

Delph Primary School



Child Protection and Safeguarding Policy

Useful Contacts

Designated Safeguarding Lead (DSL)	Alison Leigh - Headteacher 01457 874400
Deputy DSL	Rachel Massey – Deputy Headteacher
Designated Teacher for Looked after Children	Kathy Mair - SENCo
Chair of Governors	Mark Hopkins
Nominated Safeguarding Governor	Helen Potts
Local Authority Designated Officer (LADO)	Colette Morris 0161 770 8870
Multi-Agency Safeguarding Hub (MASH)	0161 770 7777 child.mash@oldham.gov.uk Level 9, Civic Centre, West Street, Oldham, OL1 1UT
Local Safeguarding Children Board (LSCB)	www.oldham.gov.uk/lscb-home
Early Help	www.oldham.gov.uk/early_help_referral
Prevent & Channel Co-ordinator (LA)	Mike Walker – 0161 7703675
Oldham First Response	0161 6272435
Early Help Team	0161 7706672

This policy and procedures will be reviewed annually.

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CONTENTS	PAGE
Introduction	2
Ethos	2
Scope	2
Definition	2
Legal Framework & Key Documents	2 - 3
Specific Safeguarding Issues	3
Roles and Responsibilities	3 - 5
Record Keeping	5
Curriculum and Supporting children in our school	5
What to do if a child talks to you about abuse	5 - 6
Safer Workforce and Managing Allegations	6
Staff Induction, Training and Development	6
Confidentiality and Information Sharing	7
Interagency Working	7
Contractors, Service and activity providers	7
Whistle Blowing	7
Site Security	7
Categories of Abuse	7
Children with Special Educational Needs and Disabilities	8
Online Safety	8
Children Missing from Education	9
Children and Families with English as an Additional Language	9
Child Sexual Exploitation (CSE)	9
Domestic Abuse and Violence	10
Children at Risk of Honour- Based Violence (HBV)	10
Female Genital Mutilation (FGM)	10
Forced Marriage	10
Prevent Duty	10
Fabricated or Induced Illness	11
Self-Harm and Suicidal Behaviour	11
Private Fostering	11
Sexting	12
Allegations of abuse made against other children	12
Early help for children and families	12
LSCB Thresholds for Intervention and the Continuum of Need	13
School Safe System	13
Physical Intervention Procedures	13
Linked Policies and Procedures	13
Appendix	14 - 17

Delph Primary School
Child Protection and Safeguarding Policy

This Policy applies to all adults, including volunteers, working in or on behalf of the School.

Introduction

‘Safeguarding children and protecting them from harm is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.’

(Working Together to Safeguard Children – March 2015)

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools form part of the wider safeguarding system for children and should work with Social Care, the Police, Health Services and other Services to promote the welfare of children and protect them from harm.

Our Ethos

The health, safety and welfare of all children is of paramount importance at Delph Primary School. We recognise that everyone directly connected to our school i.e. staff, Governors, parents, families and pupils, have an essential role to play in protecting our pupils from harm and making our school safe and secure.

We work hard to ensure that Delph Primary School provides a caring, positive, safe and stimulating environment that actively promotes the social, physical and moral development of every child in our care. We recognise the importance of providing an environment where children can talk openly, feel respected and are confident that they will be listened to.

We will work with parents and carers to ensure there is an understanding of our responsibilities to ensure the welfare of all children, including the need to make referrals to other agencies where necessary.

Scope

In line with the Law, this policy defines a child as anyone under the age of 18 years. This policy applies to all members of staff at our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

Definition *(Working Together to Safeguard Children – March 2015)*

For the purpose of this Policy, safeguarding and promoting the welfare of children is defined as:

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

Legal Framework & Key Documents

This policy will have consideration for, and be in compliance with the following legislation and statutory guidance:

Children Act 1989, Children Act 2004, Education Act 2002
The Children and Families Act 2014
School Staffing (England) Regulations 2009
Equality Act 2010

DFE - Keeping Children Safe in Education – September 2016
DFE - Working Together to Safeguard Children – March 2015
DFE - What to do if you're worried a child is being abused (Advice for Practitioners) – March 2015
DFE - Information Sharing Advice for Safeguarding Practitioners (2015)
DFE - 'The Prevent Duty' : Departmental Advice for Schools and Childcare Providers (2015)
DFE – Disqualification under the Childcare Act 2006 (2015)

Oldham LSCB Child Protection procedures and guidance including:

Thresholds for Assessment

Making a Child Protection Referral

Early Help Framework & Protocol for Assessment

Specific Safeguarding Issues

All staff should have an awareness of a range of safeguarding issues and the ways in which the school protects children, some of which are listed below. Staff should be aware of the behaviours linked to drug-taking, alcohol abuse, radicalisation and sexting that put children in danger.

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- E-safety
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- “Honour-based” violence
- Mental health
- Private fostering
- Preventing radicalisation and the Prevent duty
- Self-harm and suicidal behaviour
- Sexting
- Teenage relationship
- Trafficking

Roles and Responsibilities

1. Designated Safeguarding Lead (DSL) - Alison Leigh (Headteacher)

The lead person with overall responsibility for child protection and safeguarding in our school.

Deputy DSL - Rachel Massey (Deputy Headteacher)

The role of the DSL includes:

- Managing Referrals
- Referring all cases of suspected abuse to Oldham Multi-Agency Safeguarding Hub (MASH) and to the Police if a crime may have been committed
- Liaising with Local Authority safeguarding advisors for guidance, support and training
- Liaising with the Headteacher about Safeguarding issues relating to individual children
- Acting as a source of support, advice and expertise to staff members on matters of child protection and safeguarding

- Liaising with agencies providing early help services and co-ordinating referrals from school to targeted early help services for children in need of support.
- Monitoring any cases referred to early help and referring to children's services where the situation does not improve
- Referring cases to the Channel programme where there are concerns about radicalisation
- Inter-agency working and information sharing including:
 - cooperating with Children's Social Care
 - attending / ensuring other relevant staff members attend and contribute effectively to child protection case conferences and core group meetings as required
 - liaising with other agencies working with the child, sharing information as appropriate and contributing to assessments
- Maintaining accurate records
- Undertaking appropriate and regular safeguarding training to update knowledge and skills
- Being knowledgeable of the specific needs of children in need

The DSL will:

- Ensure each member of staff has access to and understands the School Safeguarding and Child Protection Policy and procedures, including providing induction on these specific documents to new staff members.
- Organise whole school child protection training for all staff members (at least every 3 years), and provide updates at least annually
- Ensure all staff who miss the training receive this by other means e.g. by joining another training course
- Ensure the school allocates time and resources annually to enable relevant staff members to attend update sessions and training as appropriate
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them
- Maintain accurate records of staff Induction and training

We do not expect the DSL to be an "expert" in recognising and dealing with suspected child abuse. School will receive multi-agency support after a referral has been made.

Awareness Raising

The DSL will:

- Review the Safeguarding and Child Protection Policy and procedures annually and will liaise with the governing body to update and implement them
- Publish the Safeguarding and Child Protection Policy and procedures on the school website and raise parental awareness that referrals about suspected abuse may be made
- Provide updates to staff on any changes to Child Protection legislation and procedures and any relevant learning from local and national serious case reviews

Quality Assurance

The DSL will:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of the child protection and welfare concern file
- Complete an audit of the school's safeguarding arrangements as specified by Oldham Local Safeguarding Children Board
- Keep the governing body updated with details of any changes and reviews to policy, staff training and the number of children with child protection plans
- Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements

2. Designated Teacher for Looked After Children

The lead teacher responsible for looked after children is: **Kathy Mair** (SENCo).

They will work with the Headteacher, parents and other agencies to discuss how available funding can be best used to support the progress of looked after children and meet the need identified in the child's personal education plan.

3. Nominated Governor for Safeguarding

The nominated governor responsible for safeguarding is: **Helen Potts**.

They will liaise with the Headteacher and provide information regarding safeguarding procedures and issues to the governing body.

4. Headteacher

The Headteacher, Alison Leigh, will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

5. Governing Body.

The Governing Body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within our school's ethos and reflected in our day-to-day practice.

6. All Staff.

All staff will receive training so that they know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if concerned about a child.

Record Keeping

Individual records will be created for children with Safeguarding concerns. A chronology of significant incidents for each child with safeguarding concerns will be maintained and kept in the Child Protection File. All such records are kept confidentially and securely and separate from the child's educational record. When a pupil leaves our school, the DSL will ensure that all child protection information is forwarded securely to receiving schools.

Curriculum and Supporting Children in Our School

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and have some sense of blame. School may be the only stable, secure and predictable element in their lives. We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all pupils by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring a comprehensive curriculum response to E-Safety, enabling children and parents to learn about the risks of new technologies and social media and how to use these responsibly.
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Providing pupils with a number of appropriate adults to approach if they are in difficulties.
- Supporting the child's development in ways that will foster security, confidence and independence.
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability based bullying are considered under child protection procedures.
- Liaising and working together with other support services and those agencies involved in safeguarding.

- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them.
- Monitoring attendance patterns and reviewing and responding to them as part of welfare and child protection procedures.

What to do if a child talks to you about abuse

A child or young person may seek out a teacher or other staff member to share information about abuse or neglect, or talk spontaneously individually or in group when you are present. In these situations staff should:

- Listen carefully to the child; do not directly question them.
- Allow the child the time to give an account; do not stop a child from recalling events.
- Make an accurate record of concerns using the school record of concern form
- Reassure the child that they were right to tell
- Explain that you cannot promise not to speak to others, but will only pass on the information to those who need to know.
- Pass the concern directly to the Designated Safeguarding lead (**Alison Leigh**) or in her absence, deputy designated person (**Rachel Massey**).

Safer Workforce and Managing Allegations Against Staff and Volunteers

All staff will be subjected to safeguarding checks in line with statutory guidance (Keeping Children Safe in Education, September 2016).

We will ensure that:

- Agencies and third parties supplying staff provide us with evidence that they have made the appropriate level of safeguarding checks on individuals working in our school
- That any agency worker presenting for work is the same person on whom the checks have been made
- Every job description and person specification has a clear statement about the safeguarding responsibilities of the post holder
- At least one member of every interview panel has completed Safer Recruitment training

We will follow LA procedures (LSCB) for investigating any allegations made against members of staff, students and volunteers. Any allegations of abuse made against a teacher or other member of staff or volunteer in school should be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Issues of concerns should be reported to the Headteacher or the next most senior member of staff who should contact the Local Authority Designated Officer (LADO) **Colette Morris** on 0161 770 8870. In the event of an allegation of abuse being made against the Headteacher, allegations should be reported to the Chair of Governors and directly to the local authority.

Staff Induction, Training and Development

All new members of staff including newly qualified Teachers, Teaching Assistants and student teachers will be given an Induction that includes familiarisation with the safeguarding and child protection policy, staff code of conduct, how to respond to any concerns, E-Safety and use of Social Media. Accurate records of staff induction and training will be kept.

All staff will be made aware of Keeping Children Safe in Education: Statutory Guidance (Sept 2016) and other related policies. We will ensure that all staff understand the difference between a

safeguarding concern and a child in immediate danger or at risk of significant harm. All staff will receive appropriate safeguarding and child protection training which is regularly updated.

The DSL will undergo updated child protection training every two years. In addition, knowledge and skills should be updated on an ongoing basis, to keep up with developments relevant to the role.

The nominated governor for safeguarding and child protection will also attend relevant training.

Confidentiality and Information sharing

We recognise that all matters relating to child protection are confidential. The Headteacher / DSL will only disclose information about a pupil to other members of staff on a need to know basis and in the best interests of the child. All staff members must be aware that they cannot promise a child that they will keep secrets which might compromise the child's safety or well-being. All staff have a professional responsibility to share information and concerns with the Headteacher / DSL and where necessary, with other agencies in order to safeguard children.

Inter-Agency Working.

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police and Children's Social Care. We will ensure that relevant staff members participate in multi-agency meetings, including child protection conferences, core groups and reviews relevant to individual children.

Contractors, Service and Activity Providers and Work Placement Providers

We will ensure that contractors and providers are aware of our school's Safeguarding and Child Protection Policy and procedures. We will require that employees and volunteers provided by these organisations use our procedures to report concerns. We will seek assurance that employees and volunteers provided by these organisations who are working with our children have been subject to the appropriate level of safeguarding checks.

Whistle Blowing

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. If necessary staff can speak with the Headteacher, the Chair of Governors, Safeguarding Governor, or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

Site Security

All staff have a responsibility for reporting concerns to ensure our school building and grounds are safe and secure.

We check the identity of all visitors and volunteers coming into our school. Visitors are expected to sign in and out at the office and to display a visitor's badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

Delph Primary School will not accept inappropriate behaviour from any individual, parent or visitor that threatens school security or leads to a child, staff member or other adult feeling unsafe. Such behaviour will be treated as a serious concern and the police may be called. It may also result in a decision to refuse the person future access to the school site.

Categories of Abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- Making a child feel worthless, unloved or inadequate
- Inappropriate age or developmental expectations

- Overprotection and limitation of exploration, learning and social interaction
- Seeing or hearing the ill treatment of another, e.g. domestic abuse
- Making the child feel worthless and unloved - high criticism and low warmth
- Serious bullying (including cyberbullying)
- Exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent 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.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact and non-contact activities, such as involving children looking at or being involved in the production of sexual images, including on the internet; watching sexual activities; or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, e.g. accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Children With Special Educational Needs and Disabilities (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils. Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

On-line Safety (Use of ICT, the Internet and Social Media)

The use of technology has become a significant component of many safeguarding issues. In cases of CSE, radicalisation and sexual grooming, technology often provides the platform that facilitates

harm. Our E-Safety policy and curriculum aims to ensure pupils know how to keep themselves safe and are aware of:

- Content - being exposed to illegal, inappropriate or harmful material
- Contact - being subjected to harmful online interaction with other users
- Conduct - personal online behaviour that increases the likelihood of harm
- Raising Concerns - know who to talk to and how to report concerns e.g. Click CEOP

Staff are encouraged to report any concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL should contact the LA for advice on how to proceed with regards to talking to parents/carers about online-safety. In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. (See E-Safety policy)

Children Missing From Education

A child going missing from education is a potential indicator of abuse or neglect, particularly on repeat occasions. All schools must inform the local authority of any pupil who:

- Fails to attend School regularly, or has been absent without the school's permission for a continuous period of 10 days or more, or are in default of an agreement between the school and Local Authority.
- Has been removed from school and where the school is informed by parents that they intend to educate their child outside of the school system e.g. home education.
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend school.
- Has been permanently excluded.

The local authority must be notified so that all children missing education can be identified.

Children and Families With English as an Additional Language or New to the UK

For children and families where English is not the first language, there is an increased risk of needs going unmet due to language barriers. Where English is not the first language and/or a child is considered to be vulnerable, efforts should always be made by staff to actively engage with them by talking directly to them about their wishes and feelings; if necessary through the use of an interpreter.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, alcohol, drugs, gifts, affection or status. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of CSE go missing from home at some point. Possible signs of CSE include:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs or alcohol;
- Children who go missing or come home late;

- Children who regularly miss education.

Any member of staff who is concerned about a child in school must report all concerns to the designated person immediately.

Domestic Abuse and Violence

Many young people in the UK experience domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. Domestic violence and abuse is defined as:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

This form of abuse can encompass, but is not limited to psychological, physical, sexual and/or emotional abuse.

Staff should report to the DSL any disclosures made by children. The family may have a history of domestic abuse and it may be part of an overall pattern of abuse or violence towards women and children in the family. Domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

Children at Risk of Honour- Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such. Staff should always share any concerns with the designated person and suspected cases will be reported to the police.

Female Genital Mutilation (FGM)

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should notify the DSL of any concerns and known or suspected cases will be reported to the police. Girls who are threatened with, or who have undergone FGM may:

- withdraw from education, restricting their educational and personal development.
- feel unable to go against the wishes of their parents and consequently may suffer emotionally.
- appear anxious, depressed and emotionally withdrawn.
- present with a sudden decline in school performance, aspirations or motivation.
- absent themselves from lessons, possibly spending prolonged periods in the bathroom.

Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion). Financial abuse can also be a factor. Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk. Staff should report any concerns to the DSL who will notify the LSCB.

Prevent Duty

The **Prevent Duty** came into effect in July 2015. The Prevent Duty aims to stop people becoming radicalised and being drawn into or supporting terrorism. We need to understand the possible risk to children and young people at our school and to have a specific understanding of how to identify

individuals who may be at risk of radicalisation and what to do to support them. All staff members will need to be aware of the Prevent Duty and must report any Prevent concerns relating to pupils, parents, extended family members, volunteers, students on placement, other staff or governors to the designated person. The designated person will act on any concerns and make a Channel referral, if appropriate.

The Headteacher has received up to date training on the Prevent Duty and all staff and governors have completed online Channel Awareness training. Staff understand the importance of identifying children at risk of being drawn into terrorism and challenging extremist ideas.

We also build on children's resilience to extremist views by providing a safe environment for debating controversial issues and helping children understand how they can influence and participate in decision making. We promote the SMSC development of all students and within this, fundamental British Values through our PSHE lessons, assemblies and other activities.

How do we raise concerns?

If the designated person receives a concern about a risk of terrorism they will contact Greater Manchester Police. The anti-terrorist hotline is 0800 789 321. If the school has a concern that an individual is being, or is vulnerable to, radicalisation, we will make a Channel safeguarding referral through the MASH team on 0161 770 3790.

Fabricated or Induced Illness

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid lessons or being bullied. Such concerns should not be dismissed as they have an impact on pupils' behaviour and academic performance. Staff must remain open-minded to all possible explanations.

Staff should be aware of children seeking medical/health attention with unusual and puzzling symptoms that are not attributable to any diseases and yet which do not involve deliberate fabrication or deception. Concerns may be raised through health professionals or other agencies in contact with a child. In cases of suspected fabricated or Induced Illness, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will need to be made at a strategy meeting.

Self-Harm and Suicidal Behaviour

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional health issue. Any concerns should be reported to the DSL and where appropriate a referral made to school health or other agency.

Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Definition: Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. Private fostering is a private arrangement made by the parent(s) or those with parental responsibility, for someone to care for

their child because they are unable to do so (permanently or temporarily). This may be due to e.g. parental ill health, a parent going abroad or in prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should notify the DSL, who should advise the parent/carer that they have a legal obligation to report the arrangement to Children's Social Care. The DSL will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

Sexting

Sexting involves sending or receiving a sexual text, image or video. Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident the following should be considered:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present a cause for concern then the incident should be escalated. If not, the situation should be managed accordingly, recording details of the incident, action and resolution. (See CEOP website for further information)

Allegations of Abuse Made Against Other Children

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact the LSCB to discuss the case and take advice. The DSL will follow through the outcomes of the discussion and make a record of the concern, the discussion and any outcome. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). If after taking advice a referral to the police or Social Care is not deemed appropriate, school should carry out a full investigation of the matter. If school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Early Help for Children and Families

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from school or other services e.g. health services. Providing help early is more effective in promoting the welfare of children than reacting later. Our school will work together with other agencies to provide a coordinated offer of early help, to any child who needs it, in line with Working Together to Safeguard Children 2015.

We will pool our knowledge within school and with other agencies so that we can work out how best to help children and families. We will work closely with early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm.

LSCB Thresholds for Intervention and the Continuum of Need

In order to support decision making processes and in an attempt to provide some guidance to school staff, reference can be made to the LSCB 'Thresholds Guidance'. Thresholds are the tipping points that define what assessments / interventions should be undertaken with children, young people and their families. The use of threshold is the starting point for a dialogue between relevant agencies that focuses on the child's and families' needs in order to decide what the best course of action is. The LSCB Thresholds Guidance can be found online at www.oldham.gov.uk/lscb-home. A summary can be found in Appendix 5.

School Safe System

A 'School Safe' system operates between Oldham schools for the swift communication of child protection incidents reported on or close to school premises. Information will be shared with staff and with parents when necessary. School staff are expected to be vigilant and report any concerns or incidents on or close to school premises immediately to the DSL. The DSL will report any concerns and incidents to the police and notify Oldham First Response. All school staff will be informed to ensure ongoing vigilance.

Physical Intervention Procedures

There may be times when staff in our school, in the course of their duty, use physical intervention to restrain children for their own personal safety and the safety of others. The Headteacher requires the adult involved in any such incident to report this to her immediately. Details of the incident will be recorded in an interventions book which is located in the Headteacher's office.

Linked Policies and Procedures

This policy should be read alongside our policies and procedures on:

- E-Safety Policy
- ICT Acceptable User Agreement
- Behaviour Policy
- Anti-Bullying Policy
- Behaviour Policy
- Educational Visits Policy
- Complaints Policy
- Attendance Policy
- Equalities Policy
- Whistleblowing Policy
- Health and Safety Policy & Procedures & Risk Assessments
- Intimate Care Policy
- Lone Working Procedures
- Staff IT Code of Conduct
- Terms of Access Statement
- SEN Policy
- Prevent Agenda
- Pupil Images Procedures
- Teachers' Standards (DFE)

APPENDIX 1

Word Definitions

Abuse - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing 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.

Children - are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection - is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Early help - means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm - is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Safeguarding children - is the action we take to promote the welfare of children and protect them from harm.

Significant Harm - The Children Act 1989 defines 'harm' as "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

Appendix 2

Receiving an allegation / disclosure of abuse

Action to be taken by any staff on receiving an allegation / disclosure of abuse

Good practice would mean that the person to whom the child chooses to disclose, should listen and record as below, and not expect the child to repeat the information to a series of people.

A member of staff receives an allegation of abuse (sexual, physical, including assault on a pupil).

This could be:

- from parent/other adult e.g. letter, meeting or telephone call
- from a child who discloses abuse against themselves or another child

Member of staff should respond accordingly.
N.B. seek urgent medical advice/treatment for a child if necessary

If verbal allegation



- Do not promise confidentiality.
- Listen.
- Avoid leading questions.
- Take the information seriously regardless of any previous allegations which the child may have made.
- Factually record the allegation including specific details of time, place, others present, etc.

If written allegation



Take letter / recorded information to Designated Safeguarding Lead or, if not available, to the deputy DSL

Designated Safeguarding Lead considers in light of the type of abuse alleged, any previous concerns, and evidence to support the allegation

Possible Actions by the designated person

- If this suspicion or allegation concerns sexual abuse the matter should be reported immediately to the MASH team / Police.
- If there are some grounds for concern about the child's general welfare, meet with parents to discuss, and other agencies if parents agree.
- If grounds for concern of physical abuse, neglect or emotional abuse, refer to MASH team.
- Social services or school must inform parents of action taken and reasons why, as soon as possible.
- If there are no grounds for concern, log the incident and discuss with parents as appropriate.

Appendix 3

What to do if you have an allegation, suspicion or disclosure of sexual abuse

If a child begins to disclose sexual abuse you should be prepared to listen, believe and act upon the information.

Do

- do stay calm and take the issue seriously
- do facilitate the disclosure by finding a suitable place to talk and actively listen
- do let the child lead and leave the conversation where the child chooses
- do tell the child what you will have to do to follow the correct procedure
- reassure the child that there are people who can help
- do record the details at the same time as they are being told or as soon as possible afterwards as well as any subsequent events
- do refer to supervising social worker, team leader or child protection worker
- do share the information disclosed with the DSL immediately

Don't

- don't inform the suspected perpetrator
- don't ask probing questions or add any details of your own
- don't inform parents or carer but explain that a referral for investigation has been made, if asked
- don't stop the child from disclosing
- don't ask leading questions
- don't promise not to tell anyone else
- don't judge the child to be lying.

Appendix 4

Indications of abuse

Physical Indicators

- bruises and abrasions in an area which a child would not normally injure, such as the centre of the back, the neck area, or which have a pattern that indicates assault with an instrument or a fist
- “fingertip” bruising caused by being gripped too tightly and possibly shaken
- scars left by cigarette burns
- marks that could be made by bites

Be suspicious if any of these are accompanied by doubtful or conflicting explanations.

Other Indications include

- a failure to thrive
- constantly poor hygiene
- inappropriate dress
- excessive hunger
- lack of proper supervision
- unexplained or frequent absences

Physical Indications of sexual abuse can include:

- recurrent urinary tract infections
- difficulty in sitting or walking
- torn or stained underclothes
- pregnancy

Psychosomatic features

- recurrent abdominal pain or headaches

Behavioural Indicators

- inability to concentrate, short attention span, sudden drop in school performance
- withdrawn behaviour
- attention seeking
- pseudo-mature behaviour
- truanting
- regressive behaviour
- anxiety, depression, phobic or fearful behaviour, separation anxiety
- eating disorders or appetite disturbance
- avoidance of school medical examinations
- unwillingness to participate in physical activity or reluctance to change clothes
- poor peer group relationships and an inability to make friends
- an inappropriate knowledge of sexual information, promiscuity
- substance abuse