

Farrowdale House

INDEPENDENT PREPARATORY SCHOOL

Proprietors:
Ms S. Hall & Miss Z. Campbell
Head Teacher:
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Safeguarding and Child Protection Policy

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Key Contacts

Headteacher – Zoe Campbell

Designated Child Protection Officer (DCPO) – Emma O'Donnell
Deputy Designated Child Protection Officer- Suzanne Hall

Worried About a Child?

The contact details for referrals are
MASH team: 0161 770 7777
Children- child.mash@oldham.gov.uk
Adults: adult.mash@oldham.gov.uk
Or GMP prevent office on 0767 856 6345

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

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. It can also include issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

This policy has been devised in accordance with Oldham Local Safeguarding Children's Board (LSCB) guidelines and with the following legislation and guidance:

- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2018)
- 'Keeping Children Safe in Education', DfE (2018)
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings, DfE (Oct 2015)
- 'What to do if you're worried a child is being abused', DfE (March 2015)
- 'Information Sharing: Advice for practitioners', DfE (July 2018)
- 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (2015)

The terms "must" and "should" are used throughout the policy. The term "must" when the person in question is legally required to do something and "should" when the advice set out should be followed unless there is good reason not to.

1. Introduction

- 1.1. Farrowdale House Independent Preparatory school is based in Shaw. This policy sets out Farrowdale's commitment to safeguarding and promoting the welfare of children who attend the school.
- 1.2. 'Our school fully recognises the contribution it can make to protect children and support pupils in school and beyond'.

'There are three main elements to our Safeguarding Policy'.

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

Children includes everyone under the age of 18.

This policy applies to **all** adults, including temporary staff¹, volunteers and Proprietors. 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' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need, and their Families' 2000, Information sharing advice for safeguarding practitioners (2015) and 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' 2018.

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

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

2. School Commitment

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

Our school will therefore:

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

2.2

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. 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.

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

- 2.4 Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. The development of appropriate multi-agency procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Board (SSCB).

3. Roles and Responsibilities

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

Designated Safeguarding Lead

- 3.2 Proprietors should appoint themselves or an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description

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

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

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out, remains with the designated safeguarding lead. This responsibility should not be delegated

The Head Teacher and Proprietor should appoint a Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s) to the role provided that the appointment is made in the context of:

- i. proven and documented competency on the part of the appointee
- ii. robust arrangements for the Designated Safeguarding Lead to liaise directly with the Head Teacher about child protection and safeguarding issues, including one to ones on a regular basis
- iii. sufficient direction and support given to the appointee so that they are recognised within the school community as fulfilling this role with confidence and competence
- iv. a clear school safeguarding policy that sets out for all stakeholders the respective roles and other arrangements for safeguarding in the school.

- 3.3 The role of the Designated Safeguarding Lead is to:

- Ensure that he/she receives SSCB refresher training at two yearly intervals to keep knowledge and skills up to date.
- In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e- bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- Liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2018*. During term time the designated lead and/or a deputy should always be available, during school/college hours, for staff to discuss any safeguarding concerns. It is a matter for the individual school/college and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- Ensure that he/she attends all Designated Person Seminars on behalf of the school (or arranges for the deputy designated safeguarding lead to attend if exceptionally unable to do so themselves).
- Ensure that there is evidence that all staff have read and understood Part One of Keeping Children Safe in Education 2018

- Ensure that all staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensure that new staff receive school-based safeguarding and child protection training at induction including:
Induction Training – this is mandatory and should include
 - the child protection policy;
 - the behaviour policy;
 - the staff behaviour policy (sometimes called a code of conduct);
 - the safeguarding response to children who go missing from education; and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
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- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children at commencement of work.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that all staff and volunteers are aware of the Oldham safeguarding Children Procedures.
- Ensure that the Head Teacher is kept fully informed of any concerns.
- Develop effective procedures to work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- Liaise and work with agencies over suspected cases of child abuse.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- Submit reports to, and ensure the school's attendance at, child protection conferences contributing to decision making.
- Ensure the school's delivery of actions planned to safeguard the child (e.g. through core group participation).
- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

Headteacher

- 3.7 The Headteacher has prime responsibility for leading the school in fulfilling the ethos and policies set down by the Proprietors.
- 3.8 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.
- 3.9 Part of the means of demonstrating such leadership is in attending SSCB training on a regular basis and at least every 3 years. Such leadership is also demonstrated by embedding safeguarding awareness into the school's organisational development and training programmes.

4. Procedures – Early Intervention

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

4.3 Peer on peer abuse If a member of staff thinks for whatever reason that a student may pose a risk of harm to himself or to others (this includes but is not limited to cases of serious bullying) the member of staff should report their concern to the DSL as soon as possible (see the School's Anti-Bullying Policy which is accessible on the School's website for further details). All staff should be aware (a) that safeguarding issues can manifest themselves via peer on peer abuse; and (b) that children are capable of abusing their peers. Such abuse should never be tolerated or normalised through the common myth that it is part of growing up. This is most likely to include but is not limited to bullying (including cyber bullying), gender based violence, grooming, inappropriate or harmful sexualised play (younger children), sexual assaults, sexting and gender issues within groups of girls and boys. Should an allegation of abuse be made against another student all children involved (whether perpetrator or victim) will be treated as being "at risk". Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to children's social care. The concern may indicate that one or more of the students concerned may be in need of additional support by local agencies and in those cases the DSL should follow local inter-agency procedures. Where appropriate, the matter will be dealt with under the School's Behaviour Policy with the use of relevant disciplinary sanctions.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

4.4 Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We 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 contacts 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 (2018) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. 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 are in custody for four months or more (and will not return to school afterwards); or
 - d. are permanently excluded
 - e. 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.
 - f. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further information can be found in 'Children missing education: statutory guidance for local authorities – September 2016'

5. Procedures – Child Protection

5.1 '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 Oldham Safeguarding Children Board.'

5.2 In implementing Farrowdale House policies and procedures on Safeguarding and Child Protection the following points should be considered:

- The Headteacher will ensure that the policies relating to safeguarding will be implemented and monitored on an on-going basis with annual evaluation of effectiveness and review.
- All staff and Proprietors will be kept informed about child protection procedures using a variety of means such as staff meetings, Inset Days, one-to-ones and briefings in various forms.
- New and/or temporary staff will be made aware of the policy and procedures at induction within school with clarity about how safeguarding fits into whole school policy.
- As well as teachers all other staff in school, such as Teaching Assistants, administrators, welfare staff, kitchen staff etc will receive the core training on safeguarding and an induction that is specific to their role including knowing what to do if there are child protection concerns.
- Parents will be informed of the school's duties and responsibilities under the policy and procedures in a range of ways that reflects diverse ability to use methods of communication. Therefore as well as the use of general methods (such as information pack; website features; one-to-one conversations; use of audio facilities etc) consideration should also be given to the ability of parents to access these

6. Training and Support

6.1 'Our school will ensure that the Designated Safeguarding Lead, Deputy Safeguarding Leads attend training relevant to their role on at least an annual basis' including email, e-bulletins, staff meetings, Whole School Safeguarding Training and Multi Agency Child Protection training within this timescale.'

All school staff receive an induction and safeguarding training is provided every 18 months

- Staff are kept updated on child protection issues through staff meetings and briefings, emails and updates.
- Support networks are provided through the, cluster groups, the LA and through discussion with the Headteacher.

7. Information Sharing and Confidentiality

7.1 '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'.

- At induction staff are informed that confidentiality is essential and is part of keeping children safe in education.
- A teacher will never guarantee confidentiality to child to ensure that correct procedures will then be followed.
- If a children asks a member of staff to keep information secret they should be informed that to keep them safe this cannot be the case.

- 7.2 Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). 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**.
- 7.3 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.
- 7.4 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.
- 7.5 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.
- 7.6 Further guidance on information sharing can be found at:
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

8. Records and monitoring

- 8.1 'Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.' All records relating to individual Child Protection and Safeguarding concerns must be held securely with limited access and are kept separate from the child/young person's academic file.
- Past concerns for children, and what happened in response to the concerns can be very important information for staff members who may have concerns for the child at a later time.
 - Record Retention – Child Protection records must be retained by all educational establishments until the child's 25th Birthday, unless the records are transferred to a new establishment when the child transfers to a new provision.
 - At the point pupil/student transferring to another educational establishment, all formal records should be sent within 15 working days
 - The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
 - Records are held in accordance with the school policy which is consistent with the Freedom of Information Act 2000.

- If a child transfers or leaves the school, the child protection File will be transferred. If no one knows which area and/or school they have moved to they will become a child missing from education and the LA will be notified.

8.2 Anti Bullying incidents are recorded. The school regularly reviews the recording of safeguarding so that themes and concerns are addressed appropriately.

9. Child protection conferences

9.1 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.

9.2 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.

9.3 The Designated Safeguarding Lead 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.

Further advice and support for school staff on participating in child protection meetings is also available from MASH on 0161 770 7777

10. Supporting pupils at risk

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

10.2 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, homophobic, biphobic and transgender bullying

10.3 This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. In response there may be steps taken to consider suspension or exclusion from school. Such steps should be taken in the context of considering the needs of the child.

10.4 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.

10.5 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 Peer on Peer 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.

10.6 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our Proprietors are committed to ensure their safeguarding and child protection policy reflect the fact that additional barriers can exist when recognising abuse and in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers”.

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

10.8 We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;. Through the implementation of our school Statement of Core of 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 have due regard to the need to prevent people from being drawn into Terrorism and draw upon The Prevent Duty Guidance, DfE Guidance “Keeping Children Safe in Education, 2018”; and specifically DCSF Resources “Learning Together to be Safe”, “Prevent: Resources Guide”, “Tackling Extremism in the UK”, and DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People”.

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

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

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 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.

Concerns should be referred to the Designated Child Protection Officer who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted.

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.

10.9 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.

10.10 Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
 - can affect any vulnerable adult over the age of 18 years;
 - can still be exploitation even if the activity appears consensual;
 - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
 - can be perpetrated by individuals or groups, males or females, and young people or adults; and
 - is typified by some form of power imbalance in favour of those perpetrating the exploitation.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
 - Excessive receipt of texts / phone calls
 - Relationships with controlling / older individuals or groups
 - Leaving home / care without explanation
 - Suspicion of physical assault / unexplained injuries
 - Parental concerns
 - Carrying weapons
 - Significant decline in school results / performance
 - Gang association or isolation from peers or social networks
 - Self-harm or significant changes in emotional well-being

10.11 Children and young people who are privately fostered can also sometimes require additional support.

Other specific safeguarding issues are:

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

11. Safer schools, safer staff

This section should address the following questions

- All staff should consider the information. 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 school will follow statutory guidance on disqualification by association.
 - Staff will be made aware of the LSCB current 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? ? (*DBS checks, Code of Conduct, Induction procedures, Safeguarding training*)
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 - 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? (*Safeguarding training, Keeping Children safe*)
 - What organisational, personal or professional difficulties can get in the way of protecting children? (*Code of Conduct, Induction procedures, Safeguarding training*)

² Child protection and safeguarding are multi-agency responsibilities. These responsibilities are best discharged when practitioners have a good understanding of each other's role. Such opportunities can be provided by SSCB training or, for example, by schools arranging for occasional meetings with other agencies in their locality.

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- 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? (*Code of Conduct, Induction procedures, Safeguarding training*)
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Appendix 1 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. If the DSL is not available, staff should speak to the Deputy DSL or member of the SLT and/or take advice from local children's social care (KCSIE (2018), paragraph 26); this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 3):

The Designated Safeguarding Lead is:

Emma O'Donnell

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

Suzanne Hall

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 MASH team can also be consulted, where you will be able to speak to a qualified social worker if necessary for support and advise.

Staff should never:

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

What should the 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 Family 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 MASH 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 a 'need to know' 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. Thresholds for Referral to MASH

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

(i) Is this a Child In Need?

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

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

(ii) Is this a Child Protection Matter?

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

- is the subject of an Emergency Protection Order;
- is in Police Protection; or where they have
- 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

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

(i) Child in Need/Section 17 Referrals

- Where a Family Assessment already exists, the DSL should send this with the referral to MASH along with any Team around the Family minutes.
- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate). This should also be identified on the Family Assessment.

- Where a parent/carer/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(ii) Child Protection/Section 47 Referral

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

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

5. MASH Responses to Referrals and Timescales

In response to a referral, MASH 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

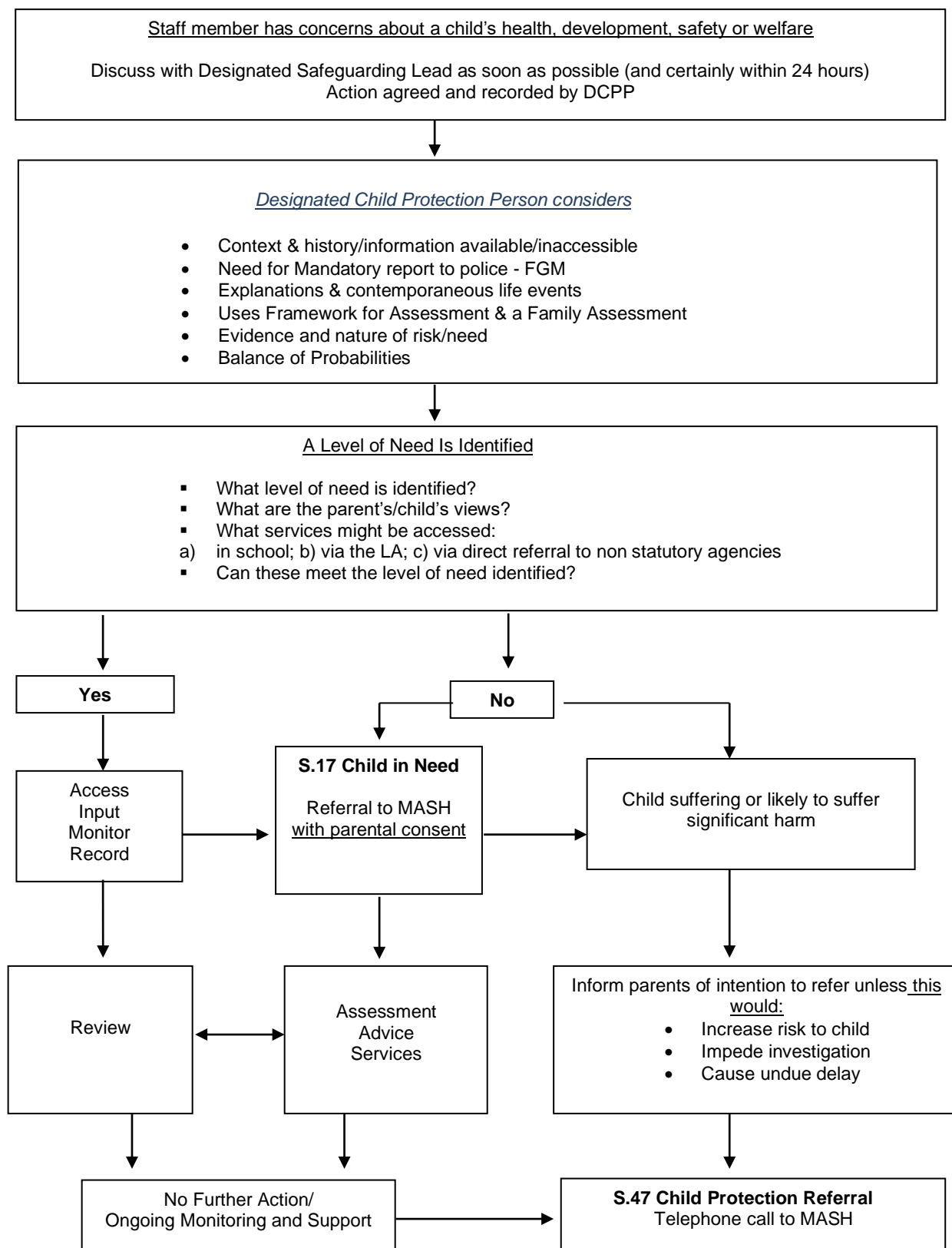
6. Feedback from MASH

MASH 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 2: Taking action on child welfare/protection concerns in school



Appendix 3: 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 Officer).

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 MASH 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 MASH.

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 4 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
- Neglect

Physical abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately

silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

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

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

Sexual Abuse

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

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

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

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

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.

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues some of which are listed below. Further details can be read at Annex A of Keeping Children Safe in Education (2018). Safeguarding can link to issues such as drug-taking, alcohol abuse, truanting and sexting. Sexting can become an aspect of online safety abuse, between adults/children.

Honour Based Violence (HBV)

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. FGM can also link to Honour Based Violence (see KCSIE for further information). Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, he or she has a statutory duty to personally report it to the police. Those failing to report such cases to the police will face disciplinary sanctions. Unless the teacher has good reason not to they should still consider and

discuss the case with the DSL and involve children's social care as appropriate. Any other adults with concerns about FGM should report their concerns to the DSL immediately.

Child Sexual Exploitation (CSE)

CSE is a form of abuse which involves children receiving something in exchange for sexual activity. CSE involves an imbalance of power in the relationship; it can involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. In addition to the behavioural indicators above, key indicators of CSE include appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; and having older boyfriends or girlfriends. Any concerns regarding CSE should be immediately reported to the DSL.

Forced Marriage

Is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence, threats or coercion is used.

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Where forced marriage is suspected the DSL must be informed immediately.

Preventing radicalisation and extremism

It is the School's duty under the Counter Terrorism & Security Act 2015 (The Prevent Duty) to have due regard to the need to prevent students from being drawn into terrorism. The referral procedures set out above also apply where there are concerns about children who may be at risk of being drawn into terrorism. The School also has in place a specific Preventing Extremism and Radicalisation Policy which sets out in detail the training requirements, prevention measures and procedures which staff must follow if they have concerns about a child being drawn into terrorism. All staff should familiarise themselves with and follow the procedures set out in this policy. The DSL is the designated Prevent duty person responsible for co-ordinating action within the school and liaising with other agencies, including the Prevent Lead.

Online safety

Staff should be aware of the risks from potentially harmful and inappropriate online material. Annex C of KCSIE provides useful information and web links for teachers. In addition to the Esafety scheme of work, Internet Safety day is celebrated every year. Please see Esafety policy

Teaching about safety and safeguarding

The School takes a proactive approach to teaching children about safety and safeguarding. In addition to the PSHE scheme of work, this is undertaken across the curriculum. As well as explicit teaching opportunities, staff use incidental opportunities to promote safe messages and teach about how to manage risk.

N.B Annex A of 'Keeping Children Safe in Education 2018' contains additional information about specific forms of abuse

Operation Encompass- Processes and Procedures

Designated Safeguarding Lead: Emma O'Donnell

Key Adult : Emma O'Donnell

Deputy Key Adult: Suzanne Hall

Operation Encompass is the process used to inform or report to schools, prior to 9.00 a.m. the following school day, when the police have attended 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 information is given to a trained 'Key Adult' within the school. The child can then be supported with silent or overt support.

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 Oldham's Safeguarding MASH

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">• Talking to parents• Use the Early Help Assessment process to access additional support• Develop safety planning with the child• 'Healthy Relationships' class sessions (PSHE)•

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 Public Protection Incident journal 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 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** – The Key Adult may consider, at the discretion of the Head Teacher, to carry 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 MASH. When the child returns back to school, the key adult will revisit the offer of parent/child support.

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 Victim Support using the following details:

Telephone number: 0300 303 0162

Email: northwest.vcu@victimsupport.cjism.net

If there is uncertainty around a referral to Victim Support contact should be made with MASH 0161 770 7777