St Anne's C.E. (Aided) Primary School

Safeguarding Pupils
A Policy for Child Protection

Updated September 2019

Signed: **S Burston**

(Chair of Governors)

Policy to be reviewed next: - September 2020

Policy statement

At St Anne's CE Primary School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

This policy is available on the school website.

Our core safeguarding principles are:

- **safeguarding is everyone's responsibility**;
- the school's responsibility to safeguard and promote the welfare of children is of paramount importance;
- safer children make more successful learners;
- pupils, parents, staff and governors will be involved in policy development and review;
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of Oldham Safeguarding Partnership.

Policy principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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

Staff/Professional refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding leads at the school

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002;
- The Safeguarding Vulnerable Groups Act 2006;
- The Teacher Standards 2012;
- Working Together to Safeguarding Children 2018;
- Keeping Children Safe in Education 2019;
- What to do if you're worried a child is being abused 2015.
- Guidance for safer working practice for those working with children and young people in education settings May 2019
- The Safeguarding Children Arrangements for Oldham June 2019

Roles and responsibilities

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) for child protection is **Mrs Sue Holt** (Headteacher).

The Deputy Designated Lead is **Mr Lee Bennett** (Deputy Headteacher).

The designated safeguarding lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL is likely to have the complete

safeguarding picture, the status and authority within the school to carry out the duties of the post, which include:

- having their roles explicitly defined in their job descriptions;
- being given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- ensuring the designated safeguarding lead undergoes updated child protection training every year;
- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and publically available;
- advising and supporting staff on child protection and safeguarding matters;
- encouraging a culture of listening to children;
- following the Oldham Safeguarding Partnership procedures when referring a pupil where there are concerns about possible abuse or harm and managing safeguarding referrals to children's social care, the police, or other agencies;
- taking part in strategy discussions, conference and core group meetings and any other inter-agency meetings;
- working with children's social care, supporting their assessment and planning processes;
- supporting other staff who attend strategy meetings and/or case conferences;
- supporting staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate;
- ensuring involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after' or formerly looked after;
- working openly with parents as far as possible. The school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.
- providing a co-ordinated offer of early help when additional needs of children are identified;
- ensuring all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children;
- where there are concerns about a member of staff being involved, contacting the Local Authority Designated Officer (LADO);
- being able to access the contents of the Oldham Safeguarding Partnership procedures and HR procedures;
- liaising with the "case manager" and the designated officer(s) at the local authority where allegations are made against staff;
- making staff aware of Oldham Safeguarding Partnership training courses and the latest local safeguarding arrangements;
- providing support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school;
- ensuring records of concerns are kept, even if there is no immediate need for referral and monitored using the School Safeguarding Concerns form and CPOMs system;
- ensuring all child protection records are marked as such and kept securely locked and accessible only by the headteacher/designated leads;
- ensuring that pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere;
- ensuring any concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted. If the pupil has a Child Protection Plan, and is absent without explanation for two days, Social Worker is contacted. This could be more immediate depending on the case.
- transferring the child protection file to a child's new school;

- being the identified strategic leads for Prevent within the school;
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training;
- refer any child/ren at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.

The deputy designated safeguarding lead(s) is trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The Early Help Lead is **Mrs Lyndsey Martin** (SENCo).

The governing body:

The nominated Child Protection Governor is **Mr Matt Walsh**. The Governing Body:

- has a member of the governing body nominated to liaise with the local authority on issues of child protection and in the event of allegations of abuse made against the headteacher or member of governing body;
- ensures that the school has a Child Protection policy, Staff Conduct policy and procedures in place;
- operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Oldham Safeguarding Partnership procedures;
- ensure that school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children;
- ensure at least one member of an appointing panel will have attended safer recruitment training;
- appoint a member of staff of the school leadership team to the role of Designated Safeguarding Lead;
- ensures the school keeps an up to date Single Central Record (SCR);
- are aware of the Prevent Strategy, and understand the Prevent Duty and the responsibilities of the school;
- monitors the adequacy of resources committed to child protection, and the staff and governor training profile;
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff);
- will make sure that the child protection policy is available on the school website;
- will ensure this policy and practice complements other policies e.g. Anti-Bullying including cyber bullying, Health and Safety, Relationships Education and Health Education, to ensure safeguarding.

The head teacher will:

- ensure the policies and procedures adopted by the Governing Body are followed by all staff;
- ensure the policy is updated at least annually, and is available publicly via the school website;
- ensure the knowledge and skills of the DSL and any deputies should be updated at least annually. Staff should also receive safeguarding updates at least annually.

- give sufficient resources and allocated time to enable staff to discharge their responsibilities: including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained;
- ensure that allegations or concerns against staff are dealt with in accordance with guidance;
- provide copies of policies (including the Safeguarding Policy, Online Safety and Staff Behaviour Policy) and a copy of part one of Keeping Children Safe in Education to all staff at induction;
- ensure all staff understand the role of the DSL and are aware of systems within the school which support safeguarding;
- ensure appropriate filters and appropriate monitoring systems are in place to safeguard pupils from potentially harmful and inappropriate online material;
- ensure a list of all staff and volunteers, and their safeguarding training dates is maintained;
- ensure all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies;
- undergo child protection training which is updated regularly, in line with advice from the Oldham Safeguarding Partnership;
- ensure staff are aware of the risks to children and young people of being radicalised and provide awareness of Prevent Duty training;
- ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views;
- be the identified single point of contact (SPOC) for any Prevent concerns raised within the school;
- refer any child/ren at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes;
- ensure there is a designated person for Children Looked After (CLA) and an up to date list of children is regularly reviewed and updated. There is a named governor for CLA.
- ensure safe recruitment practices are followed and has the responsibility of verifying the identity, qualifications, suitability and DBS checks for all staff employed by school and volunteers. All new staff must produce the required documentation before employment can commence. A ***Single Central Record*** is held in the School Office and electronically.
- ensure that sub-contracted services (e.g. Catering and Cleaning) include statutory safeguarding procedures for the recruitment of staff in their Service Level Agreement;
- ensure that information is passed to a new school if a child on the Child Protection Register transfers and informs the social worker;
- with the support of the **Premises Manager**, **School Business Manager** and **School Clerk**, ensure the safety and security of the school site and screening visitors in regards to the purpose of their visit.

The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- understand that **all** school staff have a responsibility to provide a safe environment in which children can learn;
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies;
- know that they can make their own referral to children's social care;
- be alert to signs and symptoms of harm and abuse;
- have an awareness of safeguarding issues (listed in the appendices). Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger;

- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- know what and how to record concern;
- all staff members should undergo child protection training which is updated regularly, in line with advice from the Oldham Safeguarding Partnership.*(Whole staff training every three years)*
- maintain an attitude of 'it could happen here';
- complete training so that they understand that Prevent is a safeguarding issue, and know how to recognise and refer students who may be vulnerable to radicalisation (*the on-line Channel training package at http://course.ncalt.com/Channel_General_Awareness)*
- know who to contact within the school if they require advice, support or further training;
- have the skills and confidence to facilitate discussion with children about difficult and contentious issues (such as those relating to extremism);
- ensure that curriculum plans provide opportunities for children to develop their skills, knowledge and understanding of safe practices including **esafety.** Any breaches are dealt with in line with Oldham Safeguarding Partnership **Esafety Policy and Procedures**.
- understand that Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

This policy must be read in conjunction with the **Staff Conduct Policy**.

Opportunities to teach safeguarding

The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

Our curriculum in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- safely explore their own and others' attitudes;
- develop a trusting climate so that children feel able to talk and share their thoughts and feelings;
- recognise and manage risks in different situations and how to behave responsibly;
- judge what kind of physical contact is acceptable and unacceptable;
- recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help;
- use assertiveness techniques to resist unhelpful pressure;
- Online Safety.

This is embedded in our PSHE Curriculum which includes Relationship Education and Health Education (statutory for Primary Schools from September 2020).

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff 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 pupil under 18 may be a criminal offence.

Disqualification from Childcare Act 2018

Under the 2018 Regulations, schools are no longer required to establish whether a member of staff providing, or employed to work in, childcare is disqualified by association. Regulation 9 does not apply to staff in a relevant school setting; disqualification by association is only relevant where childcare is provided in domestic settings (e.g. where childminding is provided in the home) or under registration on domestic premises. Accordingly, we will not ask staff questions about cautions or convictions of someone living or working in their household.

In support of this we will take an opportunity, for example through appraisal, or other staff discussions, to create the right culture and environment so that staff feel comfortable, where it is appropriate, to discuss matters outside of work, which may have implications for the safeguarding of children in the workplace. Staff should feel able to discuss issues where their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school. These discussions will help us to safeguard our employees' welfare and contribute to our duty of care towards our staff. Where appropriate, it will help us to identify whether arrangements are needed to support these staff. These discussions can also help us to manage children's safety, providing them with information that will help them consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person coming into school where a potential risk to children has been identified).

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- living away from home or in temporary accommodation;
- living in chaotic and unsupportive home situations;
- living transient lifestyles;
- affected by parental substance misuse, domestic violence or parental mental health needs;
- vulnerable to being bullied, or engaging in bullying;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, sexuality or gender identity;
- do not have English as a first language;
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

Children with special educational needs (SEN) and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Assumptions that children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs.
- Communication barriers and difficulties.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

Children Looked After and previously Looked After

We understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect.

The designated teacher for Children Looked After is **Mrs Sue Holt**.

The designated teacher will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. We will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL will also have details of the child's social worker and the name of the virtual school head in Oldham Local Authority that looks after the child.

We also ensure staff feel confident regarding safeguarding previously looked after children and they know who to seek advice and support from.

Children Missing Education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

We have an admission register and an attendance register. All pupils are placed on both registers. Pupils are placed on the admission register at the start of their attendance at our school.

If a pupil fails to attend on the agreed admissions date, we will notify the local authority at the earliest opportunity to prevent the child from going missing from education.

We regularly encourage parents to inform us of any changes whenever they occur. This can assist us and the local authority when making enquiries to locate children missing education.

We rigorously monitor attendance and address it when it is poor or irregular. We inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Where a parent notifies us that a pupil will live at another address, we will to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies us that the pupil is registered at another school or will be attending a different school in future, we will record this in the admission register.

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

We will notify the local authority within five days when a pupil's name is added to the admission register. We will provide the local authority with all the information held within the admission register about the pupil.

We will also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the Y6, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

We will also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns, so that the local authority can, as part of their duty to identify children of compulsory school age who are missing

education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

We will use the system school2school to transfer pupil information to another school when the child moves. We are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in our school and the previous school is unknown, we will contact their local authority who will be able to search the database.

Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our whole School Behaviour Policy.

Such events should be recorded and signed by a witness or witnesses. Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice based bullying, should be reported and will be managed through our tackling bullying procedures stated in our Anti-Bullying Policy. Incidences of bullying may lead to consideration under child protection procedures.

Discriminatory Behaviour

All governors and staff recognize our duties under the Equality Act 2010 to:

- Eliminate discrimination, bullying and harassment aimed at protected characteristics as defined in the Act.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Repeated incidents that involve discriminatory behaviour or a single serious incident may lead to consideration under child protection procedures.

Peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling;
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault;
- **sexting,** including pressuring another person to send a sexual imagery or video content;
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them;
- **upskirting** which typically involves taking a picture under 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;
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.
At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

Prevention
As a school we will minimise the risk of allegations against other children by:

- having an open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them;
- providing a developmentally appropriate PSHE syllabus which develops children understanding of acceptable behaviour and keeping themselves safe;
- staff will endeavour always to create surroundings where everyone feels confident and at ease in school;
- having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued;
- assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying;
- delivering targeted work on assertiveness and keeping safe to those children identified as being at risk;

- developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children;

- we will ensure that the school is well supervised, especially in areas where children might be vulnerable.

Procedure
Information gathering

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- Children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.

Decide on action

- The DSL should contact the MASH to discuss the case.
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, the DSL will refer the case to the multi-agency agency safeguarding hub where the police will become involved.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files.
- It may be appropriate to exclude the child being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of *Keeping Children Safe in Education (2019)*.

Early Help

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment and/or be the lead professional with an Early Help case.

Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in*

Education (DfE, 2019) and in the school's Disciplinary Policy and Procedures (adopted from Oldham LA).

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

This is also applicable to volunteers.

Whistleblowing

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that **the welfare of the child is paramount**. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are expected to follow our Whistleblowing Policy.

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher or the DSL as soon as possible.
- If a child makes an allegation against a member of staff the Headteacher should be immediately informed.
- If an allegation is made against the Headteacher, the concerns need to be raised with the LADO or Chair of Governors as soon as possible
- If the allegation concerns the behaviour of a Governor, the Headteacher should be immediately informed.

Once an allegation has been received by the Headteacher or Chair of Governors they will contact the Local Authority Designated Officer (LADO) **Jim Stewart on 0161 770 8870** as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

Inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from our HR provider in following procedures set out in 'KCSIE' (2019) and the Oldham Safeguarding Partnership procedures.

Our school lettings agreement for other users, who must have an approved letting by the Governing Body, requires the hirer to manage the suspension of adults where necessary from the school premises. This includes the PTFA.

As a Voluntary Aided Church school we have a strong union with St Anne's church and a shared commitment to serve the needs of our community. When the school is in church use by the PCC the duty of care to safeguard children and young people is covered by their policies and procedures, or that of their users.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Professional development and Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's child protection policy and staff conduct policy and details of the DSL. All staff, including the DSL, and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, website access and staff meetings throughout the year.

- The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips staff to recognise and respond to pupil welfare concerns.
- Staff are given mandatory induction, which includes familiarisation with Child Protection policy, Staff Conduct policy, who the designated leads are in the school and the responsibilities and procedures to be followed.
- All staff should read at least part one of Keeping Children Safe in Education 2019.
- The training including multi-agency training in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:

    - A training register is kept to indicate when staff and governors have been trained and this in turn informs the Headteacher's termly reports to governors.

    - Safer recruitment training led by Oldham Safeguarding Partnership has been attended by:

        Sue Holt
        Lee Bennett
        Diane Helliwell
        Debbie Warren
        Ann Jump

Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2019) and Oldham Safeguarding Partnership by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school has adopted Oldham Council's Staff Recruitment policy and procedures.

- A section 128 direction will show on an enhanced DBS check with barred list information.
- Governors will have a section 128 check.
- The Teaching Regulation Agency will be used to verify any award of qualified teacher status (QTS) and the completion of teacher induction or probation periods.
- We ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the secretary of state, or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012.
- When any information about past disciplinary action or allegations is disclosed through references, it will be considered as part of the suitability assessment.
- The school maintains a single central record of recruitment checks undertaken. The Single Central Register is in paper and electronic format.
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- At least one member of each recruitment panel will have attended safer recruitment training.
- We will refer to the DBS when someone is suspended or moved out of regulated activity to another post, if they meet the 'harm' criteria.
- We will record risk assessments when deciding whether to get an enhanced DBS check for any volunteer not engaging in regulated activity.
- Should our school need to place a pupil with an alternative provision provider, we will continue to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. We will get written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Volunteers

Volunteers, including governors, will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, we will check that effective child protection arrangements are in place.

Working with parents/carers

Parents and carers play an important role in protecting their children from harm. In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to MASH.

Where there are any doubts, the designated lead should clarify with MASH whether, and if so when and by whom, the parents should be told about the referral.

> *Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. WT 2013*

The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

Staff/pupil online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation

Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured that appropriate filters and monitoring systems are in place to manage the content available to pupils, who can contact our pupils and the personal conduct of our pupils online.

Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The UKCCIS advice document refers to this as 'youth produced sexual imagery'.

A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff.
- There will be subsequent interviews with the young people involved (if appropriate) to find out:
  - If it is an image, video or message;
  - how the young person is feeling;
  - how widely the image has been shared and with whom;
  - if there were any adults involved;
  - if it is on a school or personal device.
- We will avoid viewing any images and block access in school if required.
- Safeguarding will be the main concern with any incident and we will avoid criminalising children unnecessarily.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

Incidents will be recorded by the DSL with supporting information from relevant staff.

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Serious Violence

All staff need to be aware of the indicators which may signal that a child is at risk from, or are involved in, serious crime. These may include

- Increased absence from school;
- Change in friendships or relationships with older individuals or groups;

- A significant decline in performance;
- Signs of self-harm or significant changes in wellbeing;
- Signs of assault or unexplained injuries;
- Unexplained gifts could also indicate that children have been approached by gangs, or are involved with, individuals associated with criminal networks or gangs.

Honour-Based Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

We will also gain emergency contact details for more than one parent or designated carer.

Radicalisation and Extremism

The school recognises its duty to protect our children from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions**.**

The government defines extremism as vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

County Lines Exploitation

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school will notify the local authority of the circumstances'

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education (2019).

Children staying with host families

Whilst not common practice, our school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

It is not possible for schools to obtain criminal record information from the DBS about adults abroad. Where pupils stay with families abroad we will agree with partner schools a shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard the pupils, which will include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

The school follows the guidance in Annex E of Keeping Children Safe in Education (2019) to ensure that hosting arrangements are as safe as possible.

Children and the court system
Should a child be required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We may support the child using the guide for Young Witnesses:

https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds

The guides explain each step of the process and 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 in 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.

https://helpwithchildarrangements.service.justice.gov.uk/

Children with family members in prison
We are aware that children who have a parents sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will access support available, for example NICCO, to provide information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

https://www.nicco.org.uk/

Homelessness
We are aware that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding leads 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. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Mobile Phones and Cameras in Early Years and Foundation Stage
(to be read in conjunction with the Staff Use of Mobile Phones and Cameras Policy)

Appropriate use of mobile phones is essential at St Anne's CE Primary School. The use of mobile phones does not detract from the quality of supervision and care of children. All parents have the school's mobile phone number that is used and are encouraged to text or phone. Practitioners are able to use their personal mobile phones during their break times. During working hours they must be kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the 'Staff Use of Mobile Phones and Cameras Policy'.

Visitors to the setting (including parents) are requested **not** to bring their mobile phones onto the premises or to hand them in at reception for collection on departure.

Important contact details of the children are kept on the setting's mobile phone in case of an emergency.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of our data collection at the beginning of each academic year. We take a mixture of photos that reflect the school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use cameras to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are **not** to be taken into the toilets by adults or children. All adults whether staff or volunteers understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act and GDPR Regulations.

Child Protection Procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.
Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2019) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare ('contextual safeguarding').

What is significant harm?

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and in each case require discussion with the statutory agencies: Children's Social Care and Police.

Reporting concerns to the designated leads

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Any concern should be discussed in the first instance with one of the designated leads or in their absence any senior leader, as soon as possible. **If, at any point, there is a risk of immediate**

serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

Immediate response to the pupil

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it;
- it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them.

If a member of staff suspects abuse or a disclosure is made:

- accept what the pupil says and allow them to speak freely;
- remain calm and not overreact. Stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?". It is our role to listen - not to investigate.
- Do not start your own investigation. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it.
- use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?";
- be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?";
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- not be afraid of silences;
- not automatically offer any physical touch as comfort;
- acknowledge how hard it was for the pupil to tell you;
- do not criticise the perpetrator, the pupil might have a relationship with them;
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

- tell the pupil what will happen next;
- report it to the DSL /Headteacher immediately;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- The DSL or Headteacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or Headteacher are not immediately available. In an emergency take the action necessary to help the child, if necessary call 999.
- We will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Children can express their views and give feedback. Ultimately, all systems and processes will operate with the best interests of the child at their heart.
- seek support for yourself if you are distressed.

Recording information

Staff must complete the **safeguarding concern form** and hand it to the DSL as soon as possible.

Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- dates and times of observations;
- dates and times of any discussions involved in;
- any injuries. If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow";
- explanations given by the child / adult;
- what action was taken;
- any actual words or phrases used by the child;
- the records must be signed and dated by the author.

It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

Following a report of concerns from a member of staff, the DSL must:

- Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to MASH.
- Normally the school should try to discuss any concerns about a child's welfare with parents and where possible to seek their agreement before making a referral to MASH. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
- If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact MASH on 0161 770 7777 and make a clear statement of:
    - the known facts;
    - any suspicions or allegations;
    - whether or not there has been any contact with the child's family.
- If the DSL feels unsure about whether a referral is necessary they can phone MASH to discuss concerns.

- If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process.
- If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken.
- Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
- When a pupil is in need of urgent medical attention and there is suspicion of abuse the DSL or Headteacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
- The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police.

Supporting pupils

The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame. The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse.

We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

The school will support all pupils by:

- promoting a caring, safe and positive environment;
- discussing child protection cases with due regard to safeguarding the pupil and his or her family;
- encouraging self-esteem and self-assertiveness;
- challenging and not condoning aggression, bullying or discriminatory behaviour;
- possible counselling or mentoring;
- gaining the support of family and friends and/or support with improving peer relationships;
- possible restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL/headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Following a number of cases where senior leaders in school had failed to act upon concerns

raised by staff, *Keeping Children Safe in Education (2019)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Written information is stored in a locked facility and any electronic information is password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the data protection officer and DSL.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

Child protection information will be stored and handled in line with our Retention Policy.

Related Safeguarding policies

- Staff Conduct Policy
- Behaviour Policy (including physical intervention and the use of reasonable force)
- Intimate Care Policy
- Complaints procedure
- Anti-Bullying Policy
- Whistleblowing
- SEND
- Missing children
- Staff Recruitment Policy and Procedures
- Managing allegations

- Grievance and disciplinary
- Use of Mobile Phones
- Confidentiality and information sharing
- Equality Policy
- Acceptable Use of ICT Policy
- Health and Safety Policy
- Lettings Policy
- Curriculum and Subject Policies

Appendices

Appendix 1

Definitions

Within this document:

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term ***Staff*** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Abuse is a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who, at the time, is responsible for that child.

Four categories of abuse

Physical abuse
Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities,

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;

- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school, arrive late or leave the school for part of the day;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age;
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix 2
Sources for Support and Guidance

Brook sexual behaviours traffic light tool:

https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Domestic Abuse
We recognises that exposure to domestic abuse can have a serious impact on a child's development and emotional well-being. Further guidance can be found here:

https://www.gov.uk/guidance/domestic-violence-and-abuse

Forms of abuse linked to culture, faith or belief
All staff in this school will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (ie that they 'could not happen here') and to report promptly any concerns to the DSL who will seek further advice from statutory agencies.

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

Female Genital Mutilation is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration.

Mandatory Reporting of Female Genital Mutilation Procedural Information
https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Forced Marriage is also illegal and occurs 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. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad.

The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

So called 'honour-based' violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members.

Homelessness can affect any family. Further guidance can be found here:

Homelessness Reduction Act: policy factsheets
https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

County Lines

https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

Oldham Safeguarding Partnership offer a wide range of guidance here:

http://www.oldham.gov.uk/lscb/info/9/local_and_government_guidance

Appendix 3
Tackling Child Sexual Exploitation (CSE)

Key messages

1. Child Sexual Exploitation (CSE) happens in all communities, including Oldham.

2. Most sexual exploitation happens within families, and broader family and friend networks.

3. A majority of perpetrators in recent high profile cases are of Pakistani heritage, other communities are also represented. Nationally, most perpetrators of child sexual exploitation are of White British origin.

4. Oldham has a number of nationally recognised support services– Messenger, ROSE and KOGS.

5. If you have any concerns, please contact the Multi Agency Safeguarding Hub (MASH) on (0161) 770 7777 or contact the Police directly.

What is Child Sexual Exploitation?

- Child Sexual Exploitation is a form of abuse of children and young people where the victim is given something – such as food, money, drugs, alcohol or gifts - in exchange for sexual activity with the abuser. Offenders target vulnerable young people and use their power over the child or young person - physical, financial, emotional etc. - to sexually abuse them.

- CSE can occur through the use of technology without the child's immediate recognition that they are being exploited. For example they could be persuaded to post images on the internet / mobile phones.

- CSE is a criminal offence. Police and prosecutors can charge offenders with rape and other sexual offences as well as abduction, kidnapping and trafficking.

- This is a national issue. Children are being sexually exploited in all communities across the UK. CSE affects both girls and boys, and children of all ethnicities, cultures and social classes. Furthermore, children from loving and secure homes can be abused, as well as children with pre-existing vulnerabilities.

- CSE occurs in many forms and in many different settings. There is no single type of victim or offender. Focusing on just one model, such as group or gang CSE, risks missing other victims who are exploited in different circumstances.

- There is also a risk that victims don't recognise their abuse as CSE because it doesn't fit a particular model.

- The characteristics common to all victims are not their age, ethnicity, disability or sexual orientation, but rather their powerlessness and vulnerability. Violence, coercion and intimidation are commonly used by those exploiting children. And the child or young person's social, economic or emotional vulnerability limits their ability to resist exploitation.

- A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation. They sometimes confuse what is exploitation and what is genuine affection. This means that they are unlikely to report the abuse themselves.

- In order to prevent CSE, parents and carers and other community members need to have greater awareness of the issue and report concerns to the authorities. Everyone has a responsibility for this.

- CSE is a top priority for Greater Manchester Police and all the Local Safeguarding Children Boards in Greater Manchester. All key partners are working collectively to tackle CSE with a consistent and joined-up approach – the Phoenix project. As part of this, there is a dedicated, specialist team in every district. In Oldham this is called Messenger.

- The loud and clear message to perpetrators of CSE is that we will find you and bring you to justice for the abuse you inflict on vulnerable young people.

Further information:

http://www.itsnotokay.co.uk/

http://www.barnardos.org.uk/get_involved/campaign/cse/spotthesigns.htm

http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/

https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

How to raise concerns

If you have any concerns about a child or young person please call Greater Manchester Police on 101 (999 in emergencies) and/or

Multi-Agency Safeguarding Hub (MASH)
child.mash@oldham.gov.uk
Level 9
Civic Centre
West Street
Oldham
OL1 1UT
Tel 0161 770 7777

or ChildLine provide free and confidential advice for children and young people on 0800 1111.

http://www.oldham.gov.uk/info/200386/child_protection/620/report_child_abuse

Appendix 4

BRIEFING NOTE FOR PRIMARY SCHOOLS

THE PREVENT DUTY

A. THE TERRORISM THREAT AND THE UK COUNTER-TERRORISM STRATEGY

How serious is the terrorism threat in the UK?

The Home Office and MI5 publish a national terrorism threat level. In August 2014, the United Kingdom threat level in relation to international terrorism was raised from 'Substantial' to 'Severe'. This means that a terrorist attack is 'highly likely'. This was a result of concerns about the threat of terrorism resulting from the activities of the self-styled Islamic State (IS) in Syria and Iraq.

The threat level in Great Britain from Northern Ireland related terrorism is "Moderate" (an attack is possible, but not likely).

How is the UK tackling terrorism?

CONTEST is the UK counter terrorism strategy. It aims to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence. The strategy is based around four areas of work (the four "P"s):

- **Pursue**: the investigation and disruption of terrorist attacks.
- **Protect**: improving our protective security to stop a terrorist attack;
- **Prepare**: working to minimise the impact of an attack and to recover from it as quickly as possible; and
- **Prevent**: work to stop people becoming terrorists or supporting terrorism and extremism.

What is the Government's approach to Prevent?

The national Prevent Strategy was revised in 2011. Prevent aims to stop people becoming terrorists or supporting terrorism, and it deals with all kinds of terrorist threats including:

- International terrorism - the most significant of which is the threat from Al-Qa'ida associated groups and IS.
- Northern Ireland related terrorism.
- Domestic extremism – extreme right wing groups; extreme left wing groups; animal rights and environmental extremists.

It is important to be clear that peaceful protest / campaigning is not extremism. The concern is with the tiny minority whose protests involve extremism, including the use of violence.

The Prevent Strategy has three objectives (three "I"s):

- to respond to the **ideological** challenge of terrorism and the threat we face from those who promote it;
- prevent **individuals** from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with **institutions** and sectors where there are risks of radicalisation (e.g. schools, health, faith, the internet).

The Prevent Strategy explicitly includes:

- tackling non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit;
- challenging extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups; and
- intervening to stop people moving from extremist (albeit legal) groups into terrorist-related activity.

How does the Government define extremism and radicalisation?

Extremism is defined as "*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of our armed forces, whether in this country or overseas" (Prevent Strategy, 2011)*.

Radicalisation is defined as "*the process by which a person comes to support terrorism and forms of extremism leading to terrorism". (Prevent Strategy, 2011)*

B. NEW DUTIES UNDER THE COUNTER-TERRORISM AND SECURITY ACT 2015

What is the new Prevent duty?

The Government passed the Counter-Terrorism and Security Act in 2015 in response to the murder of Lee Rigby and concerns about the threat from IS. The Act contained proposals to:

- ensure that law enforcement and intelligence agencies can disrupt the ability of people to travel abroad to fight (such as in Syria and Iraq) and control their return to the UK;
- enhance operational capabilities to monitor and control the actions of those in the UK who pose a threat; and
- help combat the underlying ideology that supports terrorism.

The Act created a new statutory duty (the "Prevent Duty") for "specified authorities" to have "*due regard to the need to prevent people from being drawn into terrorism*" in everything they do. Specified authorities include: local authorities; schools; registered childcare providers; further and higher education; NHS Trusts; Prisons and probation; and the Police.

What duties are there in relation to Prevent safeguarding?

The Act introduced further duties in relation to the arrangements for safeguarding individuals who are vulnerable to being drawn into terrorism. These arrangements are referred to as the Channel programme.

The Act requires:

- Local authorities to ensure that a multi-agency panel exists in their area to protect people who may be vulnerable to being drawn into terrorism;
- Local authorities to chair the Panel;
- The Panel to develop a support plan for individuals accepted as Channel cases;
- The Panel to consider alternative forms of support; including health and social services, where Channel is not appropriate; and
- All partners to co-operate with the police and the Panel in carrying out their functions.

These arrangements have been in place for some time in Oldham, and schools have already made referrals.

C. THE PREVENT DUTY AND SCHOOLS

Which schools does the Prevent Duty apply to?

The Prevent Duty applies to all schools, including both primary and secondary schools and schools with all forms of governance arrangements – maintained schools, academies, independent schools etc.

When did the Prevent Duty come into effect?

The Duty took effect on 1 July 2015.

What does the school need to do to meet the Prevent Duty?

The key elements of the Duty are:

- **Risk assessment** – The school needs to understand the general risk to children and young people in Oldham, and have a specific understanding of how to identify individual children who may be at risk of radicalisation, and what to do to support them. There need to be clear procedures, set out in safeguarding policies, for protecting children at risk of radicalisation. A separate Prevent safeguarding policy is not required. Staff need to understand when it is appropriate to make a Channel referral.
- **Working in partnership** – the Duty builds on existing local safeguarding arrangements. The Council and Greater Manchester Police operate the Channel programme, and will also support schools in implementing the Prevent Duty. The school may also work in partnership with parents / carers in safeguarding their children.
- **Training** – Senior leaders and governors need to understand the school's responsibilities under the Prevent Duty. All staff need Prevent awareness training to equip them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

- **IT policies –** The organisation's IT policies need to ensure that children are safe from extremist and terrorist material when accessing the internet at school. This should be part of wider awareness raising work around e-safety.

- **Building children's resilience to radicalisation –** schools can also build students' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them understand how they can influence and participate in decision making. Schools are already expected to promote the spiritual, moral, social and cultural (SMSC) development of students and, within this, fundamental British values.

The Council has prepared a self-assessment toolkit to assist schools in implementing the Duty. Guidance on protecting children from radicalisation and the Prevent Duty is available at:

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

What duty do schools have in relation to promoting British values?

Since November 2014 all schools (including independent schools) have had a duty to "actively promote" fundamental British values. Doing so can help the school to demonstrate how it is meeting the requirement to promote the SMSC development of their students.

Fundamental British values are defined as: "*democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs*".

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be inconsistent with schools' duty to promote SMSC development. Schools do not need to promote teachings, beliefs or opinions that conflict with their own (e.g. as a faith school), but it would be unacceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Department for Education advice on promoting fundamental British values is available at:
https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc (maintained schools)
https://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools (independent schools, academies and free schools)

D. TRAINING AND SUPPORT

What training is available for staff?

The Council and Local Safeguarding Children Board are offering free Workshop to Raise Awareness of Prevent (WRAP) training to school safeguarding leads / strategic leads for Prevent. Additional WRAP sessions for other staff will be offered subject to the availability of trainers.

An on-line Channel general awareness raising course is available at:
http://course.ncalt.com/Channel_General_Awareness

Additional resources about Prevent which can be used by schools are to be provided through an on-line learning environment. Access details will be provided to school Prevent leads once this is available.

E. MYTHBUSTING ABOUT PREVENT

What concerns have there been about Prevent?

There has been some criticism of Prevent in the press and media. Some key messages which may help address this are:

- Prevent is concerned with all forms of terrorism and extremism.
- Prevent is a safeguarding issue. The same principles apply to protecting young people from being drawn into terrorism as to protecting them against sexual exploitation or other forms of abuse. Like any other safeguarding risk, professionals need to take action when they observe behaviour of concern.
- A referral to Channel is not criminalising young people. Channel is concerned with preventing people committing any criminal offences or getting into trouble with the police.
- Channel does not result in a criminal record, nor will it show up in future Disclosure and Barring Service checks.
- Support provided through Channel is voluntary. People do not have to participate.
- Prevent should not discourage debate and the exploration of contentious and sensitive issues. Developing critical thinking skills helps build resilience to extremism.
- We are committed to delivering Prevent in Oldham in a fair and proportionate way, informed by assessment of risk and vulnerability.

FURTHER HELP

How should the school raise any concerns?

If you have a concern about a risk of terrorism, contact Greater Manchester Police. In an emergency, dial 999. Otherwise, call the non-emergency number 101 or the Anti-Terrorist Hotline on 0800 789 321.

If you have a concern that an individual is being radicalised, or is vulnerable to radicalisation into extremism, please make a (Channel) safeguarding referral through the Multi-Agency Safeguarding Hub (MASH)

child.mash@oldham.gov.uk **adult.mash@oldham.gov.uk**

Level 9
Civic Centre
West Street
Oldham
OL1 1UT
Tel 0161 770 7777

Who can provide further information?

If you have any further questions, please contact:

Oldham Council Prevent lead:
Bruce Penhale e-mail: bruce.penhale@oldham.gov.uk tel: 0161 770 4196 / 0779 383 7646

Greater Manchester Police Prevent officer for Oldham:
DC Dave Bull e-mail: david.bull@gmp.police.uk tel: 0161 856 8912 / 0777 540 5550

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
   The demonstration of unacceptable behaviour by using any means or medium to express views which:
   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
   - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
   - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
   - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and

- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
   - Being in contact with extremist recruiters;
   - Accessing violent extremist websites, especially those with a social networking element;
   - Possessing or accessing violent extremist literature;
   - Using extremist narratives and a global ideology to explain personal disadvantage;
   - Justifying the use of violence to solve societal issues; and
   - Joining or seeking to join extremist organisations; and
   - Significant changes to appearance and/or behaviour;
   - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Prevent Duty Guidance
https://www.gov.uk/government/publications/prevent-duty-guidance

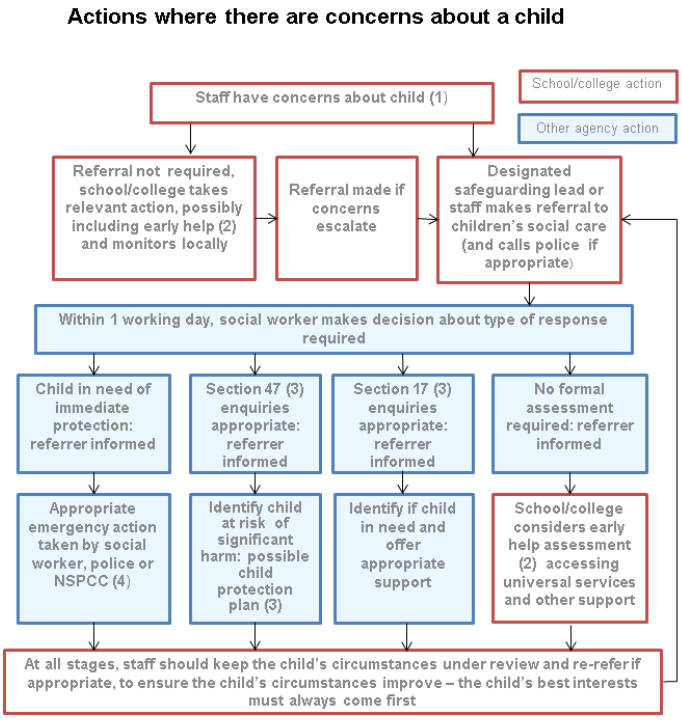
https://educateagainsthate.com/

Appendix 5

Greater Manchester Safeguarding Children Procedures

Procedures can be found at:

https://greatermanchesterscb.proceduresonline.com/



Central to all procedures for child abuse is a case conference which is led by Social Care. The Headteacher and/or the Deputy Headteacher attend case conferences and co-operate fully as required. The following people and agencies must be invited to attend:

- Social Care
- Senior Medical Officer
- Senior Nurse
- NSPCC
- Probation Service
- Police

Other agencies may be involved:

Clinical or Educational psychologist

Consultant Psychiatrist (if hospital is concerned)

Senior Educational Welfare Officer

Headteacher or designated teacher

Headteacher from siblings' school

Community worker if appropriate

Housing Department

County Council Chief Executive/Clerk's Department

Recognised voluntary organisations

Emergency duty team (Social Service)

Appendix 6

Essential Reading

Working Together to Safeguard Children (DfE July 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers. (July 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

What to do if you are worried a child is being abused
https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Oldham Safeguarding Partnership
https://www.oldham.gov.uk/lscb/info/5/policies_and_procedures

The Children Act 1989 and 2004

The Education Act 2002 s175/s157

Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)

Sexual Offences Act 2003 (Position of Trust offence)

Counter Terrorism and Security Act 2015

Safeguarding and Vulnerable Group Act 2006

School staffing regulations (England) 2009

Children Missing Education
https://www.gov.uk/government/publications/children-missing-education

Preventing and Tackling Bullying
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Oldham Safeguarding Partnership
https://www.oldham.gov.uk/lscb/downloads/file/147/new_safeguarding_arrangements