SAFEGUARDING AND CHILD PROTECTION POLICY

Children are a gift from the LORD
Psalm 127:3

LORD, even when I have trouble all around me,
you will keep me alive
Psalm 138:7

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November 2021	2	Link Governors

St Mary's CE (Aided) Primary School
The Headteacher who has the ultimate responsibility for safeguarding is **Mrs Sarah Jones** In their absence, the authorised member(s) of staff are: Deputy Headteacher or Mrs S Casey (SENDCo).

KEY SCHOOL STAFF, ROLES and contact details		
Name	Role	Location and/or Contact Phone Number
Mrs Sarah Jones	Designated Safeguarding Lead (DSL) Designated Teacher	0161 773 3794 stmarysprestwich@bury.gov.uk
Elizabeth Cook Deputy Headteacher	Deputy Designated Safeguarding Lead (DDSL)	0161 773 3794 l.cook@stmarys-prestwich.co.uk
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CHAIR OF GOVERNORS	Contact Phone Number/Email
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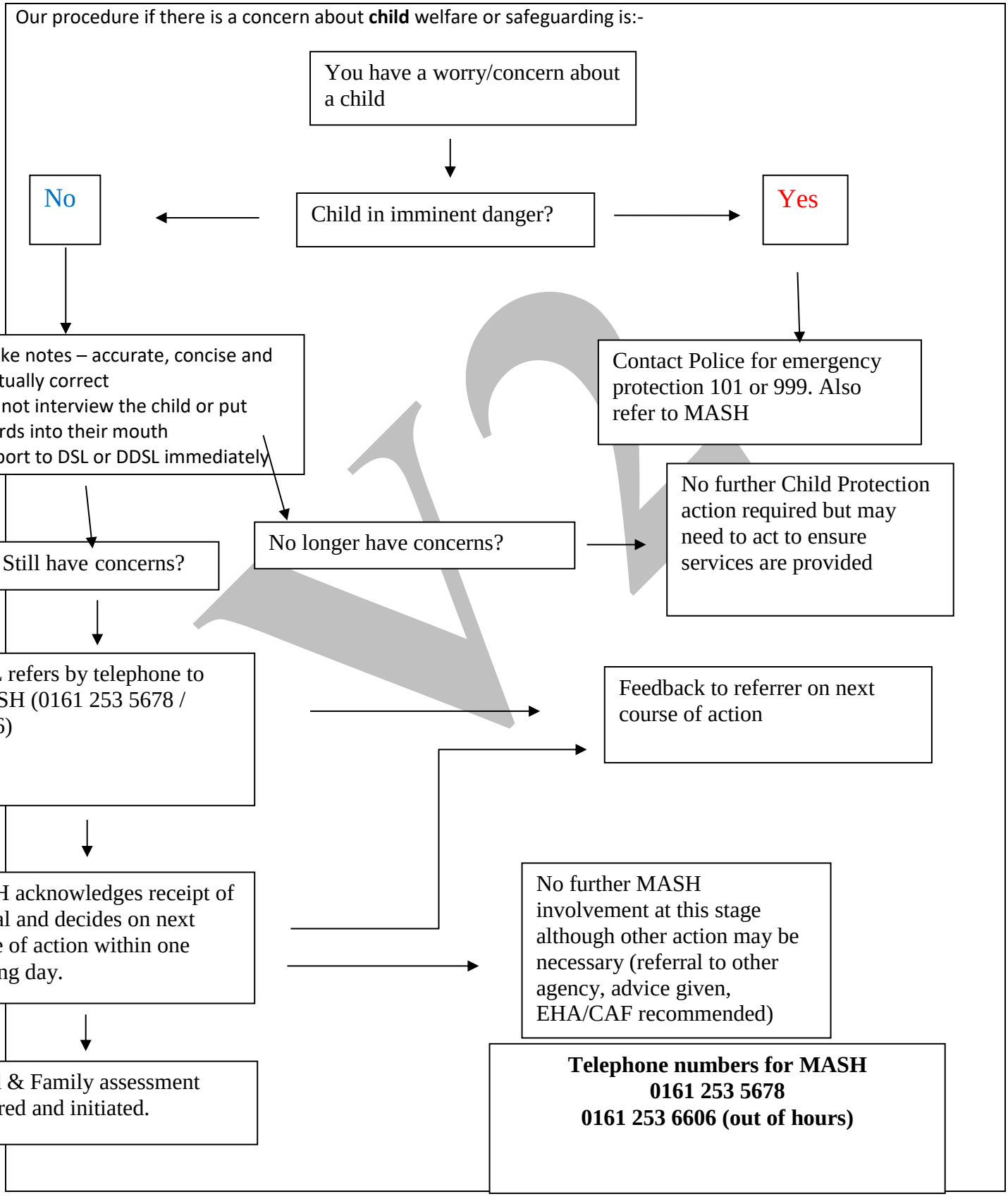
NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
Mrs Claire Almond & Catherine Strangwood	chairofgovernors@stmarys-prestwich.co.uk
NAMED GOVERNOR for Online Safety	Contact Phone Number/Email
Mr Julian Gibson	j.gibson@stmarys-prestwich.co.uk

We feel safe at St Mary's as the teachers are trained and know what to do in times of danger. For example, they help us stay safe during lockdown and fire drills. Teachers train on teacher training days so they know exactly how to teach us and take care of us. We are taken care of if we fall over or feel poorly in any way. Teachers all have their Health and Safety training. While Covid-19 has been going on teachers wear masks, social distance, make sure we sanitise and kept our bubbles separate. We had staggered start and finish times for our safety and separate lunch and breaks.
The school nurse comes in to talk to us about keeping our teeth clean, they check our eyes and height and they give us a flu spray so that we are protected against germs. Mr McMahon locks the gates after we are in school so that nobody else can get in without buzzing, so the office can see who is coming in and out of the school.
We know who to talk to if we are being bullied by another child. If we cannot sort things out between ourselves the teacher makes sure we get parents involved and sort things out. Teachers keep a list of what is happening and when. We understand through our Internet safety lessons how to protect our identity and ourselves online. We know that bullying can happen on-line how to deal with it and to approach an adult straight away.

At St Mary's we believe that God is watching over us and helps us keep safe. He protects us and reminds us through the Christian values how he would like us to be like him, forgiving, caring and empathetic. We as the caretakers of the world have been promising him that we will look after his creation. *St Mary's School Council 2021*



Early Help Hubs:

Bury East Locality Team (including Tottington/Ramsbottom) Telephone: 0161 253 5200

Whitefield Locality Team (including Prestwich) Telephone: 0161 253 5077

Radcliffe Locality Team Telephone: 0161 253 7465/7468

Children's Social Care:

MASH: Multi-Agency Safeguarding Hub: 0161-253-5678 (8:45 – 4:45pm)

Emergency Duty Team: 0161-253-6606 (Out of Office hours)

Initial Response Team (IRT): 0161-253-5454 (for those already open to a Social Worker)

Safeguarding Team (SGT): 0161-253-6868 (for those already open to a Social Worker)

Complex Safeguarding Team: Contact MASH as above

Care and Support Service (CASS): 0161-253-6666 (for those open to a Social Worker)

Our procedure if there is an allegation that an **adult** has harmed a child, or that a child is a risk from a named adult is;

When managing allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in at St Mary's CE (Aided) Primary School.
This policy should be followed where it is alleged that anyone working in St Mary's CE (Aided) Primary School that provides education for children under 18 years of age, including supply teachers and volunteers has:
• behaved in a way that has harmed a child, or may have harmed a child;
• possibly committed a criminal offence against or related to a child;
• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
• behaved or may have behaved in a way that indicates they may not be suitable to work with children.
Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

- POLICE 101/999
- Local Authority Designated Officer (LADO): Mark Gay – 0161-253-6168/ 07583877250
  LADO@bury.gov.uk
  Whistleblowing (proceduresonline.com)

V2

- Lead Safeguarding Officer for Education: Gina Andrews 0161-253-5811/07974-604-223 G.andrews@bury.gov.uk

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Legal framework:

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019 Statutory guidance
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- DfE (2015) 'The Prevent duty'
- DfE (2021) 'Keeping children safe in education (2021)'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- **Education Act 2002:** Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- **Working Together to Safeguard Children 2018**: sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non-provision academies. This is statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- **Keeping Children Safe in Education (KCSiE 2021):** Statutory guidance for schools and colleges was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges should do and sets out the legal duties with which schools **must** comply.
- **Guidance for Safer Working Practice** (with Addendum April 2020)
- **The Children's Act 1989**

- **The Children's Act 2004**

Non-statutory guidance:

- DfE (2015) **'What to do if you're worried a child is being abused'**
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2020) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: Advice for Education Settings Working with Children and Young People'

Acronym List/Description:

ACES	Adverse childhood Experiences	Traumatic events which can have an impact on both children and/or adult's lives.
CCE	Child Criminal Exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any 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.
CLA (previously LAC)	Child Looked After	Children looked after: A child who has been placed in local authority care or where children's services have looked after a child for more than a period of 24 hours.
CME	Child Missing from Education	Children Missing Education (CME) are children who are of compulsory school age who are not on a school roll and who are not receiving a suitable education by other means (e.g. privately, electively home educated (EHE) or in alternative provision).
CSC	Children's Social Care	The branch of the local authority that deals with children's social care.
CSE	Child Sexual Exploitation	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, increased status or other advantage of the perpetrator or facilitator.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's' services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data Protection Officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the Data Protection Act.
DSL	Designated Safeguarding Lead	A member/s of the senior leadership team who has lead responsibility for safeguarding and child protection
EHC Plan	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and social needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support

		needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female Genital Mutilation	A procedure where the female genital organs are injured or changed and there is no medical reason for this.
GDPR	General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA/HBV	Honour Based Abuse/ Violence	'Honour-based' abuse So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage, and practices such as breast ironing.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales.
HMCTS	HM Courts and Tribunals Service	HMCTS is an executive agency, sponsored by the Ministry of Justice.
HSB	Harmful Sexual Behaviour (also known as Sexually Harmful Behaviour)	Harmful Sexual behaviour is sexual behaviour expressed by children or young people under the age of 18 years old that is developmentally inappropriate, this may be harmful towards oneself or others or be abusive towards another child, young person or adult.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the 6 Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.
KCSiE	Keeping Children Safe in Education	Keeping children safe in education Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local Authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LADO	Local Authority Designated Officer	All allegations about people who work with children, in statutory, independent or voluntary organisations, must be referred to the Local Authority Designated Officer (LADO). A referral to the LADO **must** be made if there is information about a person indicating they have: ▪ Behaved in a way that has harmed a child or may have harmed a child; ▪ Possibly committed an offence against or related to a child; ▪ Behaved towards a child or children in a way that indicates they may pose a risk of harm to children;

		▪ Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
LGBTQ+	Lesbian, gay, bisexual, transgender, queer, plus	Term relating to a community of people, protected by the Equalities Act 2010, who identify as a lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PSHE	Personal Social and Health Education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
QTS	Qualified teacher status	A requirement in England to work as a teacher of children in state schools and special schools.
RSE	Relationships and sex education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality as well as promoting positive relationships.
SCR	Single Central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend educational provision in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of HWHS's special educational needs policy and provision of education to pupils with special educational needs.
SEND	Special educational needs and/or disabilities	A pupil is assessed to have SEND if they have a learning problem or disability that makes it more difficult for them to learn than most pupils their age.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school/college setting.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual School Heads	Virtual school head Virtual school heads are in charge of promoting the educational achievement of all the children looked after (CLA) previously LAC by the local authority.

One family: school, church, home and community.

At St Mary's we believe in a culture where:

- Everyone is special, unique and valued: diversity and difference are celebrated. We are all God's treasure.
- Education is holistic; spiritual and moral growth is nurtured.

  Life in all its fullness – John 10:10.
- Inspirational and reflective worship enables all in the school community to encounter the risen Christ.
- Wisdom, knowledge and skills are a focus in everything.
- Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.
- Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do.

  I know the plans I have for you. Plans to make you prosper – Jeremiah 29:11.
- Creativity and joy in learning is valued.
- The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.
- A community of global citizens of God is created through social action – on local, national and global levels.

All of these are underpinned by our spiritual, moral, social and cultural understanding and experiences; respect of our British values and through our core Christian values of hope, peace, compassion, forgiveness, trust and endurance.

'We will grow up in every way into Christ, who is the head. The whole body depends on Christ, and all the parts of the body are joined and held together. Each part does its own work to make the whole body grow and be strong with love'. *Ephesians 4:15-16*

Love learning. Love each other.

INTRODUCTION

Through this policy we aim to create and maintain a safe learning environment and culture where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

This policy has been developed to ensure that all adults in our school, including the senior leadership team, regular staff, supply staff, volunteers and visitors, are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice.

At St Mary's CE (Aided) Primary School we adopt a **'child-centred'** approach and at we have a culture were **'safeguarding is everyone's responsibility'.**

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE 2021)

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our Mission Statement and our Equality Policy and it is an integral part of all of our activities and functions.

'**Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:**

• protecting children from maltreatment;

• preventing the impairment of children's mental and physical health or development;

• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

• taking action to enable all children to have the best outcomes.'

Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education September 2021' Our policy ensures that we comply with our Statutory Duties.

'Parents / carers have a duty to reinforce the key messages of the safeguarding policy within the school community. We have a responsibility to inform the school of any changes to circumstances e.g. change of address or contact details. Parents / carers have a responsibility to ensure that their children arrive punctually at school and to ensure that arrangements are made to get their children home safely at the end of the day. We will reinforce the school's key messages about how to navigate technology

safely and to only access age-appropriate content. Parents / carers will encourage children to respect diversity in the world and our community'. Parent Partnership Group – October 2018

Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations.

Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements.

Our policy compliments and supports other associative school policies:

Behaviour	Anti-bullying	Staff Code of Conduct
Complaints	Whistleblowing	Health and safety
Attendance	Online safety / Computing	Equality
PSHCE	Relationship and Sex Education Policy (RSE)	
First aid	Medicines Policy	
Privacy notices	Remote Learning	Acceptable Use Policies
Breakfast club	British Values Statement	Curriculum intent

At St Mary's CE (Aided) Primary School, we are aware that our policy should be regularly reviewed, and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations, including Covid-19.

Under the Education Act 2002, we have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education September 2021' Our policy ensures that we comply with our Statutory Duties.

Our policy is regularly reviewed, and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations, including Covid-19.

Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

HEADTEACHER – Mrs. Sarah Jones

Our Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of the new Bury Integrated Safeguarding Partnership (BISP) arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, identifying and responding to their needs, including:-

'providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 (CIN) or a section 47 (CP) assessment.' (KCSIE 2021)

Our Headteacher is fully aware of statutory guidance in KCSIE and will ensure that:-

- The policies and procedures are adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers and volunteers understand and comply with our Staff Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed 157/175 audit to the local authority.
- We work with the LA to ensure that our policies and procedures are in line with DfE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations and that these are available on the school/college website.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook, Induction and the volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through our PSHCE Curriculum.
- We co-operate fully with the three local partners, Bury Council, Police and Health (Clinical Commissioning Group, CCG) to develop and follow multi-agency safeguarding

procedures and arrangements and that these are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns.

- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice with regards to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively.
- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalize pupils and staff. Visitors are not left unsupervised with children and any speakers must send their presentation in advance to the Headteacher or subject leader.
- The SLT will ensure that all staff **promote the child's welfare** and will have a culture of listening.

"It is my moral and statutory duty to protect all children at St Mary's. Through robust policies, up-to-date and relevant training for all staff and Governors, leading by example and supporting staff, pupils, parents / carers and Governors through the extensive safeguarding procedures and information, we will work together to protect our children." Sarah Jones October 2021

OUR GOVERNING BODY

Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of the new Bury Integrated Safeguarding Partnership (BISP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

We will ensure that:-

- All policies, procedures and training in our school are effective, taking account of Local Authority and DfE guidance and comply with the law at all times.
- There is a condensed version of Part One of KCSiE 2021 Annex A. Governing bodies and proprietors the freedom to choose the condensed Part one where they think it will be appropriate for those staff not working directly with children.
- Ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.
- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- St Mary's Safeguarding Governor is: *Claire Almond and Catherine Strangwood* (Co-Chairs of Governors)
- The Governing body will attend the Safeguarding and Child Protection training within the appropriate timescales.

- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead (DSL) member of staff.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least **annually** and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance. Version control is available at the front of this policy.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers including overseas checks where relevant.
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers and volunteers and these are in line with KCSIE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding processes.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures.
- Our governors are able to challenge that online safety and online education duties are fulfilled.
- Have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.
- Our governors will ensure that a child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The governors will ensure that all staff **promote the child's welfare** and will have a culture of listening.

'The governing body recognise that safeguarding and promoting the welfare of children is everyone's responsibility. The governors support the Designated Safeguarding Lead in carrying out his/her responsibilities as outlined in the updated 'Keeping Children Safe in Education'. We ensure the agenda of Governing Body meetings reflect safeguarding issues as and when appropriate. The Board will ensure that the school has effective safeguarding policies and procedures in place and hold the Headteacher to account for their implementation.' SMPS Board of Governors. February 2019

OUR DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of our Senior Leadership Team (SLT) and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. They take the lead responsibility for Early Help, safeguarding and child protection, although some activities may be delegated as appropriate. There are 3 DSLs at St Mary's CE (Aided) Primary School.

Name	Role
Mrs Sarah Jones	Designated Safeguarding Lead (DSL) Designated Teacher

Elizabeth Cook Deputy Headteacher	Deputy Designated Safeguarding Lead (DDSL)
Sarah Casey SENDCo	Deputy Designated Safeguarding Lead (DDSL)

The DSL, together with team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Work closely with the Lead for Mental Health, SEND, Attendance team and the Designated Teacher for CLA within St Mary's CE (Aided) Primary School.
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, Bury Integrated Safeguarding Partnership and the Local Authority concerning Safeguarding, e.g. through DSL Networks e.g. forums, Safeguarding Newsletters and Circular Letters.
- Provide support and training for staff and volunteers
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children' 2018.
- Ensure that all referrals made to Children's Services are effective and in line with Bury Council's procedures and the Greater Manchester Tri-X procedures and follow escalation process if necessary.
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child or children.
- Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues.
- Take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).
- A DSL will always be available during school hours during term-time, and at other times as designated by the Headteacher.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Provide additional support for children in need who have welfare, safeguarding and child protection issues which might be impacting on attendance, engagement and achievement in school.
- Ensuring support for those children who have or have had a social worker.
- DSL is supported in developing knowledge and skills to encourage a culture of listening and reducing barriers to disclosure for children.
- The DSL will ensure that they **promote the child's welfare** and will have a culture of listening to children.

ALL STAFF:

All staff at St Mary's CE (Aided) Primary School, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL. Those staff that work directly with children to read at least Part one of KCSiE 2021 and Annex A. School and college leaders and those staff who work directly with children should also read Annex B (Para 54).

All staff will:-

- Follow our agreed Staff Code of Conduct Policy and 'Safer Working Practices' guidance as well as Acceptable Use Agreements.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns, Contextual Safeguarding and key LA approaches including Early Help and Signs of Safety.
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Physical Restraint Policy/Reasonable Force Policy.
- Provide a safe environment where children can learn and thrive.
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Be approachable to children and respond appropriately to any disclosures without investigating.
- Never promise a child that they will not tell anyone about an allegation, ***never*** promise confidentiality.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals.
- Attend multi-agency meetings as and when required, if appropriate to their role.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
- Provide targeted support for individuals and groups of children as required, if appropriate to their role.
- All staff will ensure that they **promote the child's welfare** and will have a culture of listening.

Teaching staff have a statutory duty to report any cases of known or suspected Female Genital Mutilation (FGM) to the Police on 101/999.

<u>Concerns about a child</u>:

- If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy DSL.
- All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing.
- If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.
- DSLs are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

- If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the child. If early help is appropriate, the case will be kept under constant review. If the child's situation does not improve, a referral will be considered.
- All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely onto the recording keeping system.
- If a pupil is in immediate danger, a referral will be made to MASH and/or the police immediately.
- If a child has committed a crime, such as sexual violence, the police will be notified without delay.
- Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed. An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Position of Trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

Remember: ***"It Could Happen Here"***

Be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- Look for clusters of signs and symptoms. Many of the indicators above may be caused by other problems but should still be noted.
- Consider the context of the child not just their school life but the social and economic factors that influence their lives outside the school.
- Always act in the best interests of the child.

Be a "Good Role Model" for Staff in Safeguarding Children
(Remember the 5 Rs)

R	Please DO NOT
• **Recognise** • **Respond** • **Record** • **Report** • **Refer**	• **Ignore children** • **Dismiss their talk** • **Investigate yourself** • **Examine any child** • **Take any photographs** • **Treat any injuries**

	• **Attempt to resolve** • **Work in isolation** • **Tell everyone**

Acceptable Use Agreements:

This is in association with the Staff Code of Conduct Policy.

Mobile Phone Use and Camera Safety:

- At St Mary's CE (Aided) Primary School, staff members, visitors and volunteers will not use personal mobile phones or cameras when pupils are present.
- Staff may use mobile phones on school premises outside of working hours when **no** pupils are present.
- Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst pupils are present. Staff will use their professional judgement in emergency situations.
- Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.
- Mobile devices will not be used to take images or videos of pupils or staff. If there is a need to, in an emergency – all images must be deleted once they have been transferred to the appropriate school location and proof of deletion shown to a member of SLT.
- The sending of inappropriate messages or images from mobile devices is strictly prohibited.
- Staff who do not adhere to this policy will face disciplinary action.
- Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to St Mary's CE (Aided) Primary School's GDPR Policy.
- The Senior Leaders will oversee the planning of any events where photographs and videos will be taken. Where photographs and videos will involve CLA/LAC pupils, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved.
- The DSL will, in known cases of a pupil who is a CLA/LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.
- Staff will report any concerns about another staff member's use of mobile phones to the DSL or the Headteacher, following the procedures outlined in the Child Protection and Safeguarding Policy as well as the Whistleblowing Policy.

TRAINING AND AWARENESS RAISING:

In accordance with KCSIE (2021), all new staff and regular volunteers will receive appropriate safeguarding training and information during induction, including Online Safety training, with an emphasis on the impact of technology on increasing risks to children, knowing that children and young people can be both victims and perpetrators of abuse. All new staff and volunteers should be made aware of the systems within the school/college which support safeguarding e.g. the Behaviour Policy, Staff Code of Conduct, Acceptable Use Agreements etc.…

All staff must ensure that they have read and understood Part One (Annex A as well as Annex B) 'Keeping Children Safe in Education 2021' everybody in the setting understands their safeguarding responsibilities.

All staff will receive regular Safeguarding and Child Protection training at least every 2 years which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (physical, emotional, neglect and sexual abuse), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes.

All staff need to understand the impact mental health problems may have on all aspects of safeguarding and this could be an indication of abuse; including the relevance of Adverse Childhood Experiences (ACEs) and the impact on the child/young person.
All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively.

All interview panels will include at least one member who has completed up to date Safer Recruitment training within the last 3 years.

All staff and volunteers should be read and sign to say that they have read and understood the following policies (as appropriate):
• The Child Protection and Safeguarding Policy
• The Behaviour Policy
• The Staff Code of Conduct and Acceptable Use Agreements
• The Safeguarding Response to Children who go missing from Education (CME)
• The identity of the DSL and any deputies
• The role of the DSL and deputy DSLs

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:
• The issues surrounding sexual violence and sexual harassment, harmful sexual behaviour, online environments and contextual safeguarding.
• How to keep previously CLA/LAC safe and how to link with the Designated Teacher in school.

SMPS training records

Level 1 Safeguarding – All staff + Governors (July 2020, October 2021 + February 2022 scheduled)

Level 3 Safeguarding – Sarah Jones (03.03.20), Liz Cook (01.05.20), Sarah Casey (22.04.20)

Role of the Designated Safeguarding Lead – Sarah Jones (05.03.20– refresher scheduled for 26.04.2022), Liz Cook (05.03.20), Sarah Casey (18.11. 2022), Jordan Percival (scheduled 10.02.22)

Safer Recruitment – Sarah Jones (October 2020), Liz Cook (Sept 2018), Claire Almond (October 2020), Catherine Strangwood (October 2020), Fr Shaun Conlon (September 2021)

Clergy Safeguarding Training and the responding to Domestic Abuse – Rev. Carole Barnet (February 2019)

Safeguarding: The Governor's Role – Claire Almond (29.06.21)

NSPCC Child Protection in Sport – Jordan Percival (Oct 2018 – updated October 2021)

NSPCC Keeping Children safe online (2.1) – Wendy Reger (November 2018) Nicola Lowe (October 2021) Sarah Jones (November 2021)
Operation Encompass – Sarah Jones (September 2020)
Prevent Duty – Staff and Governor training (November 2019)
Safeguarding against radicalisation - the Prevent Duty – Sarah Jones (October 2020)

Introduction to Adverse Childhood Experiences (ACEs) and Early Trauma – Elizabeth Cook (May 2020)

Suicide Prevention Training – Sarah Jones (May 2020)

Understanding Stress and Supporting Families Post Covid – Sarah Casey (June 2020)

Keeping Children Safe in Education (KCSIE)
2018 – PAD day staff training – Health and Safety Solutions (Sept 2018)
2019 – Ann Marie Christian training – Sarah Jones (Nov 2019)
2020 –Staff and Governor records (Sept 20)
2021 – Staff and Governor records (Autumn 2021)
Child Protection and Whole School Safeguarding – staff and Governors (scheduled for 11.02.22)

Inter-agency Working:

- The school/college contributes to inter-agency working as part of its statutory duty.
- The school/college is aware of and will follow the local safeguarding arrangements.
- The school/college will work with the three local partners the local authority, the Police and Health (CCG).
- The school/college will work with Children's Social Care (CSC) and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- The school/college recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupil's needs and identify any early help.
- Staff members are aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL. The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- There are policies which we use to ensure children receive early help so that they reach their potential in all areas of their development and reduces the likelihood of a referral to children's social care. It includes information on inter-agency thresholds that provides guidance around appropriate assessment, service provision and referral information in relation to level of need.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff. Staff will sign policies to acknowledge that they have read, understood and agreed to them.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaises regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in alternative provision is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Safeguarding Lead is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- A social and emotional learning programme is effectively implemented by all staff and pupils.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, consent, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the internet. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, worship, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

Definitions of abuse and neglect:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Signs of Abuse in Children:
The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness

- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.
In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)

- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising - Children can have accidental bruising, but the following must be considered as non- accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks - Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds - It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures - Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.
There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars - A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

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

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

Neglect: 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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Adverse Childhood Experiences (ACES):

ACES are a wide range of stressful or traumatic experiences that occur when a child is growing up. They include events that affect a child directly (such as abuse) or indirectly (such as living with domestic abuse or a parent with mental health problems.) ACES can be single events, long term or repeated experiences. ACES are very common – about half of all people will have experienced one ACE and about one in ten will have experienced four or more ACES. Research shows the more ACES that occur (in childhood) the higher the chances of adults having poor mental health and also physical health conditions such as liver disease and cancer. Having more ACES also increases the likelihood of engaging in health harming behaviours such as smoking, using drugs, criminal behaviour, early sexual activity.

A lot of people do not develop problems despite having ACEs. Things that improve the chances of staying well despite experiencing ACES include relationships with trusted adults and physical activity in childhood.

Domestic Abuse:

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

- psychological
- physical
- sexual
- financial
- emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
The Domestic Abuse Act came into force in April 2021. The act sets out the first definition in law of what constitutes domestic abuse. The definition goes well beyond physical violence. It recognises that domestic abuse can be emotional, coercive or controlling or economic. To fall within the definition, both victim and perpetrator must be "personally connected". The definition ensures that different types of relationships are captured, including ex-partners and family members. The definition is gender neutral to ensure that all victims and all types of domestic abuse are sufficiently captured, and no victim is excluded from protection or access to services. The Domestic Abuse statutory guidance provides more detail around the features of domestic abuse, including recognising that the majority of victims are women, the majority of perpetrators are men.

Signs of domestic abuse:

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very differently if other people are around. Children and young people might also feel frightened or confused, keeping the abuse to themselves.

- aggression/bullying
- anti-social behaviour
- anxiety, depression, suicidal thoughts
- attention seeking

- bed wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches, mouth ulcers
- drug or alcohol misuse
- eating disorders
- problems in school, difficulty concentrating and/or learning
- tantrums
- withdrawal

Operation Encompass:

Operation Encompass operates at Bury Council. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can provide support to be given to the child according to their needs.

As part of St Mary's CE (Aided) Primary School's commitment to keeping children safe, we have signed up to implement the principles and aims of the Encompass Model.

In signing up to Encompass, the Board of Governance and Senior Leadership Team will:
• Endorse the Encompass Model and support the Key Adults in our school to fulfil the requirements of the Bury Encompass Protocol.
• Promote and implement Bury Encompass processes and use these in accordance with internal safeguarding children processes as well as those outlined in Bury's Framework for Action.
• Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

National Domestic Abuse Helpline:

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

Contextual safeguarding issues:

All staff at St Mary's CE (Aided) Primary School are aware of contextual safeguarding issues and that these can put children or young people at risk of harm. Contextual Safeguarding is an approach to understanding, and responding to, children/young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. According to KCSiE 2021 all staff should be aware of **Contextual Safeguarding** and how this can impact on the child.

Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Contextual safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's changing world.

Behaviours linked to issues such as drug taking, knife crime, alcohol abuse, deliberately missing education and sharing nudes or semi-nude images/videos previously known as sexting (also known as youth produced sexual imagery) put children in danger.

Child Sexual Exploitation (CSE):

CSE involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- The school curriculum (whereby RSE /PSHE is delivered) will include relevant information around the risks associated with CSE.
- The school Online Safety Policy will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place.

All staff should be aware of CSE in Part One and Annex B of KCSiE and how to understand and identify the risk of these harms.

School staff will be aware of the following indicators that a child is the victim of CSE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant

Referring cases: Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the Local Authority.

Child criminal exploitation CCE:

Child criminal exploitation is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person into any 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. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Criminal Exploitation (CCE):

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can place both boys and girls being criminally exploited at higher risk of sexual exploitation
- can be perpetrated by individuals or groups, males or females, and young people or adults;

All staff should be aware of CCE in Part One and Annex B of KCSiE and how to understand and identify the risk of these harms and that the experiences of girls being criminally exploited and the indicators of CCE for girls can be very different to boys.

School staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

County Lines:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school). If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services e.g. Complex Safeguarding Team/third sector providers who offer support to victims of county lines exploitation.

School staff will be aware of the following indicators that a child is the victim of County Lines:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups

- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Peer on Peer abuse:

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying) prejudiced based and discriminate bullying;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- abuse in intimate personal relationships between peers
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up-skirting, which typically involves taking a picture/video under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.
- physical may include an online element that facilitates, threatens and or encourages physical abuse
- causing someone to engage in sexual activity without consent

PROCEDURE:

All staff are aware of peer on peer abuse. These issues will be addressed through our school curriculum and worship throughout the year.

In respect of sexual violence and sexual harassment between children, our school, will take a proactive approach to prevent such incidents from taking place. Throughout St Mary's, safeguarding is taught as part of their curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe e.g. through PSHE/RSE e.g. healthy relationships, British Values, Anti-bullying etc…

Students are taught to understand the issue and meaning of consent, as delivered in the RSE curriculum.

Pupils/students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour. Staff should report such concerns to the DSL.

Through training we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team and Governing Body are responsible for ensuring that procedures exist to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with.

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

All staff are aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

- The DSL will implement robust reporting procedures for peer-on-peer abuse and communicate these to all staff, pupils and parents as appropriate.
- Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant agency, e.g. the police or MASH or CSC where required:

MASH: Multi-Agency Safeguarding Hub: 0161-253-5678 (8:45 – 4:45)
Emergency Duty Team: 0161-253-6606 (Out of Office hours)
Complex Safeguarding Team: Contact MASH as above

- Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.
- Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. Childline.
- The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.
- Individuals will be given a copy of the school's amended Complaints Procedures Policy to assist them with the appeals process.

Serious Violence:

All staff should be clear as to the school's policy and procedures with regards to **Serious violence.**
All staff to be aware of risk factors to look out for which may increase the likelihood of involvement in serious violence:

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups

- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime.

These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Permanently excluded from school,
- Experienced child maltreatment
- Involved in offending such as theft or robbery
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the Designated Safeguarding Lead (DSL).

Harmful Sexual Behaviour (HSB):

What is HSB?

Harmful Sexual Behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people, and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour.Hackett defines Harmful Sexual Behaviour as: 'Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, maybe harmful towards self or others, or be abusive towards a child, young person or adult'.

In addition, sexual behaviour between young people, where one of the children is much older can be considered harmful (especially if there is more than two years difference, and if one is pre-pubescent and one is not). However, a younger child can still harm an older child. Harmful sexual behaviour is characterised by a range of behaviours that can include:

- Sexual name-calling
- Sexual harassment
- Online sexual bullying
- Sexual image sharing
- Sexual assault
- Rape

Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.

- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is a difference of two years or more, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

This is an especially difficult issue to deal with, partly because it is hard to think of children sexually abusing other children, but also because it is not always easy to tell the difference between abusive and normal sexual behaviours in children. Children, particularly in the younger age groups, may engage in such behaviour with no knowledge that it is wrong or abusive. For this reason, it may be more accurate to talk about harmful sexual behaviour rather than abuse.

While around one third of child sexual abuse is committed by other children and young people under the age of 18, the circumstances are often very different from when adults abuse, meaning they often require a different response.

In such circumstances, instead of talking about 'the abuser', we often use the term 'young person who has exhibited harmful sexual behaviour'. As children themselves, they have the right to be protected and supported to lead better lives. We must not ignore the risk they may continue to pose, but we must also recognise that, with the right help, the vast majority will not re-offend.

In conclusion, the process of dealing with referrals for HSB should not be seen as somehow separate or different to child sexual abuse referrals of any other type and in order that children are safeguarded (victim and/or perpetrator) agencies and their representatives will need to commit to the multi-agency requirements for Child Protection Strategy Discussions/Meetings.

Consider following Bury Council services for a referral: Multi Agency Safeguarding Hub **MASH** – 0161-253-3678.

Follow Bury Council's guidance on Harmful Sexual Behaviour.

All referrals to either Greater Manchester Police or Children's Social Care regarding HSB should be considered in conjunction with the Child Protection Procedures.

Sexual violence and sexual harassment:

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

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

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

Assault by Penetration: A person (A) commits an offence if: s/he intentionally see Sexual Offences Act 2003 available at Legislation.gov.uk 93 penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

What is consent?

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

Sexual harassment:

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the

experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- sending nudes (previously known as sexting) is when someone shares a sexual message, naked or semi-naked image, video or text message with another person. It doesn't have to be a nude image of them and could be an image of someone else. Young people can send nudes using phones, tablets and laptops and can share them across any app, site or game, including during a livestream. Many young people also share them on social media channels.

Response to Sexual Harassment:

The initial response to a report from a child is important. It is essential that all victims are **reassured** that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

All staff should:

- Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

- All staff should be able to reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim be made to feel ashamed for making a report.

- All staff should be aware that children might not tell staff about their abuse ad that staff may overhear a conversation or to look out for changes in behaviour.

- All staff should be aware of the zero-tolerance approach to sexual violence and sexual harassment.

- All staff should report incidents of sexual harassment to their DSL.

There are four likely scenarios for schools to consider when managing any reports of sexual violence and / or sexual harassment. Whatever the school's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic) for all reports and decisions.

1) Managing internally – In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and by providing pastoral support.

2) Early Help – School may decide that the children involved do not require statutory interventions, but may benefit from Early Help. Early Help means providing support as soon as a problem emerges, at any point in a child's life. Providing Early Help is more effective in promoting the welfare of children, than reacting later. Early Help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

   Multi-agency Early Help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.

3) Referrals to MASH – Where a child has been harmed, is at risk of harm, or is in immediate danger, school must make a referral to MASH.

   At the referral stage, school will generally inform parents / carers, unless there are compelling reasons not to (if informing the parent / carer is going to put the child / children at additional risk). Any such decision should be made with the support of MASH.

   If a referral is made, MASH will then make enquiries to determine whether any of the children involved are in need of protection or other services.

   Where statutory assessments are appropriate, the DSL and school will work alongside and co-operate with the relevant lead social worker. Collaborative working will help ensure the best possible package of co-ordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

   School should not wait for the outcome (or even the start) of a MASH investigation before protecting the victim and other children in the school. It is important for the DSL to work closely with MASH and other agencies to ensure any actions the school takes will not jeopardise a statutory investigation. The risk assessment will inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at school should be immediate.

   In some cases, MASH will review the evidence and decide a statutory intervention is not appropriate. School is prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding should consider other support mechanisms such as Early Help, specialist support and pastoral support.

4) Reporting to the Police – Any report to the police will generally be in parallel with a referral to MASH.

   Where a report of rape, assault by penetration or sexual assault is made, the starting point is contact with the Police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice approach.

   At this stage, school will inform parents / carers unless there are compelling reasons not to, e.g. it is likely to put the child / children at additional risk. In circumstances where

parents have not been informed, it will be especially important that school is supporting the child in any decision they take. This should be with the support of MASH and any appropriate specialist agencies.

Where a report has been made to the police, school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents / carers. School should also discuss the best way to protect the victim and their anonymity.

All Police Forces in England have specialist units that investigate child abuse.

In some cases, it may become clear very quickly, that the police will not take any further action. In such circumstances, it is important that school continue to engage with specialist support for the victim as required.

Upskirting:

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Honour Based Abuse (HBA):

Honour based abuse is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour.

HBA occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Examples of HBA:

- physical abuse (kicking and beating);
- psychological pressure (strict monitoring, humiliation, threats);
- forced marriage;
- abandonment (leaving someone in their country of origin or sending them back there);
- forced suicide;
- honour killing (murder)
- Female Genital Mutilation (FGM) FGM is encompassed within the term Honour Based Abuse
- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Violence to the DSL immediately.

Female Genital Mutilation FGM:

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

4 types of procedure:
Type 1 Clitoridectomy – partial/total removal of clitoris
Type 2 Excision – partial/total removal of clitoris and labia minora
Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?
Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Whilst **all** staff should speak to the Designated Safeguarding Lead (DSL) or deputy with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. If FGM hasn't been carried out but there is evidence that the child is at risk of FGM contact the MASH Team: 0161-253-5678.

- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences
- ALL staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them

Police contact numbers: 101/999

Indicators that FGM may have already taken place include the following:
- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

The 'One Chance' rule
As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and

- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

For school staff this will occur from a disclosure and not a physical examination

Breast Ironing:

What is Breast Flattening or Breast Ironing? - "the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely."

Forced Marriage:

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. A forced marriage is not the same as an arranged marriage. In an arranged marriage the families take a leading role in choosing the marriage partner, but the marriage is entered into freely by both parties. Forced marriage is illegal in England and Wales. It is an abuse of human rights and a form of domestic violence. Forced marriage cannot be justified on either religious or cultural grounds.

Indicators that HBA may have already taken place include the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

Modern Slavery (The Modern Slavery Act 2015) places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery.

Sharing nudes or semi-nude images/video (previously known as sexting and the sharing of indecent images of pupils):

At St Mary's CE (Aided) Primary School, we ensure that staff are aware to treat the sharing of indecent images of pupils through sharing nudes or semi-nude images/video as a safeguarding concern.

- Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and

harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sharing nudes or semi-nude images/video.

- Staff will be aware that creating, possessing, and distributing indecent imagery of pupils is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised. Where a member of staff becomes aware of an incidence of sharing nudes or semi-nude images/video that involves indecent images of a pupil, they will refer this to the DSL as soon as possible.

Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL. The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

Aggravated: incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.

Experimental: incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil. Where it is necessary to view the imagery, e.g. If this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the headteacher or member of the SLT.
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made using defensible decision making.

Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to MASH.

Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

Safeguarding children with SEND:

We are using the term special educational needs and disabilities (SEND) to refer to children but may also include, additional needs, require additional support for learning and/or additional learning needs.

At St Mary's CE (Aided) Primary School, we are aware that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to abuse. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children such as:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• being more prone to peer group isolation than other children;

• the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;

• communication barriers and difficulties in overcoming these barriers.

We therefore:

• raise staff awareness about the extra vulnerabilities of children with SEND, particularly those adults who are working in 1:1 or small group situations
• offer support for those staff working with children with SEND
• ensure that every child has a way of communicating their voice and that it is listened to and responded to
• closely monitor children with SEND through high vigilance of staff and the open ethos of the school
• offer pastoral support to children with SEND when monitoring has identified that they require this additional support
• every child in school knows that they can communicate any worries they might have with any adult in school
• maintain positive, open and honest relationships and communication with parents/carers of children with SEND and ensure that opportunities for regular communication are used

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with our school SENCO (Mrs Sarah Casey), as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

The Prevent duty:

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Preventing radicalisation:

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

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

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

• 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 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. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. The staff and the DSLs use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Radicalisation:

St Mary's CE (Aided) Primary School recognises that protection from extremism and radicalisation is a vital element of safeguarding. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

- ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'
- ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation
- ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- ALL staff and volunteers will have access to the school's Prevent Policy to support them in the above
- School will nominate a Prevent Lead, who will undertake Prevent Lead training
- ALL staff will undertake Prevent training
- The nominated Prevent governor will undertake specific governor WRAP training offered through the Bury Integrated Safeguarding Partnership (BISP)
- The school Online Safety Policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
- DSLs understand when it is appropriate to make a referral to the Channel Panel

What should I do if I am concerned that someone is becoming radicalised?

If you're concerned about someone in your community please contact your local police force by dialling 101 and ask for the PREVENT team, or if you require urgent police assistance dial 999.

The Counter Terrorism North West Officer for Bury is Darren Howarth darren.howarth@gmp.police.uk mobile number: 07827979113.

Channel:

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at:
Channel and Prevent Multi-Agency Panel (PMAP) guidance ...
https:\www.gov.uk › ... › Counter-terrorism

BURY COUNCIL: Counter Terrorism North West Officer – Darren Howarth
Darren.howarth@gmp.police.uk Contact number: 07827979113

Channel helpline: 020 7340 7264

Training:
Bury Council training WRAP – Alan Slater – Community and Cohesion Officer 0161-253-6344
a.slater@bury.gov.uk

Wendy Robinson (Home Office) wendy.robinson@salford.gov.uk

Bury Integrated Safeguarding Partnership (BISP) – WRAP training -
https://courses.buryscbglobal.net/AvailableCoursesList.asp

Mental Health:

At St Mary's CE (Aided) Primary School, all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by speaking to the designated safeguarding lead or a deputy DSL.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

At St Mary's we understand that we have an important role to play in supporting the mental health and emotional wellbeing of our pupils.

Mental Health First Aider Training Records
All staff – awareness training (June 2018)
Mental Health First Aid training
Mental Health Lite Course

Our Mental Health champions are:

Mrs S Jones	Mrs E Cook	Mrs S Casey	Mr J Percival	Mrs K Hazelwood
Mrs W Reger	Mrs C Williams	Mrs K Coxon	Mrs A.M. Sharples	

Online safety:

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. At St Mary's CE (Aided) Primary School, we have an effective approach to online safety and educate the whole school or college (delete as appropriate) community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;

contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults;

conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

At St Mary's CE (Aided) Primary School, we recognise the importance of online safety training for staff and the requirements to ensure children are taught about safeguarding, including online safety. At St Mary's, we have considerably enhanced information covering online safety, remote learning, filters, monitoring information security, cybercrime, reviewing online safety provision and information and support.

Where pupils need to learn online from home, St Mary's will support them to do so safely.

At St Mary's CE (Aided) Primary School, we understand that a significant part technology has on safeguarding and wellbeing issues of children and young people.

Social Media:

Social media can provide positive connectivity for children however it can also make children vulnerable. At St Mary's, we provide advice and guidance on safety on social media and digital resilience. This is explored through the Curriculum and any issues around the use of

social media e.g. grooming or cyberbullying or any issues around social media can be reported to the DSL where a multi-agency safeguarding response will be considered.

Cybercrime:

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
• denial of Service attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

The DSL and team are aware that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. The DSL should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. such as on-line bullying or general on-line safety.

Child abduction and community safety incidents:

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. The DSL will work with the relevant services to ensure that the child/ren and families access the right support.

Children and the court system:

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11 year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict within families. This can be stressful for children.

The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison:

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Children with family members in Prison may be classed as vulnerable.

Homelessness:

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead DSL (and/or any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include the following:

• Household debt
• Rent arrears
• Domestic abuse
• Anti-social behaviour
• Any mention of a family moving home because "they have to" Referrals to the Local Housing Authority do not replace referrals to MASH/CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to MASH/CSC will be made as necessary where concerns are raised.

However, it should also be recognised in some cases children/young people could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

Early Help

What is Early Help?

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help.

- Have Special Educational Needs or Disabilities - SEND (whether or not they have a statutory EHC plan)
- Are young carers
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups e.g. county lines
- Are frequently missing or going missing from care or from home

- Misuse drugs or alcohol
- Are at risk of modern slavery, trafficking or exploitation
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse
- Are returned home to their family from care
- Show early signs of abuse and/or neglect
- Are at risk of being radicalised or exploited
- Are privately fostered
- Have certain health conditions and has specific additional needs
- Have a mental health need
- At risk of sexual or criminal exploitation
- Has a family member in prison, or is affected by parental offending
- Is at risk of 'honour' based abuse such as FGM or Forced Marriage
- Is persistently absent from education, including persistent absences for part of the school day

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local early help process and understand their role in it. The DSL will take the lead where early help is appropriate.

All staff will be made aware of the local early help process and understand their role in it. The DSL will take the lead where early help is appropriate.

Early Help Pathway:

Need identified – discussion with child & parent about use of Early Help to support identified areas of need. Gain consent.
Advice/support can be sought from EH consultant in completing the story so far. Consider if EH team need to lead.

Send copy to Early Help (securely) to register as:
- Universal/single agency support (TAF not needed)
- A multi-agency support plan is needed (TAF to be scheduled) TAF reviews to take place every 6-12 weeks

Send copy to parents and relevant agencies as agreed with parents.

Complete "Story so far" documentation the with family. Seek information from other relevant professionals with consent. Parent (and child if appropriate) to sign agreed action plan and for information sharing.
Agree review date within 12 weeks
(NB: If safeguarding need arises during completion of Story so Far, a referral to MASH should be made.)

Review:
Needs met w/ single agency = closure – inform Early Help
Needs ongoing = Set actions and further review date (Single agency). Updated copy to Early Help securely
Needs ongoing, other agencies required= Hold a TAF with family and relevant professionals, complete TAF review form, copy to Early Help securely, copies to relevant agencies. Set review date for 6/8 weeks.

Evidence of unmet needs: Discuss TAS meetings for further support
Guidance/telephone discussion with EH consultant
Possible outcomes:
- Referral to MASH
- Further agencies identified
- Verbal advice/support
- Allocation of an Early Help Worker

TAS meetings to be initiated by school as and when required, date and time to be agreed with

Needs met at TAF: Document on the last TAF minutes that closure has been agreed
Send the last TAF minutes for registration so closure can be completed

All Completed (Single & Multi Agency) **Story So Far, TAF review** documents are to be sent to be sent to the Early Help Consultants @ earlyhelp@bury.gov.uk for registration (if internal) or using a secure email method via Childwellbeing@bury.gov.uk for registration with the Early Help Team.

SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES:

Child's VOICE:

Children are encouraged to contribute to the development of policies and share their views. All staff should be able to reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim be made to feel ashamed for making a report.
At St Mary's we have been 'Creating a culture of listening' KCSiE 2021
Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide.
Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

POOR ATTENDANCE:

We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. Any concerning patterns are reviewed. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment e.g. Story So Far or a Parenting Contract.

We implement the statutory and Local Authority requirements in terms of monitoring and reporting Children Missing from Education (CME) if they have been absent from school for more than twenty days, part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people.

Child Missing from Education (CME) School Attendance Team
3 Knowsley Place Duke Street Bury BL9 0EJ
Email: cme@bury.gov.uk
Fax: 0161 253 5730

ALTERNATIVE PROVISION:

The school will remain responsible for a pupil's welfare during their time at an alternative provider.
When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Children who require access to AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations. Our DSL will work together with the DSL at the AP to ensure that any safeguarding concerns are followed up appropriately.

Governing bodies and proprietors are aware of the additional risks of harm that their pupils may be vulnerable to.

Electively home Educated (Homeschooling):

Many home educated children can have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are **less visible** to the services that are there to keep them safe and supported in line with their needs.
St Mary's will inform their LA of all deletions from their admission register when a child is taken off roll.
Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible.

Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

EXCLUSIONS:

The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.

Where it is felt that a child or young person is likely to be permanently excluded, schools should instigate a multi-agency assessment to ensure that there is improved understanding of the needs of the young person and their family and that the appropriate key agencies are involved.

VULNERABLE GROUPS:

We ensure that all key staff work together to safeguard vulnerable children.

Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- Has a disability or has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer

- Has a social worker
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organized crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalized or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child
- Is an international new arrival, refugee or asylum seeker
- Is looked after (Child Looked After), previously 'looked after child' or under a special guardianship order.
- Requires mental health support

Private Fostering:

Private fostering is when a child or young person under the age of 16 (or under age 18 if the child or young person is SEND) is cared for by someone who is **not** their parent or a 'close relative' for 28 days or more. This is a **private arrangement** made between a parent and a carer.

Where St Mary's becomes aware of a pupil being privately fostered, they will notify the Local Authority as soon as possible to allow the LA to conduct any necessary checks.

Disqualification Under the Childcare Act

Childcare disqualification is an additional requirement to the general child safeguarding arrangements provided under the Disclosure and Barring Service (DBS) regime, which apply to all children.

At St Mary's we are aware that the childcare disqualification arrangements apply to staff working with young children in childcare settings, including primary schools, nurseries and other registered settings, such as childcare provision on college sites.

The arrangements predominantly apply to individuals working with children aged 5 and under, including reception classes, but also apply to those working in wraparound care for children up to the age of 8, such as breakfast clubs and after school care.

St Mary's will ensure that appropriate checks are carried out to ensure that individuals to whom these regulations apply are not disqualified under the Childcare Disqualification Regulations 2018. Checks will be recorded in accordance with these regulations.

CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING:

KEEPING RECORDS:

We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life and up to date contact details for adults who have day to day care of the child.

We keep copies of all referrals to Children and Families Services, the Early Help Hubs and any other agencies related to safeguarding children.

We keep our safeguarding records secure. Records are maintained on our electronic safeguarding system.

We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as we are informed of the new school and request a receipt of receiving such documents.

Pupils moving schools:

Where pupils are moving to another setting, the school will continue to do whatever it reasonably can to provide the receiving institution with any relevant welfare and child protection information. The DSL will ensure that the receiving school has access to pupils' EHC plans, child in need plans, child protection plans or, for LAC/CLA, their personal education plan, and is informed who the child's social worker is (and, for LAC/CLA, who the responsible Virtual School is).

RECORDING AND REPORTING CONCERNS:

All staff, volunteers and visitors have a responsibility to report **any** concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system e.g. CPOMS/MyConcern or other safeguarding supportive software.

WORKING WITH PARENTS/CARERS:

Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.

In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.

We aim to engage with parents/carers through the LA Early Help processes, including holding 'strength-based model' conversations.

We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency **unless it is believed that by doing so would put the child at risk** e.g. in cases of suspected sexual abuse or Fabricated or Induced Illness (FII). We will record the reasons if consent is not gained.

In such cases the DSL or Headteacher will seek advice from MASH/Children's Social Care.

V2

MULTI-AGENCY WORKING:

We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

We will develop effective links with the Early Help Hubs and carry out an Early Help Assessment as appropriate.

We will notify the named Social Worker if:

- A child subject to a child protection plan is at risk of permanent exclusion
- There is an unexplained absence of a child who is subject to a child protection plan
- It has been agreed as part of any child protection plan or core group plan.

We will regularly review and report concerns if necessary, as detailed in KCSIE and will follow LA as well as the Greater Manchester Tri-X procedures if there is a need to re-refer or to escalate.

CONFIDENTIALITY & INFORMATION SHARING:

Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.

Information about children will only be shared with other members of staff on a need-to-know basis

All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.

We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.

We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information lawfully and keep it safe and secure, with appropriate retention schedules.

The seven golden rules to information sharing

(adapted from Information sharing: Advice for practitioners providing safeguarding services to children, young people parents and carers (2018))

1. **Data protection law and human rights do not stop information being shared** - they provide the structure around how it should be shared.
2. **Be open and honest** about **why** you need to share the information, **what** you are going to share, **how** you will do it and **who** you are going to share it with. Unless it is not safe or inappropriate to do so you must **seek the person's agreement** to this.

3. **If you are worried** about sharing information **seek advice** from your Designated Safeguarding Lead or a member of the Senior Leadership Team.
4. Where possible **share information with consent**. There are occasions where consent is not required, namely if you are worried that a child is at risk or a crime is going to be or has been committed. Where information is shared or requested (either with or without consent) **make sure you are clear why you decided to share it,** and equally why you decided not to share information if that is the case. Where you do not have consent bear in mind that the individual may not expect information to be shared.
5. Decisions to share information should include **consideration of the safety and well-being** of the person who you are sharing information about and others who may be affected by what happens.
6. Make sure that you share only information that is **necessary** for the purpose for which you are sharing it, that it is only **shared with people who need to know**, that it is **up to date**, shared **securely** and that it is done **in a timely way**.
7. **Make sure you record your decision whether to share information or not and the reasons for your decision. The record should also show what you have shared, with whom and why.**

CHILD PROTECTION (CP), CHILD IN NEED (CIN) & TEAM AROUND THE CHILD/FAMILY MEETINGS AND CONFERENCES:

A child protection conference will be held by Children's Social Care (CSC) if it is considered that the child is suffering or at risk of significant harm.

We will attend and contribute to initial and review Child Protection (CP) conferences, Child in Need (CIN) conferences and relevant multi-agency meetings, including core groups. Where possible the DSL will attend any emergency meetings called during the school holidays. They will make every attempt to attend virtually, if unable to attend in person.

Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours prior to the meeting.

Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.

We will discuss and share reports with the parents/carers before the conference.

All relevant staff will be confident in using the tools which are part of the Signs of Safety (SofS) approach.

CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS:

Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

All staff and volunteers must be clear with children that they cannot promise to keep secrets.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.

We will endeavor to keep the child or adult informed about the progress of the complaint/expression of concern.

LEARNING FROM Rapid Reviews:

The Bury Integrated Safeguarding Partnership (BISP) will always undertake a rapid review (RR) when a child dies (including death by suicide) abuse or neglect is known or suspected to be a factor in their death or if a child has been significantly harmed.

The purpose is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

If required, we will provide an individual management report for a RR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

Our DSL will keep up to date with the findings from Rapid Reviews and other learning reviews nationally and in Bury, share the learning and review our safeguarding procedures if relevant.

THE CURRICULUM:

We are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

Senior Leaders and governors are aware that the opportunities to teach safeguarding and recognize that a one size fits all approach may not be appropriate for all children and a more personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. (KCSiE 2021).

All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.

Personal Social and Health Education (PSHE), Relationship and Sex Education (RSE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.

We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation Breast Ironing, Modern Slavery and County Lines.

All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

Children are encouraged to contribute to the development of policies via the School Council and House Captains.

Our curriculum maps for each half term are published on our school website: http://stmarysprestwich.bury.sch.uk/curriculum-overview/

ONLINE-SAFETY:

Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information.

We will ensure that children do not misuse their devices whilst in school.

We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite.

We follow the guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.

We work with parents to promote good practice in keeping children safe online, digital resilience including to support their children learning at home. Through our Dojo platform we will share online safety advice from the National Online Safety platform.

We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.

SAFER RECRUITMENT & SELECTION OF STAFF:

St Mary's is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so.

We therefore ensure that:
Bury Council Human Resources guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff and that our recruitment and selection policies and processes adhere to the DfE Guidance KCSIE 2021.

Ensure that there are sufficient staff/Governors who have undertaken appropriate Safer Recruitment training in the last 3 years to enable at least one person on every recruitment panel to be appropriately trained.

The Headteacher and Governing body will ensure that all external staff and volunteers, contractors including **out of hours** organisations using our school/college site have been recruited safely, including DBS checks as appropriate.

This is a legal requirement:

- There are at least two people on each selection panel.
- ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, Headteacher or Chair of Governors
- Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school/college
- A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school/college.
- The SCR is stored securely, and only accessed by designated staff and governors DSLs/HT/Safeguarding Governor/Chair of Governors evidence regular (at least termly) oversight/scrutiny of the SCR.
- Evidence of staff members identity required qualifications and the right to work in the UK will be kept in individual personnel files.
- Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken.
- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer.
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures.

- Adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
- This declaration will be renewed annually and evidenced using the staff declaration form. This form will be retained and stored securely.
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- Risk assessments are carried out on all volunteer activities as required.
- Advice will be sought from Human Resources, LADO – Mark Gay and/or Lead Safeguarding Officer for Education – Gina Andrews if any staff are unclear about any aspects of Safer Recruitment.
- An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity.
- A person will be considered to be in 'regulated activity' if, as a result of their work, they:
  - Are responsible on a daily basis for the care or supervision of children.
  - Regularly work in the school at times when children are on the premises.
  - Regularly come into contact with children under 18 years of age. The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria. Pre-employment checks

The governing board will assess the suitability of prospective employees by:

• Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, and evidence of a birth certificate

• Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.

• Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.

• Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System where applicable.

• Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.

• Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out in Government Guidance will be followed.

• If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.

• Checking professional experience, QTS and qualifications as appropriate using Teacher Services. An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission. Internal candidates references from internal candidates will always be scrutinised before appointment.

Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees. For Governors an enhanced DBS check will be carried out for each member of the governing board. Where a governor also engages in any regulated activity, a barred list check will also be requested. The school will carry out a section 128 check on governors, because a person subject to one is disqualified from being a governor. The school will check if a proposed governor is barred due to a

section 128 order by contacting the TRA using the Teacher Services' webpage. To process a suitability check, the chair of governors will provide the EFSA with:

- Information about their identity verified by a recognised professional, using the EFSA's verification form.
- Information confirming their right to work in the UK.
- The outcome of an enhanced DBS check.
- An overseas criminal records check or certificate of good character if they have lived outside of the UK. Those who have lived or worked outside of the UK [As of 1 January 2021, the Teaching Regulation Agency (TRA) ceased to maintain a list of EEA teachers with sanctions. Schools/Colleges must continue to carry out safer recruitment checks on **all** candidates and must conduct any further checks on candidates from overseas that schools think relevant.] For candidates who have lived or worked outside the UK, all mandatory checks outlined in this policy will be carried out, along with any additional checks where necessary. For candidates who have lived or worked outside the UK, the school will make further checks where necessary, including, but not limited to:
- Obtaining an enhanced DBS certificate (with barred list information for candidates applying for roles that involve regulated activity), including for candidates who have not been to the UK before.
- For teaching staff, obtaining proof of their past conduct as a teacher, in the form of a letter of professional standing from the professional regulating authority in the country in which they worked.
- Where a professional letter of standing cannot be obtained, conducting a risk assessment or seeking alternative methods of checking suitability to support informed decision-making.

Barred list check:

An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

Section 128:

A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school, including academies and free schools. An individual who is subject to a section 128 direction is unable to:

- take up a management position in an independent school, academy, or in a free school as an employee;
- be a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school; or,
- be a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities

St Mary's will ensure that Section 128 checks are evidenced on the Single Central record.

References:

References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will only be accepted from a senior person and not from a colleague.

References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
References will be obtained prior to interviews taking place and discussed during interviews. Open testimonials will not be considered. Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post. Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

Volunteers:
No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis. Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability. A supervised volunteer who regularly teaches or looks after children is not in regulated activity. The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care. Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Recording information Single central record:

St Mary's maintain a single central record of pre-appointment checks, referred to in the Regulations80 as the register and more commonly known as the single central record.

The single central record must cover the following people:

- for schools, all staff, including teacher trainees on salaried routes
- agency and third-party supply staff, even if they work for one day
- for colleges, details of staff, including agency and supply staff providing education to children under the age of 18;
- for independent schools, all members of the proprietor body.

In the case of academies and free schools, this means the members and trustees of the academy trust.

Paragraph 253 of KCSIE (2021) sets out the minimum information that must be recorded in respect of staff members (including teacher trainees on salaried routes).

For agency and third-party supply staff, at St Mary's we include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates and evidence.

The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed, or certificate obtained:
• an identity check, (identification checking guidelines can be found on the GOV.UK website)
• a barred list checks
• an enhanced DBS check requested/certificate provided;
• a prohibition from teaching check

• further checks on people who have lived or worked outside the UK
• a check of professional qualifications, where required; and
• a check to establish the person's right to work in the United Kingdom. In addition:
• colleges must record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18; and
• independent schools (including academies and free schools) must record details of the section 128 checks undertaken for those in management positions.

At St Mary's we will ensure that we check the birth certificates, where available to check an individual's identity.

MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS:

We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk).

All allegations made against a member of staff, including supply staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

Allegations will be referred to the LADO for investigation if they meet the threshold. (KCSIE)2021. We will work with the LADO and other relevant agencies to support any investigations.

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.

Section One for allegations that may meet the threshold for LADO

Section Two for allegations/concerns that do not meet the threshold i.e. low-level concerns. This is for information about concerns that do not meet the harm threshold. This includes what a low-level concern is, making the link between low level concerns, staff code of conduct and safeguarding policies, and recording and sharing information with relevant parties including whether this information should be included in references.

Low level concerns

Whilst not all incidents would meet LADO threshold and therefore maybe classed as low-level concerns this does not mean that this is not taken seriously by school.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college 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 LADO.' (KCSiE, 2021 p.95)

KCSiE gives examples such as: being over 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; or, using inappropriate sexualised, intimidating or offensive language.

St Mary's will ensure that all safeguarding concerns, including those which do not meet the harm threshold, are shared responsibly with the DSL, are recorded in writing, meeting the requirements of KCSiE 2021, and dealt with appropriately. As well as protecting children and young people from harm, our systems aim to protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Staff are encouraged to reflect on their behaviour and interactions and self-refer where 'they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.'

Reports of low-level concerns about supply staff and contractors will be notified to their employers.

Low level safeguarding concerns will not be included in references for a member of staff unless a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, in which case, it will be referred to in a reference.

Low level safeguarding reports will be reviewed to identify potential patterns of behaviour. If any are identified, St Mary's will take appropriate action by Describe procedure

Historic allegations will be referred to the police on 101/999.

SAFETY ON & OFF SITE:

- Our site is secure with safeguards in place to prevent any unauthorized access and also to prevent children leaving the site unsupervised.
- We have good up to date knowledge of our local area and any safeguarding risks within the wider community.
- All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained.

- We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identities of contractors and their staff on arrival.
- We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalize pupils or staff.
- We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

- All school/college visits are fully risk-assessed and no child will be taken off-site without parental permission.
- For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- We have a Health & Safety policy e.g. for contacting parents and for reporting to the emergency services, including police and hospitals.

Remote Education:

Remote education should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently.

If school are asked to provide remote education for pupils as follows:

- Teachers will plan online lessons with the safety of pupils in mind.
- Staff communicating with pupils or parents via videocall will do so from within the school, or from a quiet room with a neutral background if working from home.
- Teachers will ensure all online planning processes for pupils who are working online will have clear reporting routes to the school and external agencies, so they can raise concerns whilst online.
- The school will collaborate with the LA where possible when planning online lessons and activities and considering online safety.
- The DSL will ensure every pupil has their contact information, so they know how they can contact them about any safeguarding concern.
- Pupils will be provided with online safety information by their teacher. Pupils will be directed to practical online support, such as Childline, where they feel unsafe and require support outside of school. Parents will be given a list of websites their child may access and any information regarding online sessions with staff that their child will be participating in. Parents will be provided with the contact details of the DSL, so they can report any concerns. When communicating online, staff will:
  - Communicate within school hours as much as possible.
  - Communicate through the school channels approved by the SLT.
  - Use school email accounts over personal accounts wherever possible.
  - Use school devices over personal devices wherever possible.
  - Not share personal information.

Appendix A: Early Help links/documents:

Attachments

- Story So Far [194kb]
- Story So Far - with prompts [267kb]
- Story So Far - Guidance [127kb]
- Team Around the Family Review Plan [139kb]

Guidance / Supporting documents

- Seven minute Early Help briefing [391kb]
- How I see my world [967kb]
- How I see my world - aide memoir [56kb]
- The Review guidance [37kb]

Appendix B

Whistleblowing Flowchart:

This flowchart should be used for concerns about:-

- any unlawful act, whether criminal or a breach of civil law
- maladministration
- breach of any statutory code of practice
- breach of, or failure to implement or comply with Financial Regulations
- any failure to comply with appropriate professional standards
- fraud, corruption or dishonesty
- actions which are likely to cause physical/mental/psychological danger to any person, or to give rise to a risk of significant damage to property
- loss of income to the school
- abuse of power, or the use of the school's powers and authority for any unauthorised or ulterior purpose
- discrimination in the provision of education
- any other matter that staff consider they cannot raise by any other procedure

What do when a concern is raised against a member of staff.

Making a Disclosure

Raise concerns with the Headteacher either in writing or verbally. If the concern is regarding the headteacher or principal, report to the Chair of Governors, the Chief Executive Officer CEO or the LADO – Local Authority Designated Officer.
The concern must include: the names of individuals, dates and places where applicable and the reasons for concerns.
The earlier the concerns are disclosed, the easier it is for action to be taken

Responding to a disclosure

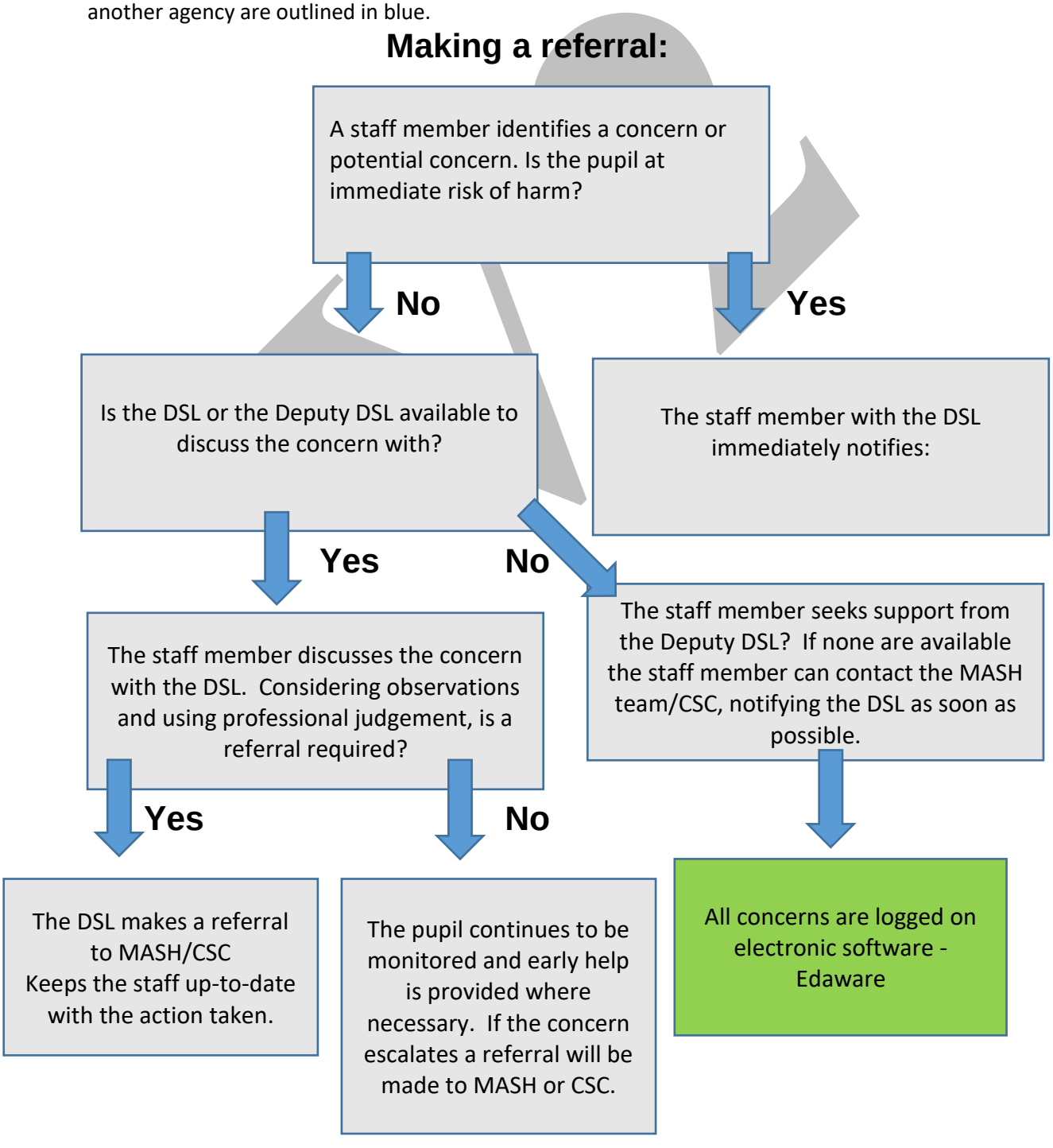
An investigation may need to be carried out under strict confidentiality. At this point, the subject of the complaint will not be informed, until it becomes necessary to do so.
Depending on the nature of the concern, matters raised may:

- be investigated internally
- be referred to the Police
- be referred to the Audit Commission
- form the subject of an independent inquiry.

The Designated Officer will offer to keep the whistle-blower informed about the investigation and its outcome.
The feedback will be provided within one month of the completion of the investigation.

Safeguarding Reporting Process The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed. The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Making a referral:



Within one working day, MASH will decide on the type of response that is required and will notify the referrer. Where information isn't forthcoming the referrer should contact the agency to gain clarification.

BURY INITIAL CONSIDERATION/ENQUIRY FORM

Once completed send to:- LADO@bury.gov.uk

Office Use Only
Is this at LADO/Managing Allegations Full Threshold:
If Yes - Reference no. (From Database):

Date LADO notified:	
Name of person completing the form:	
Full Name of person of potential concern:	
Date of birth	
Address of Person	
Details of Establishment where person of potential concern works	
If agency worker, details of agency, telephone number and contact name	
Job role	
Contact number of referrer:	
Email Address of referrer:	
Name/Position of person referring information:	
Category Choose an item.	**Area of complaint** Choose an item.

PLEASE KEEP INFORMATION CLEAR & CONCISE

DETAIL OF: ALLEGATION/INCIDENT/ENQUIRY (date and time of allegation)

CHILD'S Details, to include full name, date of birth and address/INITIAL ACCOUNT OBTAINED (Preferably with parent or carer present unless they are the person of potential concern) (Note: no leading questions should be asked, questions should be kept open and to a minimum, i.e., what was the incident, and how did they feel, did anyone witness this?
PARENTS/CARERS details of child if known and contact numbers - CARERS VIEW (what was their response and what action would parents/carer like to see taken)
ANY WITNESSES? – Full details of contact details (Note: if so do not discuss what the child has said, ask only if they are aware on any incident that has occurred involving the child and ask that they make a note of their account, print name, sign and date)
IS THERE ANY CCTV FOOTAGE TO PROVE OR DISPROVE THE ALLEGATION? If there is, what does it show? (Please check this first and ensure a copy is kept)
HAVE THERE BEEN ANY HISTORIC ALLEGATIONS MADE BY THE CHILD? (dates and outcomes)
HAVE THERE BEEN ANY HISTORIC ALLEGATIONS OR CONCERNS IN RELATIONS TO THE MEMBER OF STAFF?

(dates, what the allegation was and outcome)

Office Use Only:

POLICE ADVICE OR RESPONSE
HR/Employer ADVICE OR RESPONSE
CHILDREN'S SOCIAL CARE ADVICE OR RESPONSE
LADO ADVICE OR RESPONSE – Final Outcome

Office use only:

Date of Closure: _____

Signed by: _____

Position: _____

Emails received to show confirmation of above if needed.

Appendix E:
Useful links and websites:

DOMESTIC ABUSE: Domestic Abuse Bill/Factsheet
National Domestic Abuse Helpline: Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.
Useful websites:
https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/
http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/
Domestic Abuse Act 2021
Save Lives & Domestic Abuse
Child Criminal Exploitation CCE: Children Who May Have Been Trafficked - Government Guidance
County Lines: Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office below:
What to do if you are worried a child has been abused DfE advice
Domestic Violence and Abuse Home Office
https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief DfE advice
https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/ Home Office
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
Government guidance:

Sexual Violence and Sexual Harassment between children - Schools/Colleges DfE advice
Serious Violence Strategy Home Office Strategy
Female Genital Mutilation:
Multi-agency Guidance for FGM
Forced Marriage:
Government Guidance - Forced Marriage
multi-agency practice guidelines: handling cases of forced marriage
multi-agency statutory guidance for dealing with forced marriage
multi-agency practice guidelines for Forced Marriage and learning disabilities
Sexual Violence and Harassment:
Sexual violence and harassment between children in schools and colleges

Gangs and Youth Violence - Schools/Colleges - Home Office Advice
Strategy to End Violence against women and girls - Home Office Strategy
Statement of expectations - violence against women and girls Home Office Guidance
https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges DfE advice
https://www.gov.uk/government/publications/serious-violence-strategy Home Office Strategy
Harmful Sexual Behaviour:
Lucy Faithfull Foundation Lucy Faithfull Foundation has developed a HSB Toolkit.
Beyond Referrals Contextual Safeguarding Network – Beyond Referrals (schools) provides a school self-assessment toolkit and guidance for addressing HSB in schools.
Modern Slavery:
Modern Slavery - guidance
You can also access documents related to the Modern Slavery Act.
Prevent Duty:
Prevent Duty Guidance
British Values Toolkit
Children and the Court System:
Get Help With Child Arrangements
Young Witness Booklet - 5 - 11 year olds
Young Witness Booklet 12-17 year olds
Online Safety:
Teaching Online Safety in Schools
DfE advice - Online Safety in Schools
Education for a connected world
Think U Know How National Crime Agency
Public Health England Resources
Children Missing from Education: Children Who Go Missing From Education (CME) -
Reasonable Force: Reducing the Need for Restraint and Restrictive Intervention

Mental Health/Bullying:
Preventing and Tackling Bullying
Mental health and behaviour in schools guidance

Expert Organisations:
Barnardo's
Lucy Faithful Foundation
NSPCC
Rape Crisis
University of Bedfordshire on Contextual Safeguarding:
Contextual Safeguarding
UK Safer Internet Centre
Support for victims:
Anti-Bullying Alliance
MoJ Victim Support
Rape Crisis
The Survivor's Trust
Victim Support
Toolkits:
Brook
NSPCC
Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire:
https://www.farrer.co.uk/News/Briefings/PEER-ON-PEER-ABUSE-TOOLKIT/
Further Information on confidentiality and information sharing:
Gillick Competency Fraser Guidelines
Government Information Sharing Advice
Information Commissioner's Officer: Education
Information on sending nudes (previously known as sexting):
UK Council for Child Internet Safety: Sexting Advice
London Grid for Learning - Collection of Advice
Support for parents:

Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents.
Government Advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying.
Government Advice about security and privacy settings, blocking unsuitable content, and parental controls.
Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
ParentZone
Parentsafe - London Grid for Learning
CEOP Thinkuknow - Challenging Harmful Sexual Attitudes and their Impact
CEOP Thinkuknow - Supporting Positive Sexual Behaviour
Harmful Sexual Behaviour:
Parents Protect Traffic Light Tool
Concerned about a child/yp - harmful sexual behaviour