Governor for Child Protection: Mr D. Grounds & Mrs S. Glynn-Atkins

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

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

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

Worried About a Child?

All reports or enquiries concerning the welfare or safety of a child must go straight to The Bridge Partnership on 0161 603 4500 as the first port of call. This applies to reports from council staff, the public, partners and outside agencies. **All referrals and request for support concerning the welfare or safety of a child must go through the Bridge Partnership via the online Salford City Council's portal and information hub for services to Children, Young people and families at** <https://childrensportalehm.salford.gov.uk/web/portal/pages/home>

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

St Patrick's RC High School

SAFEGUARDING AND CHILD PROTECTION POLICY

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are regularly updated and undertake the essential training and development in recognizing safeguarding issues
- A culture of vigilance is developed within the school regards Safeguarding and Child Protection

2. School Mission Statement

Our school community is guided by the gospel values of: love, forgiveness, reconciliation, justice, integrity, humility and truth. Faith and worship are lived, taught and celebrated. We recognise the importance of service to others and the opportunity to be witnesses to Christ in our community.

All are unique and strive for personal growth. We celebrate the pursuit of academic excellence, applaud ambition and value the achievements of all. Our pupils are expected to achieve their best and use their learning to make a difference in the world they live in.

School British Values Statement

St Patrick's teachers uphold public trust in the profession and maintain high standards of ethics and behaviour. Teachers do this by not undermining fundamental British values and ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law. The School explicitly teaches and promotes British Values through its PSHE curriculum.

Policy Status

Statutory

Rationale

This policy in accordance with the school mission statement reflects our active commitment to promote and safeguard the welfare of pupils at our school. We believe that children have a fundamental right to feel safe and protected from any form of abuse. Therefore, we aim to provide a secure, caring environment and a curriculum, which nurtures self-esteem and empowers children to protect themselves.

Our aim is to work with parents/carers, but in the knowledge that children and young people have rights of their own, independent of their parents. Where there is conflict of interests between the parent/carer and the child, the school will operate in a professional manner, which serves the child's interests. The rights of parents will be respected and the school will strive to ensure parents are informed of concerns raised by its staff with regard to child protection issues affecting their child/children.

We aim to ensure that children who are vulnerable, at risk and have suffered or are likely to suffer significant harm are identified, and appropriate action is taken to keep them safe. The school has and will continue to develop a systematic approach towards identification and referral of suspected child

abuse to an appropriate agency. We recognise that abuse may be emotional, physical, sexual or through neglect.

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

- **Child on Child Abuse**
- **Sexual Violence and Harassment between pupil policy**
- **On-line Safety**
- **Anti nudes and semi-nude images and videos policy**
- **Anti- bullying policy**
- **Photographs and Filmed Images of Children**
- **RSHE policy**
- **Prevent**
- **Staff Code of Conduct**
- **Equality**
- **Supporting Pupils with Medical Needs**
- **Behaviour for Learning**
- **Searching, Screening and confiscation policy**
- **Use of reasonable force policy**

3 Introduction

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

‘There are three main elements to our Safeguarding Policy’.

- (a) **Prevention:**
(E.g. positive school atmosphere, teaching and pastoral support to pupils).
- (b) **Protection:**
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).
- (c) **Support:**
(To pupils and school staff and to children who may have been abused).

Children includes everyone under the age of 18.

This policy applies to **all** adults, including temporary staff, supply staff, volunteers, governors and contractors. The policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; Section 128 of the Education Act 2002; Education and Skills Act 2008 and in line with government publications: ‘Working Together to Safeguard Children’ 2023, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need, and their Families’ 2000, Information sharing advice for safeguarding practitioners (2018) and ‘What to do if You are Worried a Child is Being Abused’ 2015 and Behaviour in Schools non-statutory guidance Sept 2022. The guidance reflects, ‘Keeping Children Safe in Education’ 2024.

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

4 School Commitment

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

Our school will therefore:

(a) Adopt the **Salford Standards for Listening** and establish/maintain an ethos where children feel secure, are encouraged to talk and are listened to by creating a safe, nurturing and positive school atmosphere, providing excellence in teaching and pastoral support to pupils.

<https://safeguardingchildren.salford.gov.uk/professionals/salford-standards-for-listening-to-families/>

- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficult by means of assemblies, visual aids around the school and clear

messaging around our school staff and their roles. There is information on who children can speak to, including all safeguarding team members, highlighted in every form room and on the notice boards.

- (c) Establish and maintain an ethos where children are supported with their Emotional and Mental Well Being. This is achieved proactively through a highly tailored PHSE curriculum which promotes a positive mental wellbeing, year-specific messaging via assemblies and drop-down activities, and signposting children to the internal and external support on offer. We have trained internal members of staff who can deliver various emotional and mental well-being interventions, trained staff mental health first-aiders and trained staff mental health champions. We also make use of external agency support from services such as CARITAS, CAMHs, 42nd Street and the Education Psychology Service (EPS).
- (d) Establish a whole school approach to recognising and responding to potential incidents of child-on-child sexual abuse and harassment; both in and out of school hours. Comprehensive staff training will ensure a school culture that makes it clear that there is a zero tolerance approach to sexual harassment and sexualised behaviour, and it should never be passed off as “banter”, “just having a laugh” “part of growing up” or “boys being boys”. There will be robust systems of recording incidents that ensure evidence based review and response. This philosophy will be adopted and promoted by **everyone** in the school, and inappropriate behaviours will be consistently challenged. We will proactively educate our pupils about relationships, respect and boundaries through the PSHE programme and all staff will reassure pupils that they will be taken seriously and supported.
- (e) Include in the curriculum, activities and opportunities for PSHE and Relationships Education, Relationships and Sex Education and Health Education, to equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse and are taught about Safeguarding, together with online safety, the risks of cybercrime and cyberbullying (including when they are online at home), stalking and mate crime, as part of providing a broad and balanced curriculum.
- (f) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- (g) Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies.
- (h) Ensure that there are systems in place to ensure parents are encouraged to contribute views and ideas related to developments of the school within the community
- (i) Ensure all staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face in daily life. Technology, and risks and harms related to it, evolve, and change rapidly. The school will consider carrying out an annual review of the approach to online safety, supported by an annual risk assessment that considers and reflects the risks the children face.

4.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. The School staff form part of

the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2023*. The Schools will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

- 4.3** The Education and Inspections Act 2006 states, '*all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils*'. This Act also gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.
- 4.4** 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 and contextual. This means that they should consider, at all times, what is in the **best interests** of the child including the wider environmental factors and influences and extra-familial harms that are present in a child's life that are a threat to their safety and/or welfare. The development of appropriate multi-agency procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Partnership (SSCP).

5. Roles and Responsibilities

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

Designated Safeguarding Lead

- 5.2** Governing bodies and proprietors will; 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 will take lead responsibility for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. (As outlined in Annex C of Keeping Children Safe in Education September 2022.)

The role of the designated safeguarding lead carries a significant level of responsibility, and they will be given the additional time, funding, training, resources and 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 supporting other staff to do so, and contributing to the assessment of children.

Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.

During term time the designated safeguarding lead (or deputies) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If

not available in person, the school will in exceptional circumstances inform staff of how the DSLs can be contacted.

The Designated Safeguarding Lead will ensure that all New Staff and Governors receive safeguarding and child protection training at induction and make sure all staff and Governors aware of any training opportunities and the latest local policies on local safeguarding arrangements.

The designated safeguarding lead or their deputies are expected to refer cases of suspected abuse and neglect to the local authority children's social care and to the Channel programme where there is a radicalisation concern.

5.3 The role of the Designated Safeguarding Lead is to:

- Ensure they, their safeguarding team and all staff receive appropriate training. The DSL and DDSLs will all be trained to a level 3 advanced standard to provide them with the knowledge and skills required to carry out the role. Training will provide designated safeguarding leads with a good understanding of their own role, how 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, and the processes, procedures and responsibilities of other agencies, particularly children's social care
 - All staff will receive appropriate safeguarding training, which is formally refreshed every 18 months
- In addition to their formal training, as set out above, the DSL will update their knowledge and skills, (for example via e- bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had 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.
- Ensure that the designated lead and/or a deputy will always be available, during school/college hours, for staff to discuss any safeguarding concerns. As It is a matter for the individual school/college and the designated safeguarding lead they will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff. Temporary staff (including supply staff), and volunteers are made aware of the school's arrangements for safeguarding children

and the Greater Manchester and Salford Safeguarding Children Procedures, at commencement of work.

- Work with governing body to ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- 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 has in this.
- New staff receive safeguarding and child protection training at induction and make sure all staff make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- 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.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, or refer case as required of suspected abuse and neglect to the to the Bridge Partnership; to the Channel programme where there is a radicalisation concern, where a crime has been committed to the police and support staff who make referrals to children's social care and to the Channel programme.
- Ensure that the Head Teacher is kept fully informed of any concerns – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This will include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019 \(accessible\) - GOV.UK \(www.gov.uk\)](#)
- Act as a point of contact with the safeguarding partners, along with their deputies.
- Ensure that the SSCP Challenge and Escalation policy is shared with all staff and how it is used, by the school, when professional disagreements about a child cannot be resolved.
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the Mental Health Lead and, where available, The Mental Health Support Team within the school, where safeguarding concerns are linked to mental health.

- Ensure that accurate safeguarding records relating to individual children are kept up to date and separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded. This safeguarding record may be on our secure safeguarding platform CPOMs.
- Ensure that the school effectively monitors children about whom there are concerns, including notifying the Early Help School Coordinator. It is important to notify Social Care, when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Understand the lasting impact the adversity and trauma can have including on children's behaviour, mental health and emotional well-being and academic attainment and what is needed in responding to this in promoting educational outcomes. Ensure all staff are provided with training to understand and recognise Adverse Childhood Experiences (ACEs) and the negative impact they can have.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation including meeting the [DfE filtering and monitoring standards](#).
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- 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 working on-line at home
- Ensure the filtering and monitoring systems and processes in place on school devices and school networks are effective.
- Ensure ALL staff have received appropriate training regarding the filtering and monitoring processes in place in the school.
- Work in collaboration with the school's IT Provider to monitor and review filtering reports.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Designated Cared for Children Lead

- 5.4** Governing Bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are Cared for and to ensure that this person has appropriate training. (refer to the Cared for Children Policy and Procedures for more detail)
- 5.5** The Designated Cared for Children Lead needs to work in partnership with the Designated Safeguarding Lead, The Mental Health Lead, and the Virtual School Head to ensure the safeguarding vulnerabilities for Cared for Children are appropriately met. In addition, the Virtual School Head receives pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. In maintained schools and academies the Cared for Children Designated Lead should work with the virtual school head to discuss how that funding can be best used to support the progress of Cared for Children in the school and meet the needs identified in the child's personal education plan.

This person is Mr Luan Barrie

Governing Bodies

- 5.6** Governing bodies, management committees and proprietors must ensure that they comply with their duties under legislation. They must have regard to the Keeping Children Safe in Education 2024 guidance, ensuring that Safeguarding policies, procedures and training in their schools or colleges are effective and comply with the law at all times including the DfE filtering and monitoring standards. The governing body will ensure that monitoring and filtering processes are in place and the governing body receives regular reports of the outcomes of monitoring and filtering
- 5.7** Governing bodies and proprietors will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. All Governor Safeguarding training will be regularly updated.
- 5.8** Governing bodies and proprietors will be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010²², (including the Public Sector Equality Duty²³), Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) and their local multi-agency safeguarding arrangements.

Named Governor for Safeguarding and Child Protection

- 5.9** Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their school's safeguarding arrangements.

Governing bodies (and proprietors) will ensure online safety is an interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures, planning the curriculum and parental engagement.

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

- Has an effective safeguarding children policy in place that follows local procedures. This must include procedures to minimise the risk of Child on Child sexual harassment and abuse. Policies should be reviewed annually.
- Completes and records the outcome of a Section 128 check for all Governors in non-regulated activity
- Recruits staff and volunteers in line with safer recruitment processes.
- Has procedures for dealing with allegations of abuse made against staff, including supply staff and volunteers.
- Has a designated senior member of staff for dealing with safeguarding children issues.
- Ensure that **all** staff receive regular safeguarding and child protection updates, including online) (for example, via email, e-bulletins, staff meetings) as required, but at least annually. This should provide them with relevant skills and knowledge to safeguard children effectively, both on-line and in their daily life.
- Ensure that those staff who work directly with children read at least Part one and Annex B of this guidance and have the mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.
- Provides regular quality assurance reports to the Governing Board in relation to policy, procedures, audits and Section 11 statutory requirements.
- Liaises with the Headteacher to ensure that deficiencies in safeguarding arrangements are remedied without delay.

Headteacher

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

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

5.12 Part of the means of demonstrating such leadership is in attending SSCP training on a regular basis and at least every 2 years. Such leadership is also demonstrated by embedding safeguarding awareness into the school's organisational development and training programmes.

5.13 The Headteacher will have clear policies and procedures for dealing with all levels of allegations against staff. These will be inline with SSCP/ Local Authority policies and will be disseminated to all staff and governors.

6. Professional Curiosity

All staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect.

7. Procedures – Early Intervention

Policies - We follow the Greater Manchester Safeguarding Procedures adopted by SSCP. The procedures provide a framework within which all agencies and professionals can work together to safeguard and promote the welfare of children and young people across Greater Manchester.

<http://greatermanchesterscb.proceduresonline.com>

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

<https://safeguardingchildren.salford.gov.uk/>

7.1 It is very important that practitioners intervene as early as possible if a child or young person has additional needs, and services can help in meeting these needs. All staff will 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. Such action can help prevent problems becoming child protection concerns. All school staff are given access to training around Early Help and Early Help Assessments to help them to identify the correct support for families and children. For more information regarding the Early Help Service and Assessment go to Early Help | Partners in Salford

7.2 The Anti-Bullying Policy ensures that we foster a culture of safety throughout the school where children and young people are able to alert us to any incidents of bullying, cyberbullying, prejudice-based and discriminatory bullying and be confident that they will be dealt with effectively. The Anti Bullying Policy also enables us to prevent issues escalating to safeguarding concerns. We are continuing to record and keep track of ALL unkind child-on-child behaviour, which allows for us to intervene as early as possible. More details on how we do this and our graduated response can be found in the anti-bullying and behaviour for learning policies.

8. Procedures – Child Protection

8.1 Where it is identified that a child is suffering from, or is at risk of significant harm, we will follow the child protection procedures set out by the Salford Safeguarding Children Partnership

8.2 In implementing the St Patricks RC High School policies and procedures on Safeguarding and Child Protection the following points will be considered:

- The Designated Safeguarding Lead will ensure that the policies relating to safeguarding will be implemented and monitored on an on-going basis with annual (minimum) evaluation of effectiveness and review and procedures and implementation are updated and reviewed regularly. The Review will be presented as an annual item to the Governing Board.
- All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. All staff and governors will be kept informed about the Contextual Safeguarding approaches the school is deploying to safeguard and protect all pupils, and especially the most at risk and vulnerable pupils within the school.
- All staff and governors will be kept informed about child protection procedures using a variety of means such as staff meetings, Inset Days, one-to-ones and briefings in various forms.
- At induction new and/or temporary staff should be made aware of and provided with copies of the following policies and procedures within school, with clarity about how safeguarding fits into whole school policy.
 - The safeguarding and child protection policy;
 - The behaviour policy;
 - the staff behaviour policy (sometimes called a code of conduct); including low level concerns, allegations against staff and whistle blowing);
 - The safeguarding response to children who go missing from education;
 - The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
 - Part 1 and Annex B of Keeping Children Safe in Education 2024.
- All existing staff including teachers, teaching assistants, administrators, welfare and ancillary staff, will be made aware of and provided with copies of Keeping Children Safe in Education 2024 Part 1 and Annex B as well as any updated school policies and procedures.
- As well as teachers (including supply teachers) all other staff in school, such as teaching assistants, administrators, welfare staff, etc will be required to have core training on safeguarding and an induction that is specific to their role; including knowing what to do if there are child protection concerns.
- Parents will be informed of the school's duties and responsibilities under the policy and procedures in a range of ways that reflects diverse ability to use methods of communication. Therefore, as well as the use of general methods (such as a Statement in the School brochure

or information pack; website features; one-to-one conversations; use of audio facilities and online technology etc) consideration should also be given to the ability of parents to access these. For example a notice of the availability of The Safeguarding and Child protection policy will be displayed in the reception area.

9 Training and Support

- 9.1** Our school will ensure that the Designated Safeguarding Lead, Deputy Safeguarding Leads, all staff working in the school and all Governors receive Safeguarding and Child Protection training at induction and continue to attend regular updates that are relevant to their role, including an understanding of the roles and responsibilities in relation to the online filtering and monitoring systems in the school, attend training relevant to their role on at least a regular basis, including email, e-bulletins, staff meetings, Whole School Safeguarding Training, Prevent Training, online safety, and Multi Agency Child Protection training within this timescale.'

All staff will receive Safeguarding/Child protection training including Prevent training and Online Safety. This is received Online using **Educare as our delivering partner. Staff receive certification to prove competency and understanding.**

In addition, staff will be briefed/updated weekly in our staff briefing on Safeguarding issues. Also information from Serious Case Reviews, Learning reviews and audits will be disseminated to all staff via Inset days, Twilight CPD sessions, briefings, Staff meetings and/or Departmental/Pastoral meetings

If staff have any concerns or queries they are to liaise with the Designated Safeguarding Lead or deputies.

Whole School and Designated Safeguarding Lead Safeguarding Training Requirements

- 9.2** There is an agreed set of prescribed training requirements for school staff, as follows:

9.3 All School Staff – All school staff who do not have designated lead responsibility for child protection are required to undertake approved training to promote and safeguard the welfare of children and young people every 18 months.

As safeguarding is 'everybody's' responsibility, all staff in the school should know who to contact if they are concerned about a child or young person. It is therefore important to ensure all new staff receive appropriate training and induction so that they clearly understand their roles and responsibilities¹.

9.4 Designated Safeguarding Lead and Deputy(s) – As a minimum the Designated Safeguarding Lead and Deputies should attend Level 3 Advanced Safeguarding/Child Protection preferably prior or as soon as possible after beginning the role of Designated Person. This training will provide the 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 the safeguarding continuum.

This training should be refreshed every 2 years. Depending upon the circumstances of the school, Ofsted may require that the Designated Person(s) attend additional Refresher training. Designated Safeguarding Leads and Deputy Lead(s) are required to keep their knowledge and skills up to date on an annual basis.

The Salford Safeguarding in Schools Advisor and Whole School Safeguarding Team Manager jointly organise single agency training for Designated Safeguarding Leads and termly DSL Network Events. The Salford Safeguarding in Schools Advisor produces a half termly Inclusion and Safeguarding Bulletin for Designated Safeguarding Leads to update skills and knowledge.

Designated Lead and Deputies should also consider accessing the following courses as relevant to the circumstances of the school, in line with SSCP annual priorities and national priorities.

- Attachment
- Adverse Childhood Experiences (ACE's) and Childhood Trauma
- Early Help Assessment
- Contextual Safeguarding
- Child Sexual Exploitation
- Communicating with Children
- Core Group
- Online Safety and Mobile Technology - including online challenges and hoaxes
- Cyberbullying and Cybercrime
- Child Gambling
- Adolescent to Parent Violence
- Domestic Abuse
- Self-Harm
- Female Genital Mutilation, Honour Based Abuse, Breast Ironing, Infant Oral Mutilation
- Neglect
- Parental Mental Health
- Parental Substance Use
- Rapid Response to a Child Death
- Sexual Abuse
- Child Sexual Exploitation
- Preventing Radicalisation/WRAP Training
- Equality and Diversity and Sexual Orientation
- Gangs and Youth Violence, Child Criminal Exploitation (CCE) and County Lines
- Violent Crime, including Gangs and Knife Crime
- 'Upskirting' which is a criminal offence under The Voyeurism Offences Act - April .2019
- Witchcraft and Spiritual Possession
- Trafficking and Modern Slavery
- Illegal Money Lending
- Safeguarding and Healthy Relationships
- Peer on Peer/Child on Child abuse
- Sexually Harmful Behaviour, Sexual Harassment
- Stalking and Mate Crime
- Emotional Well Being and Positive Mental Health
- The Role of the Appropriate Adult
- Any additional training or events relating to serious case reviews*

SSCP recommend that the Named Governor for Safeguarding at least accesses basic awareness training and additional training relevant to their role and specific circumstances of the school.

For the latest SSCP courses, seminars and e-learning courses please visit:
<https://safeguardingchildren.salford.gov.uk/professionals/multi-agency-training/courses/>

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

10 Information Sharing and Confidentiality

10.1 It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance [ico.org.uk - ico Resources and Information](https://ico.org.uk/for-organisations/ico-resources-and-information), which includes information about the school's obligations and how to comply, including protecting personal information, and providing access to official information.

The School and the Designated Safeguarding Lead will have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR)

10.2 Information sharing and Confidentiality are issues which need to be discussed and fully understood by all those working with children, particularly in the context of child protection.

10.3 Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 2018, European Convention on Human Rights, Article 8*). However, fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Wherever possible, consent should be obtained before sharing personal information with third parties **but may be waived in the circumstances set out below**.

10.4 Understanding that 'safeguarding of children and individuals at risk' allows practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. In our weekly staff briefing, safeguarding information will be shared with staff to ensure that potentially vulnerable pupils are cared for appropriately. The Governing Body/Proprietor will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.

10.5 In some circumstances, achieving consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

10.6 Where consent cannot be obtained to share information, or consent is refused, or where seeking it may undermine the prevention, detection, or prosecution of a crime, the practitioner must judge from the facts whether there is enough public interest to justify sharing information. A concern in relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.

10.7 The Public Interest test means that practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. The decision making process must weigh up what might happen if the information is shared against what might happen if it is not shared. Schools should identify their scheme of delegation for such decision making. However it should also be clear that every practitioner has a professional responsibility to share information without delay when there are concerns about harm to a child and GDPR regulations should never be a barrier to Safeguarding Children and Young People

10.8 Further guidance on information sharing and for staff who have to make decisions about sharing information can be found at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

11 Records and monitoring

11.1 'Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.' All records relating to individual Child Protection and Safeguarding concerns are held securely, kept confidential, with limited access as records will only be accessed by those who need to see them and kept separate from the child/young person's academic file.

- All records will include
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- Past concerns for children, and what happened in response to the concerns can be very important information for staff members who may have concerns for the child at a later time.
- Record Retention – Child Protection records must be retained by all educational establishments until the child's 25th Birthday, unless the records are transferred to a new establishment when the child transfers to a new provision.
- Where children leave the school or college, the safeguarding team will 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 to allow the new school or college to have support in place for when the child arrives. The safeguarding team will ensure secure transit, and confirmation of receipt will be obtained. This should be transferred

separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

- The school will consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this will be recorded.
- The school utilises the highly secure online safeguarding system CPOMs to record safeguarding concerns around a child. Any hard copies of safeguarding information is stored in a separate and locked filing cabinet. Only specific staff have access to both the online system and hard copy files. These systems are monitored by the safeguarding team.
- The school actively monitors all child-on-child incidents, including sexually harmful behaviours, sexual harassment, sexual abuse and sexually inappropriate language. All incidents are recorded and regularly reviewed and intervened with proportionately.
- Staff raise record and pass on safeguarding concerns via a specific safeguarding e-mail address which is actively monitored by the safeguarding team. Staff know who the safeguarding team are and if e-mail is not accessible can pass concerns directly to these team members.
- If a staff member writes information down following a safeguarding incident or disclosure this will either be scanned and placed on our online safeguarding system, or filed away in the separate safeguarding file – if contextually relevant to the issue.

11.2 'Bullying, including cyberbullying, prejudice-based and discriminatory bullying incidents, Sexual Harassment and Sexual Violence, are recorded and reviewed and the information is used to inform and enhance the whole school approach to all forms of anti-bullying strategies and responses within the school.

12 Child protection conferences

- 12.1** The Child Protection conference is a meeting to discuss concerns about the care of a child. Its main purpose is to see whether the child is at risk of harm and, if so, to agree what needs to be done to reduce this risk. The Conference can decide to make the child the subject of a Child Protection Plan.
- 12.2** Children are made the subject of a Child Protection Plan when they are thought to be at risk of harm. This might be from physical abuse, sexual abuse, emotional abuse or neglect. It helps to keep a check on the work being done with these children. The Plan contains basic details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people.

12.3 The Designated Safeguarding Lead and/or Deputies will advise school staff on the preparation of reports for child protection conferences, participation in core groups and carrying out specific tasks with the child and family as identified in the child protection plan.

12.4 Further advice and support for school staff on participating in child protection meetings is also available from the Salford Children's Services Safeguarding Unit on 0161 603 4350

13 Supporting pupils at risk

13.1 Our school recognises that children who experience harm or trauma through abuse, neglect or through experiencing domestic abuse may find it difficult to develop a sense of self-worth and to view the world in a positive way.

13.2 Our school fosters a culture of safety through the development of an Anti-Bullying Policy where children and young people feel confident to report any incidents of bullying including cyberbullying, prejudice-based and discriminatory bullying, sexual harassment, or inappropriate sexualised behaviour, homophobic, biphobic and transgender bullying.

13.3 This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and dysregulated. In response there may be steps taken to consider suspension or exclusion from school. Such steps should be taken in the context of considering the needs of the child and school will adopt a safeguarding first approach to addressing behavioural issues. Where appropriate, an Early Help Assessment will be carried out (with the consent of the parent/carer and/or young person), as an approach to understand the strengths and needs of the family and create a supportive plan. The most effective way to create a support plan with the family is through collaboration with the Salford School Partnership. The Salford School Partnership approach involves a multi-agency partnership discussion, building trust and improving communications across the agencies so that information sharing is effective and appropriate, and the emerging needs identified. School Coordinators are available for consultations, they will advise and support our school on implementing the next steps for Early Help support.

13.4 It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm.

13.5 This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) The implementation of school behaviour management policies
- (d) The implementation of a Child on Child Abuse policy
- (e) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (f) Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;

- (g) A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child's best interests to do so;
- (h) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

13. 6 Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- children with SEND or certain medical conditions can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers".
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

14.7 Children who are lesbian, gay, bi, or trans (LGBTQ)

The school recognises that a child or a young person may be LGBTQ is not in itself inherent risk factor for harm. However, children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ. Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. School staff will therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

14.8 It must also be stressed that in a home environment where there is domestic abuse, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

Our school work with police via Operation Encompass and will receive and respond to information from them via this process.

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

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek to have due regard to the need to prevent people from being radicalised and drawn into terrorism and extremism, including INCEL, Anti-Semitism and Right Wing Extremism. To achieve this, we will draw upon The Prevent Duty Guidance, DfE Guidance “Keeping Children Safe in Education, 2024”; and specifically Home Office Resources “Learning Together to be Safe”, “Prevent: Resources Guide”, “Tackling Extremism in the UK”, EFT ‘Prevent for FE and Training and DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People” and “Education Against Hate” on-line resources

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

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

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

All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology/Incel/Anti-Semitism etc.

Concerns should be referred to the Designated Child Protection Person who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. <https://safeguardingchildren.salford.gov.uk> provides further information.

Safeguarding concerns about a person who may be vulnerable to radicalisation or being drawn into terrorism will be referred through the Prevent referral form at <https://contactus.salford.gov.uk/?formtype=PREVENTREF>

The Department for Education has launched a helpline for anyone concerned about a **child who may be at risk of extremism**, or about extremism within an organisation working with children and young people.

Email: counter.extremism@education.gsi.gov.uk. Telephone: 020 7340 7264.

14.10 Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases 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. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to 'at risk' or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

14.11 Children and young people who are privately fostered can also sometimes require additional support. For more information about this see:

<https://safeguardingchildren.salford.gov.uk/professionals/private-fostering/>

14.12 Mental Health

All staff will 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. St Patricks RC High School staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken and referring to the Designated Safeguarding Lead/Deputies via the aforementioned processes.

All Staff at St Patricks RC High understand the importance of positive Mental Health and Emotional Well-being. Through the work of the Senior Mental Health Lead, Mental Health Leads and Champions and Mental Health First-aiders, the school has a co-ordinated approach to both supporting vulnerable pupils and developing a Whole School Approach to mental well-being. The Mental Health Leads work closely with the Designated Safeguarding Lead to ensure that if staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken and a referral will be made to the Designated Safeguarding Lead.

14.13 Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. However, this is not the case for all, and elective home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Where a parent/carer has expressed their intention to remove a child from school, with a view to educating at home, the school will work together with the LA and other key professionals to, where possible, coordinate a meeting with parents/carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child; including where a child has SEND, is

vulnerable, and/or has a social worker. Where a child has an Education, Health and Care plan, the parents/carers will need to work with the local authority to identify how the needs of the plan will be met and regularly reviewed.

14.14 Other specific safeguarding issues are:

- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Bullying including cyberbullying, prejudice-based and discriminatory bullying
- Domestic abuse *
- Drug and alcohol
- Fabricated or induced illness
- Faith abuse
- Honour based abuse
- child and early forced marriage
- breast ironing
- infant oral mutilation
- Illegal money lending and debt bondage
- Child gambling - including on-line
- Gangs, youth violence and county lines
- Gender-based violence/violence against women and girls (VAWG)
- Voyeurism – including ‘upskirting’
- Stalking and Mate Crime
- Mental health
- Teenage relationship abuse
- Trafficking
- Nitrous-oxide and vaporised alcohol misuse.

14. 15 Missing Children

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Young people being absent from school or college particularly repeatedly and/ or for prolonged periods can indicate potential safeguarding concerns, such as sexual abuse, exploitation, or criminal exploitation. This school’s responses to persistently absent pupils will focus on identifying abuse and preventing children/young people from becoming children missing education in the future.

This school monitors attendance carefully and will address poor or irregular attendance without delay.

The school will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2024) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

- Strategies in place to actively encourage disaffected and disengaged young people to re-engage with education opportunities within the school.
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage including knowing that in the UK since February 2023 it is illegal for anyone under the age of 18 years of age to marry even if violence threats or coercion are not used.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a) leave school to be home educated
 - b) move away from the school's location
 - c) remain medically unfit beyond compulsory school age
 - d) are in custody for four months or more (and will not return to school afterwards); or
 - e) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

If children are missing from lesson during the school day, a robust procedure is in place whereby:

- Key staff are notified that a child is missing
- If a pupil is not accounted elsewhere, key staff search the perimeter for the missing pupil
- If a missing pupil cannot be located, parents are contacted
- If a missing pupil still cannot be located the police would be called

14.16 Staff in this school will be aware that safeguarding issues can manifest themselves via Child on Child abuse. This is most likely to include, but not limited to:

- bullying (including racial bullying cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

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

This school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. At St Patricks RC High School we will support the victims of Child by Child abuse by allocating a key member of staff to discuss the pupil's issues and concerns, provide a safe space for them to work should they request for time away from mainstream lessons for a period of time. We

will utilise our behaviour policy and sanction perpetrators in line with this policy and ensure that that restorative measures are put in place to ensure that the victim feels secure.

All child-on-child incidents (even if they are only alleged) are recorded, monitored and responded to appropriately, and a graduated response is in place to support (and sanction if relevant) victims and perpetrators.

15 Safer schools, safer staff

- School staff will be advised about ensuring safe practice. All staff should be directed to consider the information at <https://safeguardingchildren.salford.gov.uk/professionals/safe-working-practices/> This includes information about the importance of safer recruitment and best practice in providing a safe environment for children and young people.
- The school will make available to school staff information about 'counselling' and/or giving advice to children/young people about sexual matters.
- The school will ensure opportunities for staff to share perspectives and experiences with practitioners from other agencies².
- The school will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority.
- The disqualification by association rules no longer apply to teachers. However, staff will be reminded that their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school and that school will be informed of any changes in their circumstances that may have implications for the safeguarding of the children. Staff will also be reminded that they may be considered to pose a risk of harm to children if, even out of school, they have behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Staff will be made aware of the current safeguarding procedures for dealing with allegations of abuse against staff.
- The school will make staff aware of the arrangements in respect of the following issues:
 - What steps has the school taken to reduce the possibility of abuse by school staff and anyone else working within the school setting?
 - How are staff made aware of what to do if they have concerns about the behaviour/conduct of the Head Teacher or other members of staff (including supply staff, contractors and volunteers)?
 - How staff are made aware of what to do if they have concerns about including low level concerns, behaviour/conduct of the Head Teacher or other members of staff (including supply staff), contractors and volunteers, which do not meet the Safeguarding Thresholds but are still a cause for concern (often referred to as 'low level concerns')

- That where the school is not the employer of a member of staff (including supply teachers, contractors and volunteers) the school will ensure allegations are dealt with appropriately and will liaise with all relevant parties, employers and agencies including the local authority designated officer (LADO) to determine a suitable outcome.
- What organisational, personal or professional difficulties can get in the way of protecting children?
- What guidance is given to school staff about physical contact with pupils and working in a one-to-one situation with a pupil?
- What are the implications of this policy in terms of working with all parents/carers in school?

If staff are concerned about the way safeguarding is carried out in the school they should refer to the Whistle-blowing policy and that a whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed

Even when our school is not the employer of a member of staff (including supply teachers, contractors and volunteers) we will ensure allegations are dealt with appropriately and will liaise with all relevant parties, employers and agencies including the local authority designated officer (LADO) to determine a suitable outcome.

If the School receives an allegation related to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children, we will follow our safeguarding policies and procedures, including informing the LADO.

16 Whistleblowing

St Patrick's RC High School understands and recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

If staff are concerned about the way safeguarding is carried out in the school they should refer to the Whistle-blowing policy and that a whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice

- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed St Patrick's would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the school's own whistleblowing procedure.

17 DSL Supervision

Supervision can mean different things to different people but essentially, it's an activity that brings a skilled supervisor and a practitioner (in this context the Designated Safeguarding Lead (DSL)) together in order to reflect upon their practice. It aims to help DSLs to process, put into context and learn from their experiences in their role. It is not an inspection or critique of the work of an individual DSL, but a mechanism to support good practice.

DSLs in educational settings can receive supervision in differing ways, for example, an external provider or in house provision. In the case of external providers, the supervisor does not have any direct line management responsibilities therefore the DSLs Line Manager will retain the responsibility.

The definition of supervision that is often used for educational settings, which has been adapted from the work of Morrison (2005) states that:

Supervision is "A process by which one worker is given responsibility by the organisation to work with another in order to meet certain organisational professional and personal objectives which together promote the best outcomes for service users". (Morrison, 2005)

Morrison goes on to describe four key interdependent functions of supervision:

- Management – Ensuring competent/accountable practice and performance
- Development – Facilitating continuous professional development
- Support – Providing personal and emotional support to workers
- Mediation – Engaging the individual with the organisation

At St. Patrick's, all safeguarding staff have an appropriate line manager to ensure competent/accountable practice and also support and reassure. All safeguarding staff are actively encouraged and directed to attend continuous professional development, beyond that of a regular staff member. As well as having 1:1 support from line managers or relevant staff members, the bi-weekly safeguarding core meeting is an opportunity to reflect on any incidents/concerns and mediate. If mediation between an individual DSL and the organisation is required, this would of course be facilitated.

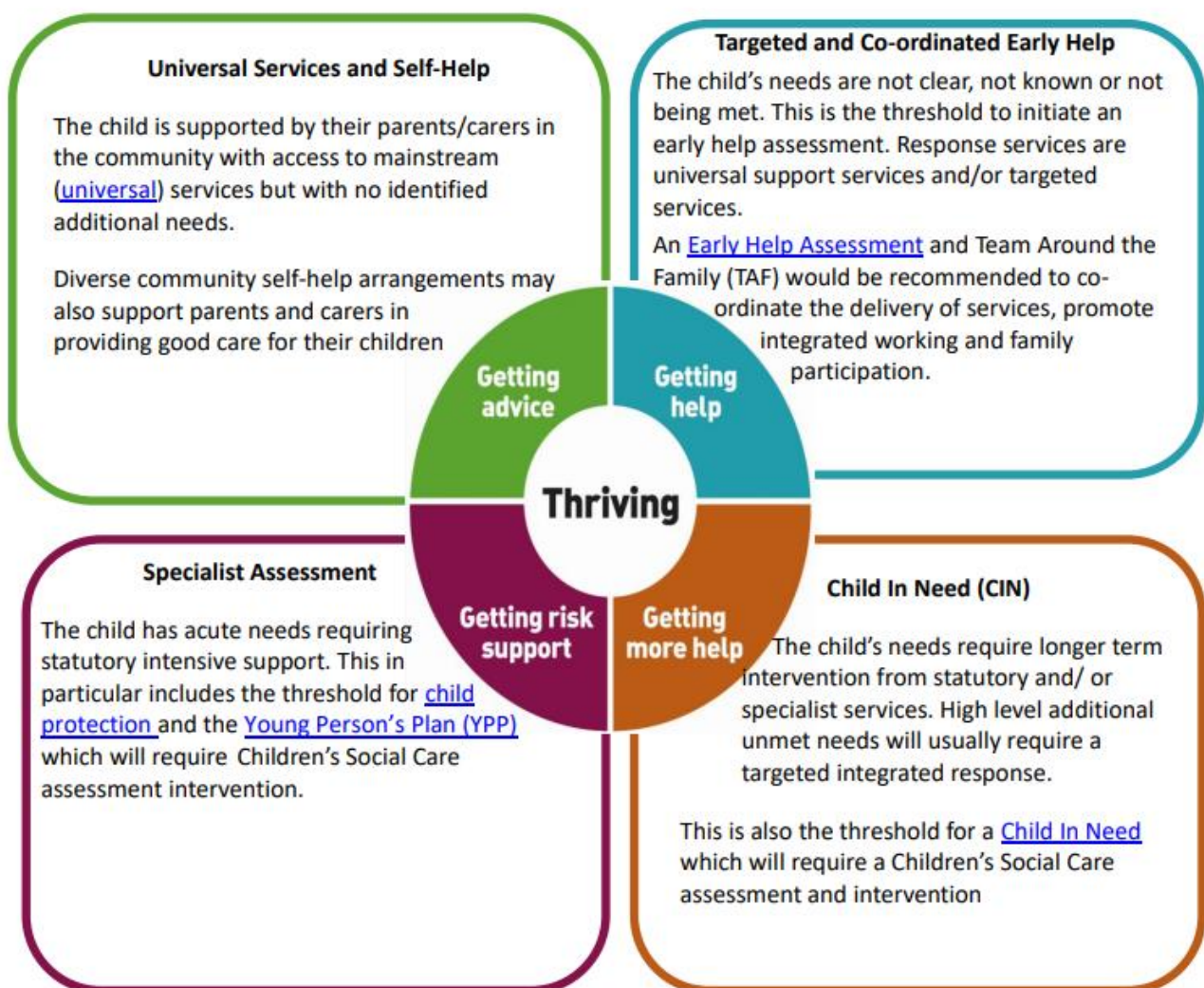
As with all staff, mental wellbeing of DSLs is of paramount importance and our staff have access to a variety of internal and external support. We are currently exploring external support further for our DSL team.

Appendix 1 Salford's Support and Safeguarding (formerly the 'thresholds of need and response')

[support-and-safeguarding-january-2022.pdf \(salford.gov.uk\)](#) guidance is for anyone who has concerns about a child. It is designed to be used as a foundation to enable the correct level of support to be provided, whilst embedding strengths-based, community approaches into practice.

It is important that this guidance is understood by DSLs and DDSLs to ensure children get the right support at the right time. It introduces a model of help and support, providing information on the levels of need and gives examples of some of the indicators that mean a child or young person may need additional support.

There are four types of support which families are entitled to ensure they meet their children's needs and help them to thrive. Practitioners will reflect on each stage with the family whenever possible but recognise there may be times this is not safe to do so. Examples of this are serious safeguarding concerns that require immediate intervention, where staff are unsure the Bridge will be contacted for consultation. 0161 603 4500.



Appendix 2 School Child Protection Procedures

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

Practitioners in schools who are concerned about a child's welfare or who believe that a child is or may be at risk of harm from abuse or neglect should pass any information to the Designated Safeguarding Lead in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 3): The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

The Designated Safeguarding Lead) is:

Mr D Macafee

The Deputy Designated Safeguarding Lead(s) for Child Protection are:

Mrs L Gardiner

Mrs L Austin

Miss L Browne

Miss R Salih

Mrs L Corry

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

Staff should never:

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

What should the Designated Safeguarding Lead consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - ♦ In or by the school or by accessing universal services
 - ♦ By undertaking a Early Help Assessment without referral to the Bridge Partnership
 - ♦ By working with the child, parents and colleagues?
- What resources are available to the practitioner and the school and what are their limitations?
- Is the level of need such that a referral needs to be made to the Bridge Partnership which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)

- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Section 47 Child Protection referral)
- What information is available re: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be? For example has the parent/carer denied that there is a problem and failed to co-operate with the school in resolving the issue?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other practitioners, recording etc)

2. Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

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

3. Referrals to the Bridge Partnership

There are four types of support which families are entitled to ensure they meet their children's needs and help them to thrive. Practitioners will reflect on each stage with the family whenever possible but recognise there may be times this is not safe to do so. Examples of this are serious safeguarding concerns that require immediate intervention. Where unsure the Bridge will be contacted for consultation. 0161 603 4500

Universal Services and Self-Help The child is supported by their parents/carers in the community with access to mainstream (universal) services but with no identified additional needs. Diverse community self-help arrangements may also support parents and carers in providing good care for their children.

Targeted and Co-ordinated Early Help The child's needs are not clear, not known or not being met. This is the threshold to initiate an early help assessment. Response services are universal support services and/or targeted services. An Early Help Assessment and Team Around the Family (TAF) would be recommended to coordinate the delivery of services, promote integrated working and family participation.

Child In Need (CIN) The child's needs require longer term intervention from statutory and/or specialist services. High level additional unmet needs will usually require a targeted integrated response. This is also the threshold for a Child In Need which will require a Children's Social Care assessment and intervention.

Specialist Assessment The child has acute needs requiring statutory intensive support. This in particular includes the threshold for **child protection** and the Young Person's Plan (YPP) which will require Children's Social Care assessment intervention.

(i) Is this a Child In Need?

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

- He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority.
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- He/she is disabled.

(ii) Is this a Child Protection Matter?

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

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

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need' and when to refer. As part of the referral process, when children are being harmed in contexts outside the home, as much information as possible will be provided so all the evidence is available to enable a contextual approach to address such harm.

4 Making Referrals to CSC (Guidance for Headteachers and Designated Safeguarding Leads) via the online Salford City Council's portal and information hub for services to Children, Young people, and families at <https://childrensportalehm.salford.gov.uk/web/portal/pages/home>

All referrals and requests for support concerning the welfare or safety of a child must go through the Bridge Partnership via the online portal.

- When making a referral the DSL will identify if they are referring a:
 - Child Protection Matter
 - Child Needing Support
- Child Protection referrals will be for a child(ren) at risk of significant harm. Consent will be gained where it is appropriate. The school/DSL will advise what measures are in place to increase the child(ren)'s safety ahead of The Bridge Partnership contacting the family.
- Child(ren) requiring support consent will be gained in advance of making the referral.
- **Child Protection**– make a referral if you are concerned a child is at risk. If you have concerns that a child is at immediate risk of harm, you should call 999. When is a child at risk of harm? Some children may be suffering, or are at risk of suffering, significant harm and need protection and care because of neglect, sexual, physical, or emotional abuse. There are other areas of concern that could leave a child in acute need such as Female Genital Mutilation (FGM), Honour Based Violence, radicalisation, domestic abuse, modern slavery, gang involvement, criminal activity (e.g., county lines) and/or sexual exploitation.

Where there is not a safeguarding concern, a **Child Needing Support** referral will be made: where a child may be in need, or needs Early Help.

A child can be in need if: They are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority, their health or development is likely to be significantly impaired, or further impaired without the provision for him/her of such services, they are disabled.

Questions that are considered when completing the referral form,

What has prompted the referral?

What are the identified needs?

What are the positives for the family?

What are the concerns for the child/family?

What the school has done to ensure the safety of the child before making this referral?

Every referral into the Bridge Partnership is screened by Bridge social workers or Bridge Early help screeners to determine the level of support to be provided so referrals will be evidence based, contain; what life is like for that child at home, what is likely to happen without intervention and for targeted Early Help and for Children In Need, parental consent will be obtained.

- Referrals will also contain the voice of the child regarding:
 - What is their lived experience?
 - What is it they want to happen?

(i) Child Needing Support

- Where an Early Help Assessment already exists, the DSL will send this with the referral to the Bridge Partnership along with any Team around the Family minutes.
- This is a request for assessment/support/services and, as such, consent of the parent(s) (and child/young person will be obtained where appropriate).
- Where a parent/carer/young person refuses to consent, the school will make clear their ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is about openness and transparency in dealings with parents).

(ii) Child Protection Matter

- A telephone call will be made to the Bridge Partnership and the referral form submitted straight after the conversation.
- If an Early Help Assessment exists this will be forwarded to the Bridge Partnership as soon as possible, and certainly within 48 hours along with any Team around the Family minutes.
- **Consent** of a parent or child/young person **is not required** to make a child protection referral
- A parent will, **under most circumstances, be informed** that a child protection referral is to be made. **The criteria for not informing parents are:**
 - (a) Because this would increase the risk of significant harm to a child(ren); or

- (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
- (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

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

5. Bridge Partnership Responses to Referrals and Timescales

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

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

6. Feedback from the Bridge Partnership

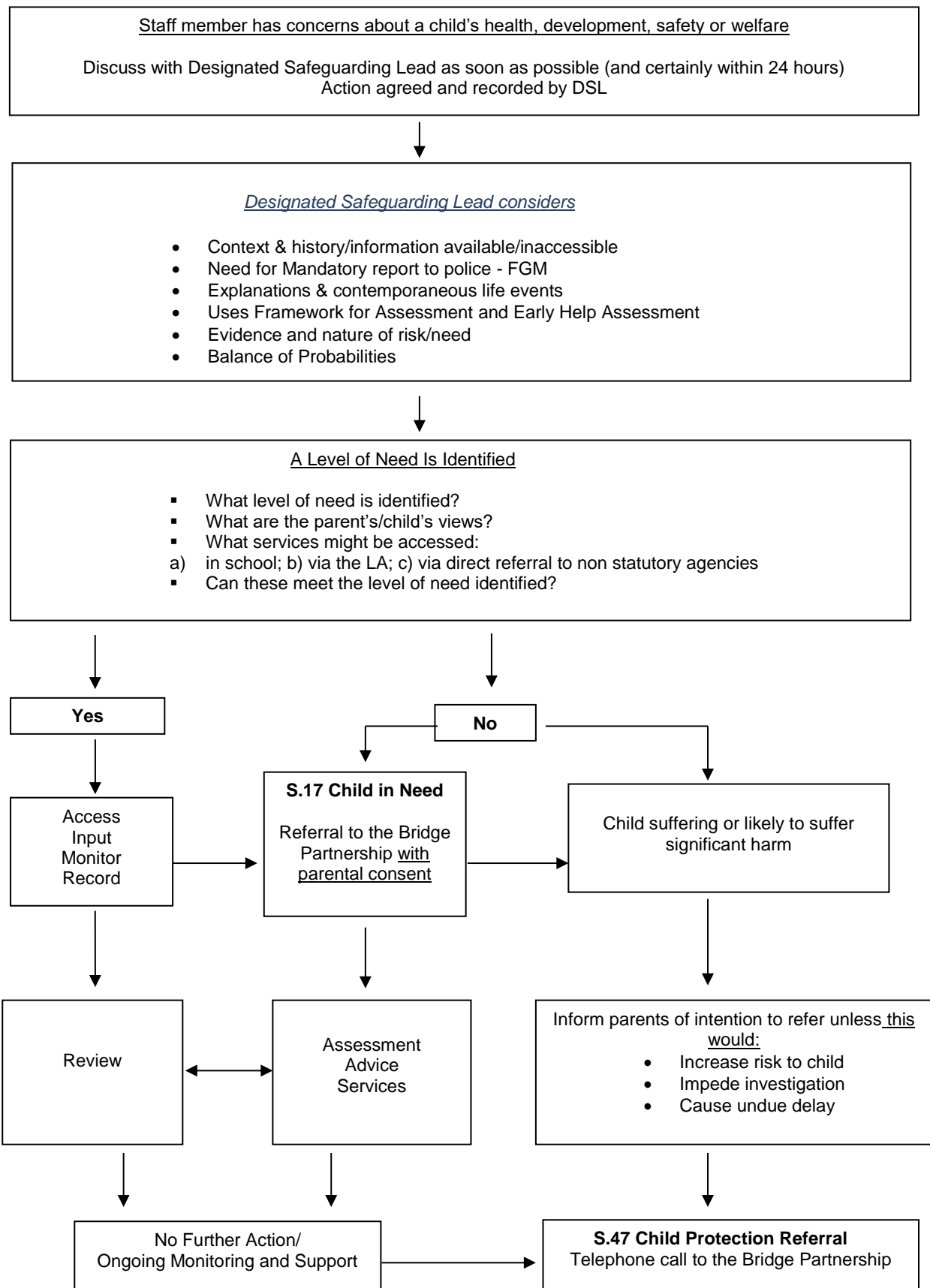
The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A Designated Safeguarding Lead should expect to receive written confirmation about action following any referral within 7 days. If you do not receive any (same day) verbal feedback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

7. Risk Assessment 'Checklist'

- ☐ Does/could the suspected harm meet the Working Together 2018 definitions of abuse?
- ☐ Are there cultural, linguistic or disability issues?
- ☐ Am I wrongly attributing something to impairment?
- ☐ Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- ☐ Are any injuries or incidents acute, cumulative, episodic?
- ☐ Did any injuries result from spontaneous action, neglect, or intent?
- ☐ Explanations consistent with injuries/behaviour?
- ☐ Severity and duration of any harm?

- ☐ Effects upon the child's health/development?
- ☐ Immediate/longer term effects?
- ☐ Likelihood of recurrence?
- ☐ Child's reaction?
- ☐ Child's perception of the harm?
- ☐ Child's needs wishes and feelings?
- ☐ Parent's/carer's attitudes/response to concerns?
- ☐ How willing are they to cooperate?
- ☐ What does the child mean to the family?
- ☐ What role does the child play?
- ☐ Possible effects of intervention?
- ☐ Protective factors and strengths of/for child(I.e. resilience/vulnerability)
- ☐ Familial strengths and weaknesses?
- ☐ When and how is the child at risk?
- ☐ How imminent is any likely risk?
- ☐ How grave are the possible consequences?
- ☐ How safe is this child?
- ☐ What are the risk assessment options?
- ☐ What are the risk management options?
- ☐ What is the interim plan?

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



Appendix 4: Responding to a disclosure

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

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

You should *NEVER*

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Child Protection Person).
- Involve those who do not need to be involved. Only those such as the designated safeguarding lead (or a deputy) and children's social care need to be involved.

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

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

Recordings should

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

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and the Bridge Partnership will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;

- Ideally, you should be clear about what is being said in terms of **who, what, where and when;**
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager or consult directly with the Bridge Partnership.

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

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

What else should we think about in relation to disclosure?

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

Appendix 5: What is abuse and neglect?

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. **Abuse is a form of maltreatment of a child.** Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g via the internet). They may be abused by an adult or adults, or another child or children.

Definitions of child abuse

There are four types of child abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse/ Child Sexual Exploitation
- Neglect

Abuse

Abuse is 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse – to be clear, children can be victims of domestic abuse including the witnessing of domestic abuse and violence. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse

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

Emotional Abuse

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

Sexual Abuse

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

Neglect

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

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

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

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

Signs of abuse

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

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

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

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

Physical Abuse

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

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

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

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

Emotional Abuse

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

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

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

Emotional Abuse can occur when Domestic Abuse happens in the presence of children. Hearing or seeing domestic abuse can have a traumatic effect on children.

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

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

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

Sexual Abuse

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

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

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

Children and Young people are frequently sexually exploited by individuals or groups who ignore the fact that the individual child or young person does not have the legal capacity to consent – either because of age or, with older young people, the cognitive capacity to consent. The young person is groomed into believing a relationship is genuine and then made to believe they have willingly entered into a sexualised relationship. They are then blackmailed and threatened and forced into being sexually exploited against their will.

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

The physical signs of sexual abuse may include:

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

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

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

Neglect

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

The physical signs of neglect may include:

- constant or frequent hunger, sometimes stealing food

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

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

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

Female Genital Mutilation (further information from 14.10)

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases 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, discuss any such case with the school or college's designated safeguarding person/lead, and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period

- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

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

For more information:

http://greatermanchesterscb.proceduresonline.com/chapters/p_fgm.html?zoom_highlight=fgm

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be

exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex B of Keeping Children Safe in Education.

Indicators of child criminal and sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.
- suffering from changes in emotional well-being;

Relating to CSE

- children who suffer from sexually transmitted infections or become pregnant

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Serious violence

All staff will be aware of the indicators, which may signal children are at risk

from, or are involved with serious violent crime including:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or 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 and may be at risk of criminal exploitation.

All staff will also be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

Section 3 of the Domestic Abuse Act 2021 ('the 2021 Act') recognises children as victims of domestic abuse for the purposes of the Act if the child sees, hears, or experiences the effects of the abuse, and is related to, or falls under "parental responsibility" of, the victim and/or perpetrator of the domestic abuse. A child might therefore be considered a victim of domestic abuse under the 2021 Act where one parent is abusing another parent, or where a parent is abusing, or being abused by, a partner or relative. Domestic abuse has a significant impact on children and young people of all ages (up to 18 years old).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Annex B of 'Keeping Children Safe in Education 2024' contains additional information about specific forms of abuse

Appendix 6: Safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least two people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
 - Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more
- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
 - We believe the individual has engaged in [relevant conduct](#); or
 - We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding](#)

[Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Governors

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 7: Allegations of abuse made against staff

Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

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

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors. Where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

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

Suspension of the accused until the case is resolved

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

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

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

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. This may include someone who they can turn for advice and support such as a union representative, or a colleague.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

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

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

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome if necessary
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

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

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

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

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

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

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

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

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

Record-keeping

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

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

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

This will include consideration of (as applicable):

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

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority
- Examples of such behaviour could include, but are not limited to:
 - Being overly friendly with children
 - Having favourites
 - Taking photographs of children on their mobile phone

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 8 – Greater Manchester Safeguarding Children Procedures Manual

2. Information Sharing and Recording

- 1 [Policy for the Secure Handling of Protected Information](#)
- 2.2 [Child Protection Conferences: Guidance for Partner Agencies on the Use, Recording, Dissemination and Handling of Police Information \(Greater Manchester Police\)](#)
- 2.3 [Data Protection, Information Sharing and Confidentiality](#)
- 2.4 [Retention of Records](#)
- 2.5 [Photographing Children](#)
- 2.6 [Electronic and Digital Recording of Meetings and Conversations](#)
- 2.7 [Use of Social Media Sites by Social Care and Safeguarding Staff](#)

3. Early Help and Multi Agency Working

- 3.1 [Early Help](#)
- 3.2 [The Early Help Assessment](#)
- 3.3 [Early Help Good Practice When Children and Families Cross Borders](#)
- 3.4 [Thresholds for Children's Social Care](#)
- 3.5 [Resolving Professional Differences/Escalation Policy](#)

Updated

Updated

NOTE: In Manchester, see also: [Complex Safeguarding Hub Operating Procedures and Complex Safeguarding Hub Memorandum of Understanding](#) in the Documents Library.

See also [Early Intervention: Policy and Provision \(House of Commons Library\)](#)

5. Children in Specific Circumstances

5.1 Safeguarding Children and Young People - General

- 5.1.1 [Bullying](#)
- 5.1.2 [Safeguarding Children as they Become Adults Guidance](#)

5.2 Babies and Pregnancy

- 5.2.1 [Concealed Pregnancies](#)
- 5.2.2 [Safer Sleep Guidance](#)
- 5.2.3 [Bruising Protocol for Immobile Babies and Children](#)

See also: [Pre-Birth Assessments Procedure](#)

5.3 Children at Risk Because of Concern About a Parent or Carer or the Home Environment

- 5.3.1 [Children of Alcohol and Substance Misusing Parents and Carers](#)
- 5.3.2 [Children of Parents with Learning Difficulties / Disabilities](#)
- 5.3.3 [Children of Parents with Mental Health Difficulties](#)
- 5.3.4 [Dealing with Persistent Non-Engagement with Services by Uncooperative Families](#)

- 5.3.5 [Safeguarding Children from Dangerous Dogs](#)
- 5.3.6 [Domestic Abuse](#)
- 5.3.7 [MARAC](#)
- 5.3.8 [Neglect](#)

5.4 Complex/Organised Abuse

In Manchester, see also the [Manchester Multi-Agency Exploitation Screening Tool](#)

- 5.4.1 [Institutional, Organised or Multiple Abuse](#)
- 5.4.2 [Children Affected by Gang Activity or Serious Youth Violence](#)
- 5.4.3 [Threat to Life](#)
- 5.4.4 [Children who are Victims of Modern Slavery, Trafficking and Exploitation](#)
- 5.4.5 [Safeguarding Children and Young People Vulnerable to Violent Extremism](#)

NOTE: In Manchester, see also: [Complex Safeguarding Hub Operating Procedures and Complex Safeguarding Hub Memorandum of Understanding](#) in the Documents Library.

5.5 Custodial Settings

- 5.5.1 [Safeguarding Young People in the Secure Estate](#)
- 5.5.2 [Guidance for Working with Children who have a Parent \(or Significant Family Member\) in Prison](#)
- 5.5.3 [Children Visiting Custodial Settings](#)

5.6 Education

- 5.6.1 [Children Missing Education](#)
- 5.6.2 [Elective Home Education and Unregistered Schools](#)

5.7 E-Safety

- 5.7.1 [Safeguarding Children and Young People Online](#)
- 5.7.2 [E-Safety Working Practices for Staff](#)

See also: [Manchester's Safeguarding Partnership, Online safety – Advice for Practitioners.](#)

5.8 Harmful Practices Linked to Faith or Culture

- 5.8.1 [Abuse Linked to Spiritual and Religious Beliefs](#)
- 5.8.2 [Female Genital Mutilation Multi-Agency Protocol](#)
- 5.8.3 [Forced Marriage](#)
- 5.8.4 [So-Called Honour Based Abuse/Violence](#)
- 5.8.5 [Breast Ironing](#)

Upd

Upd

See also: [Non-Therapeutic Infant Male Circumcision](#)

Health and Hospitals

5.9

- 5.9.1 [Supervision of Parents of Children and Young People in Hospital \(including the new-born baby\) - Multi-agency Protocol](#)
- 5.9.2 [Hospital Discharge Guidelines for Vulnerable Children](#)
- 5.9.3 [Children Visiting Psychiatric Wards and Secure Psychiatric Hospitals](#)
- 5.9.4 [Fabricated or Induced Illness](#) - under review
- 5.9.5 [Young People and Self-Harm](#) Updated
- 5.9.6 [Children with Disabilities and Complex Needs](#)
- 5.9.7 [Mental Capacity](#)
- 5.9.8 [Deprivation of Liberty](#)
- 5.9.9 [Non-Therapeutic Infant Male Circumcision](#)

See also:

- [Children Living Away from Home](#);
- [Section 47 Enquiries Procedure, Arranging the Section 47 Medical Assessment](#);
- [Manchester Children's Safeguarding Partnership Self-Harm Pathway](#);
- [Fabricated or Induced Illness](#);
- [Female Genital Mutilation Multi-Agency Protocol](#);
- [Bruising Protocol for Immobile Babies and Children](#);
- [Part 9.2, Guidance - Health](#);
- [Rochdale Interagency Protocol for Children with Complex/Continuing Health Care Needs](#).

5.10 Children Living Away From Home/Missing

- 5.10.1 [Children Living Away from Home](#)
- 5.10.2 [Children Missing from Home and Care - A Standardised Approach to Dealing with Missing and Absent Children and Young People Across Greater Manchester](#) - under review
- 5.10.3 [Safeguarding Young People in the Armed Forces](#)

5.11 Sexual Abuse/Activity

- 5.11.1 [Safeguarding Children and Young People Abused Through Sexual Exploitation](#)
- 5.11.2 [Working with Sexually Active Young People Under the Age of 18](#)

- | | | |
|--------|---|---------|
| 5.11.3 | <u>Harmful Sexual Behaviours Presented by Children and Young People</u> | Updated |
| 5.11.4 | <u>Adults who Disclose Childhood Sexual Abuse</u> | |
| 5.11.5 | <u>Child Sexual Abuse in the Family Environment</u> | |

Managing Individuals who Pose a Risk of Harm to Children

- | | | |
|-----|--|---------|
| 6.1 | <u>Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers</u> | |
| 6.2 | <u>Managing Allegations of Abuse Made Against Adults Who Work with Children and Young People</u> | Updated |
| 6.3 | <u>Risks Posed by People with Convictions Against Children, including Bail Arrangements for Adults Charged</u> | |
| 6.4 | <u>List of Offences</u> | |
| 6.5 | <u>Release of Prisoners Convicted of Offences Against Children</u> | |
| 6.6 | <u>Protocol between the Greater Manchester (GM) MAPPA Strategic Management Board (SMB) and the GM Local Safeguarding Children Partnership (LSCP)</u> | |
| 6.7 | <u>Licensed Premises</u> | |

7. Complaints and Whistleblowing

- | | |
|-----|--|
| 7.1 | <u>Complaints About Child Protection Conferences</u> |
| 7.2 | <u>Whistleblowing or Raising Concerns at Work</u> |

Operation Encompass

Designated Safeguarding Lead: Mr D. Macafee

Key Adult (if different to the DSL): Mrs L. Gardiner

Deputy Designated Safeguarding Leads:

Miss L. Browne, Mrs L. Austin, Mrs L. Corry, Ms R. Salih

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident in which a child or young person has been involved in or been exposed to an incident of domestic violence or abuse, the police will inform the key adult (usually the designated safeguarding lead) in school prior to 9.00 am before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable silent or overt support to be given to the child according to their needs.

AIMS

Operation Encompass does not replace or supersede existing safeguarding processes or protocols, rather it seeks to support these operationally. The Protocol will be followed in conjunction with Salford's Safeguarding Children Board/Salford Safeguarding Partnership.

By sharing information under the Encompass model, children and young people who are experiencing domestic abuse will have access to responsive support after a domestic abuse incident. The school will receive information when:

- Police have been called out to a domestic abuse incident
- The child is present in the household at the time of the incident
- The child is of school age

Sharing this information in a timely manner via Operation Encompass enables the provision of immediate early intervention through silent or overt support, dependent upon the needs and wishes of the child.

SILENT SUPPORT EXAMPLES	OVERT SUPPORT EXAMPLES
<ul style="list-style-type: none"> • Flexible application of school rules for example uniform, homework etc. • Understanding and flexibility in expectations in terms of:- <ul style="list-style-type: none"> - Behaviour - School Work • Opportunities for one-to-one time with teacher to provide opportunities to talk for example 'helping with a job' • Review lesson plans to ensure appropriateness for the child on the day • Systems for spare uniform, lunch etc. • Child knowing who they can talk to • Checking collection arrangements at the end of the school day 	<ul style="list-style-type: none"> • Using tools to understand child experiences, for example 3 Houses. More resources are available here. https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/early-help-assessment-and-taf/voice-of-the-child/ • Talking to parents • Use the Early Help Assessment process to access additional support • Develop safety planning with the child • 'Healthy Relationships' class sessions (EG Real Loves Rocks) • Consult with the School Coordinator

[Operation Encompass](#) do not advocate the automatic response of telephoning home once an operation encompass notification has been received. This could potentially place either the adult or child victim in danger. The response should be assessed on a case-by-case basis and needs sensitivity and a real understanding of the risk. If the school is unsure of the level of risk, the Key Adult will contact The Bridge Partnership and take advice from them.

If the school receives a notification related to a young person who is Electively Home Educated we will contact The Bridge Partnership for a considered case by case approach on making contact with both the adult and child victim.

LEGAL REQUIREMENTS - INFORMATION SHARING AND STORAGE

Section 11(2) of the Children Act, 2004 requires Local Authorities and the Police to safeguard and promote the welfare of the children. This enactment provides conditions under the Data Protection Act 2018 by which personal and sensitive personal data may be lawfully shared.

Personal data sharing must be proportionate, necessary but not excessive, and must be balanced with the consideration of privacy rights under the Human Rights Act. It must take into account any duty of confidentiality owed. A public interest in disclosure must outweigh an individual's right to privacy.

The basis on which sharing of information of this type may be justified by police is section 11(2) Children Act 2004 which requires that policing bodies (together with a number of other specified public bodies) discharge their functions having regard to the need to safeguard and promote the welfare of children.

This duty however, will be considered in line with the provisions of the Data Protection Act 2018 and the right to private and family life under Article 8 of the European Convention on Human Rights.

This protocol has been developed taking into account the duty to safeguard children and the requirements of the most recent [Information Sharing – Advice for providing safeguarding services to children, young people, parents and carers 2018](#)

It is recognised that the handling of such confidential and sensitive information needs to be dealt with in a way that is proportionate and appropriate to the needs of the child or young person. To address this, the school has identified a Key Adult and a deputy to handle the confidential and sensitive information.

The Encompass information is stored in accordance with the requirements for the storage of safeguarding/child protection files. Where a child already has such a record, Encompass information will be included within the record.

The Key Adult will be the person available each day to receive the details of the incident and assess the type of support needed for the child.

ROLES AND RESPONSIBILITIES

i. POLICE

Police officers will attend a domestic incident, manage the immediate risks, and complete the Domestic Abuse Stalking Harassment (DASH) risk assessment at the scene of the incident. The DASH risk assessment will not be shared with the school, rather a short summary will be provided by the police with respect to the child or young person and will include: -

- The name, age, date of birth, home address and school attended of the child.
- The time/ date/location of the incident and details of those involved in the incident, their relationship to the child and the child's involvement in the incident.
- An overview of what happened during the incident and the outcome.

This information will be disseminated via email to the school by the officer attending the incident, prior to retiring from duty. The officer will then place a line on the DAB (Domestic Abuse) record within IOPS (Integrated Operating Police Operating System) acknowledging that the information has been sent.

Incidents occurring on Friday, Saturday, Sunday or Bank Holiday will be reported to the school during these times and will be available on the next working morning for the Key Adult.

Notifications to the Key Adult will continue to be made during the school holiday periods, however, it is recognised that an immediate response cannot be made. This information will be used to understand any significant issues for the child on their return to school.

A disclosure will be made in respect of all children aged between 4 and 17 years who are in full-time education. Police will maintain a record of the log number, and the school to whom it has been disseminated and the date of dissemination.

i. SCHOOLS' RESPONSIBILITY

The School will identify the Key Adult and Deputy responsible for the OE information in the school. (This role is best placed with the Designated Safeguarding Lead and their deputy as both have received training in child safeguarding). The Key Adult will undertake the Online Key Adult Training prior to accessing the schools Operation Encompass inbox. Online Key Adult Training: Operation Encompass.

The Key Adult will have undertaken the Online Key Adult Training prior to accessing the schools Operation Encompass inbox. [Online Key Adult Training: Operation Encompass](#)

The school's Key Adult or Deputy will check the notifications each morning.

The Headteacher and Key Adult will ensure that there is a sufficiently trained deputy to receive the information in the Key Adult's absence.

The School's Encompass mailbox will be checked every morning and reviewed as needed, as notifications of incidents can be made at any time, dependent on when a domestic abuse incident occurs.

The school will record the information received from the police using the same processes used to store child protection records within the school. The school will also record the outcomes and impact of any actions taken or put in place.

The schools is aware that in the event of any domestic homicide or serious case review the documents may be required for disclosure purposes.

Child Absence Following an Incident

Where a notification is made and a child is not in school, the school will consider the following:

- The school will review the information within the police notification in the context of what is already known about the child, giving consideration to any safety or welfare concerns that have been recorded prior to receiving the police information.
- The schools key adult will call home and follow up as per attendance protocols. Consideration should be given to undertake a home visit, with another member of staff.
- Where the /Key Adult in the school cannot contact the parents or carer, and have not received notification why the child is absent, the next steps will be considered and actions may include: -
 - **Home Visit** – After undertaking a risk assessment, the school may consider, at the discretion of the Head Teacher, carrying out a home visit to see the child. Subsequently, if concerns or risks to the child's safety are identified during the home visit, referrals to Children's Social Care and the Police may need to be made.
 - **Referral to Children's Social Care** - Dependent upon the circumstances of the incident and the parental response to contact, the Key Adult (following discussion with the Designated Safeguarding Lead where required) will make a referral to the Bridge. When the child returns back to school, the key adult will revisit the offer of parent/child support.

Supporting Children who are or have experienced Domestic Abuse

The school is aware that Harbour offers a range of support to young people in Salford aged 0-18 who have witnessed or are experiencing domestic abuse and young people who are showing signs of harmful behaviours in their own relationships. Their interventions are focused on supporting children and young people to form positive relationships. The school is aware of the systems used for making a referral. [Access the domestic abuse toolkit | Salford Safeguarding Children Partnership](#)

Working with Parents

The school is signed up to the protocol to raise parents' awareness of Encompass. (See Appendix letter to parents and carers)

Many victims who experience domestic abuse want to tell someone about their experiences and are looking for help. Being involved with Encompass may mean that more parents who are experiencing domestic abuse are likely to contact the Key Adult as a source of support. The majority of support to parents will take the form of a listening ear and signposting to local Domestic Abuse services. There may be occasions however, when the information received by the Key Adult requires immediate direct action; either because the risk to the parent and child is immediate and high, or because the parent is asking for help to leave the violence.

Where there is an immediate risk of harm to the parent and/or the child the police will be contacted, and **in an emergency, this will always be 999.**

Where a parent is seeking help and support to flee abuse or to take other measures to protect themselves, contact can be made with Safe in Salford, Victim Support or Women's Aid using the following details:

<https://www.salfordfoundation.org.uk/sisprofessionals/>

Women's Aid; Home - Women's Aid ([womensaid.org.uk](https://www.womensaid.org.uk))

<https://www.victimsupport.org.uk/>

If there is uncertainty around a referral to Safe in Salford, Victim Support/Women's Aid, contact should be made with the Bridge Partnership 0161 603 4500

Multi-Agency Risk Assessment Conference (MARAC) and Encompass

MARAC is a victim-focused meeting where information is shared on the highest risk cases of domestic abuse between criminal justice, health, children's services, education, housing practitioners, IDVAs (Independent Domestic Violence Advocate) as well as other specialists from the statutory and voluntary sectors. The aim of MARAC is to share information, understand the level of risk to the individual and relevant others (including children) and develop a risk management plan. MARAC meets every week in Salford.

There may be occasions where parents of children notified to schools via the Encompass process have been referred to MARAC. Where the school identifies that they may have additional and relevant information to share with MARAC, the school will contact the Bridge Partnership.

Will the Police refer to Bridge Partnership every time they attend a DA callout where a child is present?

Police agreed referral criteria with Bridge Partnership;

A referral to Children's Services needs to be actioned by the attending Officer in respect of Domestic Abuse incidents (recorded as a DAB on IOPS - Integrated Operating Police Operating System) when:

A crime has been submitted & a child was present at/normally resides at the address

OR This incident is the 3rd reported incident in last 12 months

OR It is a child caller to Police/Emergency Services

OR When either the victim or perpetrator is known to be pregnant

OR When there is a child abuse marker (CA) on the address

OR The incident involves a perpetrator subject to licence or Community Order

OR If previous incidents were referred to the Bridge Partnership - even if the Police Officer did not consider that any of the above criteria were met.

The remaining DV incidents are DV incidents where no crime is alleged, i.e. verbal argument only and the other listed criteria are not realised. Therefore, once Encompass has become live, Police will only be sending a notification through Encompass and not to the Bridge Partnership social care.

Operation Encompass will notify schools of all incidents and therefore schools will be able to build up a picture of the context a child is living in.

Encompass Parents Awareness Letter (template)

Dear Parent/Carer,

Re: Operation Encompass

The school has been given the opportunity to take part in a project that will run jointly between schools and Greater Manchester Police.

Operation Encompass has been designed to provide early reporting to schools, i.e. prior to 9.00 a.m. on the next school day, of any domestic abuse incidents that occur outside of school, but which might have an impact on a child attending school the following day. During the school term this information will be shared on school days. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. At *insert school name* our Key Adult is *insert details*. They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to support children and their families. Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident.

We always endeavour to offer the best support possible to our pupils and believe that Operation Encompass is going to be beneficial and supportive for all concerned; children and families

Some information about Encompass is included in this letter but if you would like more information about this new initiative, details can be viewed online at *insert details* or you can contact our Key Adult at school *insert details*.

Thank you for your continued support

Chair of Governors

Head Teacher

Operation Encompass Police Log Sheet

Police Reference Number (FWIN - Force Wide Incident Number)		Date	
Child's name and age & DOB			
Date and time of incident Address			
Circumstances of incident:			
Additional school information including other Encompass contacts:			
Actions taken and Impact:			
.....			