



**ST PETER'S CHURCH OF ENGLAND  
PRIMARY SCHOOL**

*'Be the Good Soil' Mark 4: 1-20*

*'In Jesus we learn, love and grow together'*

# **SAFEGUARDING & CHILD PROTECTION POLICY**



# St. Peter's Church of England Primary School

## SAFEGUARDING & CHILD PROTECTION POLICY

This policy is based on the Department for Education's statutory guidance, [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#), [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#).

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners via Rochdale Borough Safeguarding Children Partnership (RBSCP).

Local safeguarding partners, are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They are responsible for child protection policy, procedure and guidance at a local level.

The local safeguarding arrangements are led by three statutory safeguarding partners:

- the local authority
- the integrated care board (ICB, previously clinical commissioning group or 'CCG')
- the police.

In line with RBSCP requirements, we adhere to Greater Manchester multi-agency safeguarding procedures [Welcome \(proceduresonline.com\)](#) and the Rochdale Children's Needs and Responses Framework [Rochdale Safeguarding Partnership Board - Children's Needs & Response Framework](#)

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

[The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)

[The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

[The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

Policy documents and pathways relating to local processes and procedure can be found by visiting;

<https://rochdalesafeguarding.com/p/resources-and-tools>

## 1. PURPOSE OF THIS POLICY

- 1.1 An effective whole school Child Protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with Child Protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that Child Protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child.

## 2. INTRODUCTION

- 2.1 St. Peter's is a Church of England School. The staff and governors have agreed these aims for our school.

- In Jesus, we live, learn and grow together'
- Expecting the best, from all, for all.
- Building respect and care.
- Celebrating the diversities within our school community.
- Becoming confident, lifelong learners

These aims will guide all our work together. They are shared with the children and included in our prospectus. Together, the community of St. Peter's School is working to achieve these aims.

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

There are three main elements to our Child Protection 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).

- 2.3 This policy applies to all staff and volunteers in school.

## 3. SCHOOL COMMITMENT

- 3.1 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 suffering abuse.

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to, for example via one-to-one support, group activities, pastoral support, whole class and school approaches.

- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty, via building good relationships with children in school, so that they know who to approach.
- (c) Include all curriculum activities and opportunities for PSHCE/SMSC 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 colleagues from other agencies, in particular via multi-agency meetings and parenting support services.

#### **4. FRAMEWORK**

Education Staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect (Appendix D), at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs and where appropriate to ongoing action to meet those needs.

- 4.1 Child Protection is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Board (RBSCB).  
Please refer to [www.rbscb.org](http://www.rbscb.org) for further details.  
Gail Hopper, Director of Children's Services  
Claire Heap, Education Safeguarding Officer

#### **5. ROLES AND RESPONSIBILITIES**

- 5.1 *All* adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed in Section 13.
- 5.2 What is the role of the Designated Child Protection Person?
- To ensure that all relevant policies are adhered to.
  - Provide advice and support to staff.
- 5.3 What are the responsibilities of the Head Teacher, if they are not the Designated Child Protection Person?
- Ensure records are kept up-to-date and stored securely.
  - Ensure confidentiality is maintained, including where records are electronically stored.

- Attend or facilitate the school's attendance at Child Protection conferences.
- Ensure effective communication with outside agencies.
- Ensure safer recruitment procedures.

5.4 What are the roles and responsibilities of the named governor responsible for Child Protection?

- Policies for Child Protection are adhered to.
- In the case of allegations against the Head Teacher, act as officer.
- Governors should not be given details relating to specific Child Protection situations because of confidentiality issues.

5.5 Who is available within the Local Authority to offer advice and support?

ROLE	NAME	CONTACT DETAILS
Local authority designated officer (LADO) for allegations against professionals	Louise Hurst	0300 3030350 <a href="mailto:Louise.hurst@rochdale.gov.uk">Louise.hurst@rochdale.gov.uk</a>
Education safeguarding officer	Hayley Reynolds	01706 925350 <a href="mailto:Hayley.Reynolds@rochdale.gov.uk">Hayley.Reynolds@rochdale.gov.uk</a>
EHASH	Multi agency complex early help and safeguarding hub	0300 303 0440 Out of Hours 0300 303 8875
LA Prevent officer	Muhammad Abdulaleem	01706 926437 <a href="mailto:muhammad.abdulaleem@rochdale.gov.uk">muhammad.abdulaleem@rochdale.gov.uk</a>
Headteacher for the virtual school	Christopher Tyler	01706 925209 <a href="mailto:christopher.tyler@rochdale.gov.uk">christopher.tyler@rochdale.gov.uk</a>
Attendance & Safeguarding Officer (EWO's)	Katie Digiorgi	01706 925139 <a href="mailto:Katie.Digiorgi@Rochdale.gov.uk">Katie.Digiorgi@Rochdale.gov.uk</a>
Additional: Education Welfare Service - Tel: 01706 925115 Police Protection and Investigation Unit (PPIU) - Tel: 0161 856 4810 (CP) 0161 856 8757 (DV)		

## 6. PROCEDURES

The first steps to be taken should a member of staff have reasonable cause to suspect that a child or young person is suffering or is likely to suffer significant harm is to ensure the immediate safety of that child or young person and others who may be judged to be at risk of abuse. Consultation must take place with the Designated Safeguarding Lead (or named deputy) who will be the most appropriate person to initiate any referral. At St Peter's, we use CPOMS to record and raise concerns. In the situation whereby the system is down we have a backup of 2 different internal recording forms (Child Protection Concern Form [Appendix E] and Child Initial Record of Concern Form [Appendix F] – in the office and will be transferred to CPOMS subsequently). Staff are trained to use both CPOMS and the Child Initial Record of Concern Form, to record ANY possible or potential safeguarding/child protection concerns. CPOMS (or the Child Protection Concern Form) is used to record clear safeguarding related concerns. When completed, the Designated Safeguarding Lead (or Deputy if DSL unavailable) will be alerted and will then make the decision whether a referral is needed to Children's Social Care.

Where it is believed that a child is suffering from, or is at risk of significant harm, we will then follow the procedures set out in the document produced by RBSCB - Children's Needs and Response Framework (January 2018). Once the level of risk has been assessed on this framework, a referral to the relevant body will be made i.e. EHASH.

Early Help is an offer to help children, young people and families to deal with any issues as early as possible, before they turn into big problems. It is about providing information, advice or services at the right time to meet a family's needs and to support them in resolving any concerns as soon as they emerge. St Peter's support this system through working with outside agencies and providing an Early Help Champion in school.

How will staff be kept informed about Child Protection procedures?

- Regular update staff meetings and documents disseminated.

How will St. Peter's School ensure that other adults in school know what to do if there are Child Protection concerns?

- Referral to the 'notes for new arrivals' document
- Induction through the Staff Handbook.

How will you inform parents of the school's duties and responsibilities under the Child Protection procedures?

- Provide a statement to be inserted into the school prospectus.
- Regular updates through the website and letters home.

**The School's Child Protection Procedures are attached to this policy (Appendix A).**

## **7. TRAINING AND SUPPORT**

7.1 St. Peter's School will ensure that the Head Teacher, the Designated Child Protection Person and the nominated governor for Child Protection attend training relevant to their role at intervals of no longer than two years. The Designated Child Protection Person will also attend Multi-Agency Child Protection training at least annually.

- All staff will receive basic training on Child Protection via an induction and an update every three years to be delivered by RBSCP/Local Authority staff.
- Annual updates of Keeping Children Safe in Education – September: to highlight all changes and key points.
- All staff will be kept informed on current Child Protection issues through regular briefings and staff meetings e.g. 7 Minute Briefings
- Designated Safeguard Lead, Pastoral Officer, Head Teacher, multi-agency staff, linked staff plus RBSCP safeguarding staff are available to staff if there are concerns or queries.

## **8. CONFIDENTIALITY**

8.1 Confidentiality is an issue which needs to be discussed and fully understood by those working with children, particularly in the context of Child Protection.

We ensure that parents, governors and every adult working in/associated with the school understand the need for the basic principles regarding confidentiality via regular updates and informal discussions where needed.

Our guidelines in the case of disclosure are attached at Appendix A.

8.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others (including Children's Social Care Services) must always have regard to both common and statute law.

8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, 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.



## 9. RECORDS AND MONITORING

- 9.1 Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

The system for recording concerns about the welfare or behaviour of a child is as follows:

- Any reporting of child safeguarding must be logged on CPOMS (from October 2017) – prior to this, paper copies were kept in a locked cupboard in the DSL's office – and subsequently have been scanned, and uploaded to CPOMS and the secure school network drives.
- Staff may keep their own record if requested.
- When it becomes apparent there are Child Protection concerns, these are recorded via multi-agency meetings and notes. These records are uploaded to CPOMS.
- Teacher-held notes become part of school records at multi-agency meetings.
- The school monitors children about whom there are concerns through our multi-agency meetings. All members of the multi-agency team and class teachers are notified when a child is being monitored. Concerns are collated at these meetings.
- It is decided at the multi-agency meetings when the monitoring record indicates sufficient concern to warrant a referral or Early Help Assessment.
- The Pastoral Officer is an Early Help Champion and co-ordinates these meetings.
- Record keeping is stringent and kept within secure electronic storage (CPOMS) and remain in place for the child's time at the school.
- Staff are briefed as to the status of these records on a 'need to know' basis.
- If a child transfers or leaves the school, records are always sent on. This can be done through CPOMS if the receiving school also have the software.  
Rigorous procedures are in place to ascertain where a child has gone via EWO service, where necessary.

## **10. CHILD PROTECTION CONFERENCES**

- A Child Protection Conference may be convened following a Section 47 referral
- The Chair of the Conference extends an invitation to the school rather than a named person. The Headteacher or the Deputy Head Teacher attends from our school, but the Pastoral Officer normally represents the school on core group/CIN meetings.
- Staff are supported via training and pro-forma to produce relevant, concise and professional reports for Child Protection Conferences.

## **11. SUPPORTING PUPILS AT RISK**

11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth to view the world in a positive way. 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 and there may even be moves to consider suspension or exclusion from school.

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.

Research suggests that children with SEND are more likely to be abused than children without disabilities. Families with children with disabilities are more likely to experience poverty and children with special educational needs are more likely to be excluded from school, (70% of all permanent exclusions are for pupils with SEN). St Peter's recognises it is of critical importance to communicate with children with disabilities and that all children will have different preferences of communication and if asked in the right way by those who understand their needs and have the skills, they can be listened to.

We also liaise with the Virtual School Headteacher for Looked After Children to ensure all involved with LAC pupils, including themselves, have high educational aspirations so that our pupils are given the best opportunities to engage, progress and achieve to their full potential – providing data via the LACAT.

11.2 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 (required under the Code of Practice, 1993 Education Act).
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- (e) Regular liaison with other professionals and agencies who support our pupils and their families, on-line with appropriate confidentiality parameters.

- (f) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.
- (g) Access to counselling services

11.3 This policy should be considered alongside other related policies in school. These are:

- Supporting Pupils with Medical Needs.
- School Security
- Staff Codes of Conduct
- Behaviour Management Policy.
- Anti-bullying
- Special Education Needs
- Health & Safety
- E-safety
- Handling Allegations of Abuse Against Staff
- Intimate Care Policy
- The Prevent Duty (June 2015) – see Appendix C

All staff are required to sign that they have received the Code of Practice on Safe Working, including newly appointed staff (Appendix B).

#### **Important Sources of Further Information**

1. 'Keeping Children Safe in Education', DfE September 2018.
2. The Greater Manchester Safeguarding Children procedures, on the Rochdale Borough Safeguarding Children Board website [www.rbscb.org](http://www.rbscb.org).
3. Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2018).
4. What to do if you are worried a child is being abused – Advice for practitioners (DfE, 2015).
5. Specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

## **12. SAFER SCHOOLS, SAFER STAFF**

Information is available to school staff about 'counselling' and/or giving advice to children/young people about sexual matters via this website.

**Go to: [www.rbscb.org](http://www.rbscb.org) 'Working with Sexually Active Young People Under the age of 18.**

**'Safer Recruitment' procedures are fully in place.**

Staff are made aware of the current procedures for dealing with allegations of abuse against staff

**Also go to [www.rbscb.org](http://www.rbscb.org) for Allegations Management Procedures or NSPCC Whistleblowing Helpline 0800 028 0285.**

### 13. STAFF AND CPD

#### A. Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Child Protection Person & 'Back-Up' or Deputy DCPP	Nominated Governor
2017- PRESENT	Aelred Whelan Daniel Wood (DSL) Faye Dawson	Margaret Sutton
2016/2017	Aelred Whelan Kate Hardman (DSL) Faye Dawson	Margaret Sutton
2014-2016	Aelred Whelan Kate Hardman (DSL) Stephanie Goodall Anne Marie Harrop	Margaret Sutton
2013/2014	Jean O'Neill Lynne Maciver (DSL) Stephanie Goodall	Jean Hall

#### B. Whole School Child Protection Training

##### 2022-2023

Date	Staff Member	Course Title
12.09.22	ALL STAFF <i>*Register in Purple File</i>	Basic Introduction to Safeguarding Children & Safe Working Practice (3-year renewal)
20.09.22	Chelsea Ellis	Basic Introduction to Safeguarding Children & Safe Working Practice (Zoom)
21.09.22	Dan Wood	Safeguarding Leaders Network
21.09.22	Faye Dawson	Safeguarding Leaders Network
17.10.22	ALL STAFF <i>*Register in Purple File</i>	Prevent Training – Radical Resilience
02.11.22	Kelly Hulse	Basic Introduction to Safeguarding Children & Safe Working Practice
10.11.22	Dan Wood	Safeguarding Leaders Network
10.11.22	Faye Dawson	Safeguarding Leaders Network
12.01.23	Karen Price	Basic Introduction to Safeguarding Children & Safe Working Practice
08.03.23	Dan Wood	Safeguarding Leaders Network
08.03.23	Faye Dawson	Safeguarding Leaders Network

##### 2021-2022

Date	Staff Member	Course Title
24.09.21	Dan Wood	Safeguarding Leaders Network
24.09.21	Faye Dawson	Safeguarding Leaders Network
23.11.21	Dan Wood	Safeguarding Leaders Network
23.11.21	Faye Dawson	Safeguarding Leaders Network
01.02.22	Dan Wood	Safeguarding Leaders Network
01.02.22	Faye Dawson	Safeguarding Leaders Network
22.03.22	Dan Wood	Safeguarding Leaders Network
22.03.22	Faye Dawson	Safeguarding Leaders Network
17.05.22	Dan Wood	Safeguarding Leaders Network

17.05.22	Faye Dawson	Safeguarding Leaders Network
08.06.22	Charlie Clark	Basic Introduction to Safeguarding Children & Safe Working Practice
08.06.22	Brad Kime	Basic Introduction to Safeguarding Children & Safe Working Practice
08.06.22	Salsabil Kaddus	Basic Introduction to Safeguarding Children & Safe Working Practice
08.06.22	Rebecca Reilly	Basic Introduction to Safeguarding Children & Safe Working Practice
16.06.22	Dan Wood	Safeguarding Leaders Network
16.06.22	Faye Dawson	Safeguarding Leaders Network
01.07.22	Dan Wood	DSL Annual Training Conference 2022
01.07.22	Faye Dawson	DSL Annual Training Conference 2022

### 2020-2021

Date	Staff Member	Course Title
21.09.20	Dan Wood	Safeguarding Leaders Network
21.09.20	Faye Dawson	Safeguarding Leaders Network
13.10.20	Dan Wood	Safeguarding Leaders Network
13.10.20	Faye Dawson	Safeguarding Leaders Network
18.11.20	Dan Wood	Safeguarding Leaders Network
18.11.20	Faye Dawson	Safeguarding Leaders Network
19.01.21	Dan Wood	Safeguarding Leaders Network
19.01.21	Faye Dawson	Safeguarding Leaders Network
09.02.21	Dan Wood	Safeguarding Leaders Network
09.02.21	Faye Dawson	Safeguarding Leaders Network
16.03.21	Dan Wood	Safeguarding Leaders Network
16.03.21	Faye Dawson	Safeguarding Leaders Network
21.04.21	Grace Woods	Basic Introduction to Safeguarding Children & Safe Working Practice
21.04.21	Joanne Smith	Basic Introduction to Safeguarding Children & Safe Working Practice
21.04.21	Jason Gentle	Basic Introduction to Safeguarding Children & Safe Working Practice
21.04.21	Leanne Stubbs	Basic Introduction to Safeguarding Children & Safe Working Practice
28.04.21	Dan Wood	Domestic Abuse Awareness – Part 1
28.04.21	Faye Dawson	Domestic Abuse Awareness – Part 1
05.05.21	Dan Wood	Domestic Abuse Awareness – Part 2
05.05.21	Faye Dawson	Domestic Abuse Awareness – Part 2
06.05.21	Faye Dawson	Wellbeing for Education Return – Bereavement
18.05.21	Dan Wood	Safeguarding Leaders Network
18.05.21	Faye Dawson	Safeguarding Leaders Network
30.06.21	Dan Wood	Honour Based Violence and Abuse Briefing
30.06.21	Faye Dawson	Honour Based Violence and Abuse Briefing
06.07.21	Dan Wood	Safeguarding Leaders Network
06.07.21	Faye Dawson	Safeguarding Leaders Network

### 2019-2020

Date	Staff Member	Course Title
16.09.19	ALL STAFF <i>*Register in Purple File</i>	Basic Introduction to Safeguarding Children & Safe Working Practice (3-year renewal)
23.09.19	ALL STAFF <i>*Register in Purple File</i>	Prevent Training – Radical Resilience
01.10.19	Dan Wood	Safeguarding Leaders Network *Cancelled by LA
01.10.19	Faye Dawson	Safeguarding Leaders Network*Cancelled by LA
17.01.20	Dan Wood	Rochdale Annual Designated Safeguarding Leads Training
04.02.20	Faye Dawson	Reducing Couple Conflict Practitioner Training (How to Argue Better)
11.02.20	Dan Wood	Safeguarding Leaders Network
11.02.20	Faye Dawson	Safeguarding Leaders Network

### 2018 - 2019

Date	Staff Member	Course Title
03.10.18	Daniel Wood	Toxic Trio

24.01.19	Kara-Leigh Wilkinson	Basic Introduction to Safeguarding Children & Safe Working Practice for NQTs
24.01.19	Maria Fitzgerald	Basic Introduction to Safeguarding Children & Safe Working Practice for NQTs
24.01.19	Rachel Milburn	Basic Introduction to Safeguarding Children & Safe Working Practice for NQTs
24.01.19	Rachael Kelly	Basic Introduction to Safeguarding Children & Safe Working Practice for NQTs
05.02.19	Dan Wood	Safeguarding Leaders Network Meeting
05.02.19	Faye Dawson	Safeguarding Leaders Network Meeting
08.02.19	Dan Wood	Operation Encompass Training
08.02.19	Faye Dawson	Operation Encompass Training
23.05.19	Dan Wood	Safeguarding Leaders Network
23.05.19	Faye Dawson	Safeguarding Leaders Network
04.07.19	Dan Wood	Rochdale Annual Designated Safeguarding Leads Training
04.07.19	Faye Dawson	Rochdale Annual Designated Safeguarding Leads Training

### 2017 – 2018

Date	Staff Member	Course Title
03.10.17	Faye Dawson	Child Sexual Exploitation
01.11.17	Daniel Wood	Safeguarding Leaders Network
01.11.17	Faye Dawson	Safeguarding Leaders Network
08.11.17	Daniel Wood	Mass (EHASH) and Sunrise at Rochdale Police Station (Briefing)
08.11.17	Faye Dawson	Mass (EHASH) and Sunrise at Rochdale Police Station (Briefing)
09.11.17	Faye Dawson	Domestic Abuse and MARAC Training
20.02.18	Daniel Wood	Safeguarding Leaders Network
28.02.18	Faye Dawson	Children's Needs & Response Framework*
28.02.18	Daniel Wood	Children's Needs & Response Framework*
03.05.18	Katie Fletcher	Basic Introduction to Safeguarding Children & Safe Working Practice
03.05.18	Chloe Rourke	Basic Introduction to Safeguarding Children & Safe Working Practice
03.05.18	Vicky Hasker	Basic Introduction to Safeguarding Children & Safe Working Practice
03.05.18	Rachel Milburn	Basic Introduction to Safeguarding Children & Safe Working Practice
03.05.18	Joanne Helm	Basic Introduction to Safeguarding Children & Safe Working Practice
03.05.18	Naz Crossly	Basic Introduction to Safeguarding Children & Safe Working Practice
22.05.18	Daniel Wood	Safeguarding Leaders Network
11.07.18	Faye Dawson	Toxic Trio

### C. Review dates for this policy

Review Date	Changes made	By whom
September 23	Updated to reflect the changes in KCSIE 2023	D. Wood

## **APPENDIX A SCHOOL SAFEGUARDING PROCEDURES**

If you have a concern about a child in our care, speak to the named person for child protection, this should *always* occur as soon as possible and certainly within 24 hours.

**The Safeguarding Lead Person is: Mr. Daniel Wood (Deputy Headteacher).**

**The Back Up Safeguarding Lead Person is: Mrs. Faye Dawson (Pastoral Officer) or Mr. A. Whelan (Headteacher)**

You will be asked to write a statement about your concern. This will be done on CPOMS where an incident will be recorded and categorised. This will be sent to the Pastoral Officer and Safeguarding Lead(s).

1. Complete the incident with as much detail as possible.
  2. Send immediately to the Safeguarding Lead/ Pastoral Officer through CPOMS (unless you believe the child to be in immediate risk, in which case take it straight to the Safeguarding Lead)
  3. Discuss the matter with the Pastoral Officer who will decide on the course of action, logging any incidents and actions on CPOMS.
  4. The Pastoral Officer will discuss reported incidents with the Safeguarding Lead who will review and upload/file any necessary documentation.
- If it is deemed appropriate, either the Safeguarding Lead or the Headteacher will contact EHASH (The Hub). Parents will be informed, unless this may pose a risk to the child.
  - In the case of sexual abuse, you must not discuss or question the child about any disclosure. This could lead to negation or contamination of evidence. Appropriate authorities will be contacted immediately.
  - Always remember confidentiality is paramount. You must not disclose any information to anyone except the Safeguarding Lead(s), who will pass on information on a 'need to know' basis.
  - Any paperwork or correspondence necessary for meetings will be requested from staff one week prior to the meeting date and should be returned to the Safeguarding Lead two full days before the meeting commences.
  - Any correspondence with outside agencies should be authorised by the Safeguarding Lead or the Headteacher.

### **Feedback to Staff**

Rules of confidentiality dictate that it may not always be possible or appropriate for the Safeguarding Lead to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Safeguarding 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.

## TALKING AND LISTENING TO CHILDREN

### 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 share the information;
- 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;
- Investigate, suggest or probe for information;
- Ask leading questions of children/young people
- Confront another person (adult or child) allegedly involved;
- Speculate or accuse anybody;
- Make promises about confidentiality or keeping 'secrets';
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror, etc.;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to share the information with the correct person (the Designated Safeguarding Lead).

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

- Whilst 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).

### Recordings should

- State who was present, time, date and place (using full names and full job designations of staff);
- Be written in ink and be signed by the recorder;
- Be passed to the DSL 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?

- School/College staff have **no investigative role** in Child Protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses);
- Never prompt or probe for information, your job is to listen, record and share information;
- 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 share immediately with the Designated Safeguarding Lead/Head Teacher/line manager.

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

- **Never** asked 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/college 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/college. 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/college.

**APPENDIX B**  
**CODE OF PRACTICE FOR ADULTS WORKING**  
**WITHIN ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL**

**Aims**

- To safeguard the personal safety of all.
- To protect children from professional abuse.
- To avoid random allegations of professional abuse.

This code of practice is devised with consideration to legislation, Rochdale Policy and Guidelines, and St Peter's Policies and ethos.

- Create a safe environment.
- Invite people into the classroom – volunteers, parents, visitors, colleagues.
- Make it possible for people to see into the room, even when they don't come in.
- If you need to work/talk privately with pupils, make sure that the pupil and other staff are clear about what you are doing; for how long, where, how and why.
- Call pupils by their given name (nicknames signal favouritism which may be misinterpreted).
- Avoid situations that may be interpreted as favouritism – giving items to individuals that could be interpreted as gifts, using nicknames or terms of endearment etc.
- Avoid private/personal correspondence or communication with a student or pupil by means of text messages, personal e-mails or chat rooms.
- Give all pupils equal opportunity to engage in activities (school holidays, trips, etc.)
- Give all pupils access to positions of responsibility.
- Ensure pupils know the consequences of physical touch between children, e.g. poking, pushing, fighting, kicking, unwanted hugging, stroking, kissing.
- Use rewards and sanctions as part of the whole school policy and make sure the system is displayed or accessible.
- Avoid isolating yourself with pupils in changing rooms. Be aware that some children feel more vulnerable when they are wearing less clothing.

**Transportation**

- If you are transporting children on a regular basis, make sure you rotate the adult/child pairings.
- If it is necessary to escort a child off site for any reason, always ensure that someone else knows, and that the Headteacher or Deputy Head has given permission.
- Avoid giving individual children lifts in private cars unless parents, the Headteacher and the pupil him/herself, as part of an agreed plan have sanctioned it.

**Supportive Contact**

*There are times when physical contact may be deemed appropriate. These situations will be in a caring context, when pupils need reassurance and support. Touch is a significant method of communication and needs to be available as a strategy in building positive relationships. However, we need to take into account the following:*

- The age of the pupil
- The severity of the pupil's distress
- As with all physical contact with pupils, the level of contact used should be the minimum necessary to achieve the desired outcome.
- Ensure that this supportive contact is agreed and open.

- Do not touch pupils, however casually, in ways or on parts of the body that might be considered indecent.
- Some children may find being touched uncomfortable or distressing for a number of reasons. Be sensitive to a child's reaction to physical contact and act appropriately.

**Procedures for Dealing with Allegations of Professional Abuse**

If you see, suspect or receive an allegation of professional abuse, you must refer to the Safeguarding Lead or the Headteacher, who will take appropriate action, in line with Rochdale Child Protection guidelines.

**I have read and understood the Child Protection Policy and Code of Practice.**

**I have also read and understand Part One: Information for all school and college staff from Keeping Children Safe in Education (September 2023).**

**Signed:**

**Date:**

## APPENDIX C – Additional Information

**These appendices are based on the Department for Education’s statutory guidance, Keeping Children Safe in Education.**

### Appendix C.1 - types of abuse

**Abuse**, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**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** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate

Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

Seeing or hearing the ill-treatment of another

Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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

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** 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.

## **Appendix C.2: safer recruitment and DBS checks – policy and procedures**

### **Recruitment and selection process**

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

### **Advertising**

When advertising roles, we will make clear:

Our school's commitment to safeguarding and promoting the welfare of children

That safeguarding checks will be undertaken

The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children

Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

### **Application forms**

Our application forms will:

Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)

Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

### **Shortlisting**

Our shortlisting process will involve at least 2 people and will:

Consider any inconsistencies and look for gaps in employment and reasons given for them

Explore all potential concerns

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

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

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

Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online, in line with advice from HR and with prior knowledge of the candidate.

### **Seeking references and checking employment history**

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

When seeking references we will:

Not accept open references

Liaise directly with referees and verify any information contained within references with the referees

Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations

Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed

Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children

Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate

Resolve any concerns before any appointment is confirmed

### **Interview and selection**

When interviewing candidates, we will:

Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this

Explore any potential areas of concern to determine the candidate's suitability to work with children

Record all information considered and decisions made

### **Pre-appointment vetting checks**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. These records are stored confidentially and access is granted on a need to know basis.

We follow requirements and best practice in retaining copies of these checks, as set out below.

### **New staff**

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

Verify their identity, including sight of birth certificates and any name change documentation

Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain

the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:

- For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
- For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Regulated activity** means a person who will be:

Responsible, on a regular basis (3 times or more in a month) in a school or college, for teaching, training, instructing, caring for or supervising children; or

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

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

There are concerns about an existing member of staff's suitability to work with children; or

An individual moves from a post that is not regulated activity to one that is; or

There has been a break in service of 12 weeks or more

If we have concerns about an existing member of staff's suitability to work with children, we will seek advice from our HR service and/or the LADO. We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

We believe the individual has engaged in [relevant conduct](#); or



We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

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

### **Contractors**

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

An enhanced DBS check with barred list information for contractors engaging in regulated activity

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

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

We will not keep copies of such checks for longer than 6 months. Or until such time as the contact ends.

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

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

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

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

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

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

## **Volunteers**

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers working in regulated activity

Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will seek HR advice and retain a record of this risk assessment

Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

## **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

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

## **Staff working in alternative provision settings**

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

## Appendix 3: allegations of abuse made against staff

### Section 1: allegations that may meet the harms threshold

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

Behaved in a way that has harmed a child, or may have harmed a child, and/or

Possibly committed a criminal offence against or related to a child, and/or

Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or

Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO). LADO@Rochdale.gov.uk

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

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

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

### Suspension until the case is resolved

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

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

Redeployment within the school so that the individual does not have direct contact with the child or children concerned

Providing a colleague to be present when the individual has contact with children

Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

Temporarily redeploying the individual to another role in a different location

The case manager will seek advice from the school's HR support and the LADO as well as the police and children's social care where they have been involved.

### Definitions for outcomes of allegation investigations

**Substantiated:** there is sufficient evidence to prove the allegation

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

**False:** there is sufficient evidence to disprove the allegation

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

## **Procedure for dealing with allegations**

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

Conduct basic fact finding in line with local procedures to obtain key information about the allegation before carrying on with the steps below

Discuss the allegation with the LADO. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police)

Inform the individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

Where appropriate (in the circumstances described above), after taking HR advice, carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. In addition to discussion with HR, advice will be also sought from the LADO, police and/or children's social care services, as appropriate

Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care

**If suspension is considered necessary**, agree and record the rationale for this with the LADO and HR. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern and the individual will be given a named support officer at the school and their contact details

**If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO and HR what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

**If it is decided that further action is needed**, take steps as agreed with the LADO and HR to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Advice should be taken from HR in respect of whether referral to Occupational Health or other support services may be beneficial.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing.

Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child. The HR service should support school with this requirement.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

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

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

### **Additional considerations for supply teachers and all contracted staff**

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

We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO and HR team to determine a suitable outcome

The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

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

### **Organisations or Individuals using school premises**

Incidents occurring when an individual or organisation uses a school's premises. As with all safeguarding allegations, schools should follow their safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO) – however there are currently no organisation or individuals that use the school premises.

## **Timescales**

In all cases, we will seek to conclude any allegations management cases as soon as is practicable. If disciplinary action is required, the timescales for proceedings will be in line with school policy.

## **Specific actions**

### **Action following a criminal investigation or prosecution**

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

## **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and their HR representative will discuss with the LADO whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and HR representative will discuss with the LADO whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

## **Individuals returning to work after suspension**

If it is decided that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this and will take advice from HR in respect of reintegration into school.

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

## **Unsubstantiated, unfounded, false or malicious allegations**

If an allegation is:

Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

## **Confidentiality and information sharing**

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

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

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

## **Record-keeping**

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

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

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

- A clear and comprehensive summary of the allegation

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

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

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

## References

When providing employer references, we will:

Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious

Include substantiated allegations, provided that the information is factual and does not include opinions

Seek HR advice if unsure what should be disclosed in a reference.

## Learning lessons

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

## Non-recent allegations

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

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

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

## Section 2: concerns that do not meet the harm threshold

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

Concerns may arise through, for example:

Suspicion

Complaint

Safeguarding concern or allegation from another member of staff

Disclosure made by a child, parent or other adult within or outside the school

Pre-employment vetting checks

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



## **Definition of low-level concerns**

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

Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work,  
**and**

Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

Being overly friendly with children

Having favourites

Taking photographs of children on their mobile phone

Engaging with a child on a one-to-one basis in a secluded area or behind a closed door

Humiliating pupils

## **Sharing low-level concerns**

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

We will create this culture by:

Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others

Empowering staff to share any low-level concerns as per section 7.7 of this policy

Empowering staff to self-refer

Addressing unprofessional behaviour and supporting the individual to correct it at an early stage

Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

Helping to identify any weakness in the school's safeguarding system

## **Responding to low-level concerns**

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

Directly to the person who raised the concern, unless it has been raised anonymously

To the individual involved and any witnesses

The DSL will use the information collected to categorise the type of behaviour and determine any further action, after taking advice from the Headteacher, who will be the ultimate decision maker.

## **Record keeping**

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

Records will be:

Kept confidential, held securely and comply with the DPA 2018 and UK GDPR

Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action,



either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the LADO

Retained at least until the individual leaves employment at the school

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

## **References**

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

The concern (or group of concerns) has met the threshold for referral to the LADO and is found to be substantiated; and/or

The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

## Appendix 4: specific safeguarding issues

### Children missing from education

A child who is absent from or goes missing from education, particularly repeatedly or for prolonged periods, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM, HBVA or forced marriage.

There are many circumstances where a child may become absent / missing from education, but some children are particularly at risk. These include children who:

- › Are at risk of harm or neglect
- › Are at risk of forced marriage or FGM
- › Come from Gypsy, Roma, or Traveller families
- › Come from the families of service personnel
- › Go missing or run away from home or care
- › Are supervised by the youth justice system
- › Cease to attend a school
- › Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent or go missing from education, particularly on repeat occasions or for prolonged periods, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. We will seek advice from the LA Children Missing Education Officer.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM, HBVA and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

Appearing with unexplained gifts or new possessions

Associating with other young people involved in exploitation  
Suffering from changes in emotional wellbeing  
Misusing drugs and alcohol  
Going missing for periods of time or regularly coming home late  
Regularly missing school or education  
Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate. The DSL will seek advice from the multi-agency Complex Safeguarding Team if they are concerned that a child is at risk of criminal exploitation.

## **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

Having an older boyfriend or girlfriend  
Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate. The DSL will seek advice from the multi-agency Complex Safeguarding Team if they are concerned that a child is at risk of sexual exploitation.

## **Domestic abuse**

In line with the Domestic Abuse Act 2021, children who live in household where there is domestic abuse and/or violence that occurs between family members are themselves identified as being victims, due to the serious, long-lasting emotional and psychological impact this can have. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can be coercive and controlling behaviours. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background.

Older children may also experience domestic abuse and/or violence in their own personal relationships. This can include sexual harassment. The Domestic Abuse Act covers all children over the age of 16.

Living with domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

Within Rochdale, our Police force uses Operation Encompass. This means that if police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This enables the DSL to consider any support that may be required according to the child's needs and to update school safeguarding records. The DSL may wish to contact the Operation Encompass helpline (telephone number 0204 523 9990) to seek advice about what support may be useful for the child and/or speak to their Early Help Locality Team, or check the local authority domestic abuse webpage for up to date information about local support service; [About who can help with domestic abuse | Who can help with domestic abuse | Rochdale Borough Council](#)

The DSL will provide support according to the child's needs and update records about their circumstances.

Further guidance can be found here; [da toolkit - schools and educational settings v5.pdf \(rochdalesafeguarding.com\)](#)

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## **So-called 'honour-based' violence and abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBVA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBVA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBVA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

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

➤ A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

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

The above indicators and risk factors are not intended to be exhaustive. School should always seek advice from EHASH if they are concerned.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- › Speak to the pupil about the concerns in a secure and private place
- › Follow local safeguarding procedures and contact EHASH
- › Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- › Refer the pupil to support services and provision as appropriate.

## Preventing radicalisation

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

**Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

**Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. The local authority Equality and Community Cohesion Officer, Muhammad Abdulaleem can assist schools in providing appropriate training.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate - Prevent Radicalisation & Extremism](#) and [NSPCC](#) say that signs that a pupil is being radicalised can include:

- › Refusal to engage with, or becoming abusive to, peers who are different from themselves
- › Becoming susceptible to conspiracy theories and feelings of persecution
- › Changes in friendship groups and appearance
- › Rejecting activities they used to enjoy
- › Converting to a new religion
- › Isolating themselves from family and friends
- › Talking as if from a scripted speech

- › An unwillingness or inability to discuss their views
- › A sudden disrespectful attitude towards others
- › Increased levels of anger
- › Increased secretiveness, especially around internet use
- › Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- › Accessing extremist material online, including on Facebook or Twitter
- › Possessing extremist literature
- › Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL. Staff should **always** take action if they are worried, irrespective of the age of the child involved.

## Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school, both face-to-face and online, and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

Abuse in intimate personal relationships between peers (this is sometimes known as 'teenage relationship abuse')

Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)

Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)



Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic/ misandrist messages; the consensual and non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

## **Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment can occur:

Between children of any age and sex

Through a group of children sexually assaulting or sexually harassing a single child or group of children

Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

Challenging inappropriate behaviours, creating a culture where sexism, misogyny and misogyny are not tolerated

Utilising research and evidence-based practice to support respectful and safe school culture

Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them



If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

## **Serious youth violence**

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

Increased absence from school

Change in friendships or relationships with older individuals or groups

Significant decline in performance

Signs of self-harm or a significant change in wellbeing

Signs of assault or unexplained injuries

Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

Being male

Having been frequently absent or permanently excluded from school

Having experienced child maltreatment

Having been involved in offending, such as theft or robbery

Children may carry weapons, including knives, either because they have been manipulated or forced to do so, or because they feel this will help them to protect themselves. If a child is known or suspected to be carrying a weapon, the DSL must be informed and the Rochdale knife protocol for schools followed.

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

## **Private fostering**

A private fostering arrangement is one that is made without the involvement of a local authority for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005'

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind, including where families may have had unsuccessful applications to remain in the UK following Brexit
- teenagers estranged from their families

There may also be private foster care arrangements for the following reasons;

- children brought from outside the UK with a view to adoption
- trafficked children

Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt. Following this, the Children (Private Arrangement for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005.

Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children's Services department and schools have a vital role within this, as the people who see children and families on a day to day basis.

Further information is available at: [Private fostering information from Childrens Act](#)

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being privately fostered, they will report this to the DSL, who will seek advice from the EHASH.

## **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using the visitors' record and wear a visitor's badge that is visible to staff in school and identifies them as a visitor, distinct from staff ID

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA, will provide prior written confirmation that an appropriate level of DBS check has been carried out in which case, school will not request sight of their DBS.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

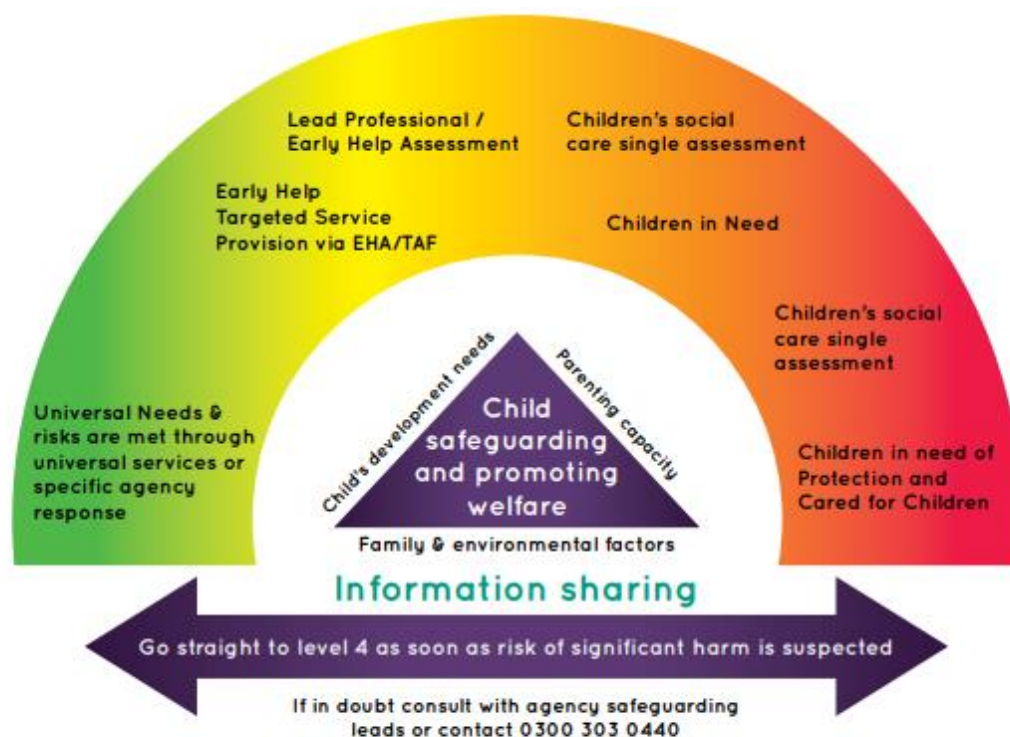
School staff are trained that they should politely challenge any unaccompanied adults who they encounter inside the school building/ grounds, to ascertain the reason for their visit and if appropriate, accompany them.

## **Non-collection of children**

If a child is not collected at the end of the session/day, we will:

Call parents, and then all emergency contacts held on the school's SIMS system. Following this, if nobody has been in touch with EHASH or the police.

## Children's Needs and Response Framework



## The Framework sets out 4 levels of need

### Level 1 Universal

#### Low Risk. Step up/Step down

Children, young people and families whose needs and risks are/can be met by universal services or simple, specific agency response.

**Please note:** different agencies have different levels of resource and there will consequently be some variation in the needs they can meet at level 1.

### Level 3 Child in Need

#### Medium & Escalating Risk. Step up/Step down

Children, young people and families who have complex needs. They are experiencing sustained and persistent problems that it has not been possible to resolve at previous levels. They are unlikely to meet developmental milestones without statutory assessment by a social worker and concerted, co-ordinated multi-agency support.

### Level 2 Early Help

#### Low to Medium Risk. Step up/Step down

These children will be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or not being met and multi-agency intervention is required, using the Early Help Assessment/Team Around the Family.

### Level 4 - Child Protection

#### High Risk

These children have significant unmet needs and are being subjected to high risk factors. Without a statutory, co-ordinated response they will continue to suffer or be at risk of suffering significant harm. They will be supported through Child Protection or Looked After processes.

**APPENDIX E (In the event of CPOMS becoming unavailable)**

ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

**CHILD PROTECTION CONCERN FORM**

Name of Pupil

D.O.B.

Registration No.

Address

Name & Address of Person with Parental Responsibility

G.P.

Details of Siblings

**Why are you concerned about this pupil?**

What have you observed and when?

(this relates to anything you have personally witnessed)

What have you been told and when?

(write here anything you have been told by the pupil or any other person. Be clear about who has said what)

What have you heard and when?

(this may be third-party information that is relevant but as yet unsubstantiated)

Does the pupil have any visible injury, or have they told you they have been injured?

Yes

No

If yes, use a body map.

Has any action already been taken in relation to this concern?  
(for example, pupil taken out of class, first aid)

Date and time of this record \_\_\_\_\_ Date \_\_\_\_\_  
Time \_\_\_\_\_

**Your details**

Full name

Position

Signature

If you are not a member of the school staff, please provide details of your school, agency or service together with a contact telephone number.

Name and position of the person this record was handed to:

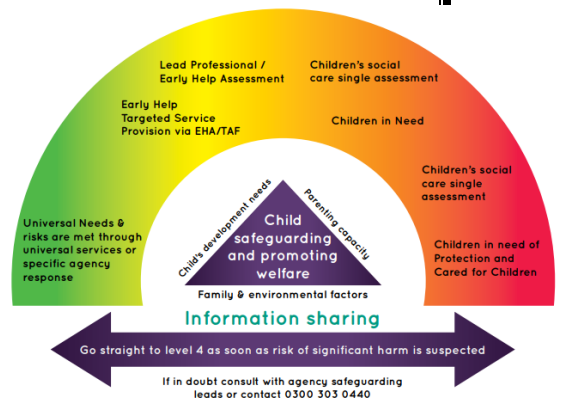
Date and time the above person received this record:

If this record has been handed to anyone other than the designated person please explain why

If you have completed a body map, please staple them to this form and indicate with a tick here. \_\_\_\_\_

Actions taken by designated lead

Designated Lead \_\_\_\_\_



**APPENDIX F**  
**(In the event of CPOMS becoming unavailable)**  
**Record of Teacher Notes**

**Child's name:** \_\_\_\_\_

<b>Date:</b>
<b>Date:</b>
<b>Date:</b>
<b>Date:</b>
<b>Date:</b>
<b>Date:</b>