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**Safeguarding & Child Protection Policy 2023**

**Review date: September 2024**

**Ratified by Governors:**

Vision

Since 1897, St Andrews has embraced its Christian character as the cornerstone of its values, continuing to serve the children and families of Eccles. Our St Andrews Community aim to serve every child by providing the highest levels of academic, pastoral and spiritual development, achieved through our commitment to respect, enjoyment and excellence for all. The St Andrews community seeks to be an environment where the Christian faith comes alive through the values of love, honesty, forgiveness and respect. Each child is encouraged to discover their unique God-given gifts on their journey to fulfilling their hopes and dreams, developing a deeper connection to God and service to the community.

## Mission Statement

**“To strive for respect, enjoyment and excellence.”**

**Policy Consultation & Review**

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance *‘*[*Keeping Children Safe in Education’*](https://www.gov.uk/government/publications/keeping-children-safe-in-education), DfE (2023).

Signature: J Bladen-Kay Head teacher Date:

Signature: J Roebuck Chair of Governors Date:

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**1. PURPOSE & AIMS**

1.1 The purpose of St Andrew’s CE Primary School’s safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

* Protect children and young people at our school from maltreatment;
* Prevent impairment of our children’s and young people’s health or development;
* Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
* Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

**2. OUR ETHOS**

2.1 The child’s welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

**All staff are advised to maintain an attitude of ‘*it could happen here*’ where safeguarding is concerned.**

* 1. All staff and regular visitors will, through training and induction, know how

to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.This is taught through Thrive, PSHE, SEAL, assemblies and key visitors from organisations such as NSPCC, Police, Rail Safety and the Education Life Bus. Children are taught about safeguarding, including online safety as part of a broad and balances curriculum. Ensure all staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face in daily life. Safeguarding, together with online risks, the risk of cybercrime and cyberbullying (including when they are online at home), stalking and mate crime, as part of providing a broad and balanced curriculum. All staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online.

* 1. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).
  2. **Early Help.** At St Andrew’s we recognise that a child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. Early intervention requires a shift in focus onto the causes rather than the symptoms of problems, with investment in prevention and early intervention which has been proven to reduce the demand on specialist services in the longer term. Where necessary families will be supported at the earliest opportunity which can include the completion of an Early Help Assessment and support from the local Early Help School Coordinator. Where appropriate Early Help and Early Help Assessment will be carried out (with the consent of parents/carers and or young person), as an approach to understand the strengths and needs of a family and create a supportive plan. The most effective way to create a support plan is through family collaboration with the Salford School Partnership. The Salford School Partnership approach involves a multi-agency partnership discussion, building trust and improving communication across agencies so that information sharing is effective and appropriate, and the emerging needs of the family are identified. School Coordinators are available for consultations, they will advise and support our school on implementing the nest steps for Early Help support.

**3. ROLES AND RESPONSIBILITIES**

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| --- | --- | --- |
| **Role** | **Name** | **Contact details** |
| **Senior Designated Person** | **Mrs J Bladen-Kay**  **Head teacher** | [**joanne.bladen-kay@salford.gov.uk**](mailto:joanne.bladen-kay@salford.gov.uk)    **0161 789 4853** |
| **Designated Person.** | **Mrs Jacqueline Simpson**  **Family Support**  **Officer/DDSL** | **jacqueline.simpson@salford.gov.uk**  **0161 789 4853** |
| **Designated**  **Person** | **Mrs L Bradford**  **Inclusion Manager. Mental Health Lead** | [**lisa.bradford@salford.gov.uk**](mailto:lisa.bradford@salford.gov.uk)  **0161 789 4853** |
| **Chair of Governors** | **Julie Roebuck** | **Details can be obtained through the school office** |

3.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn. Also to include providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. The welfare of our pupils, we also have a named governor who champions safeguarding within the school.

At St. Andrew’s we take a whole school approach to recognising and responding to potential peer on peer sexual abuse and harassment; both in and out of school hours. Comprehensive staff training will ensure a school culture that makes it clear that there is a zero tolerance approach to sexual harassment and sexualised behaviour, and it should not be passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys will be boys’. There is a robust system of recording incidents to ensure an evidence based review and response (CPOMS). This philosophy will be adopted and promoted by everyone in the school and inappropriate behaviours will be consistently challenged. We will proactively educate our pupils about relationships, respect and boundaries through RSHE programme and all out staff will reassure pupils that they will be taken seriously and supported.

**The Bridge Partnership for child protection referrals – tel: 0161 603 4500 or e mail** [**worriedaboutachild@salford.gov.uk**](mailto:worriedaboutachild@salford.gov.uk)

**GMP Public Protection Investigation Unit (PPIU) – for referrals/consultation about crime-related safeguarding concerns – tel: 0161 856 5171 or e mail** [**parklane.ppiu@gmp.police.uk**](mailto:parklane.ppiu@gmp.police.uk)

**Managing allegations against an employee (or volunteer) - Local Authority Designated Officer (LADO) tel: 0161 603 4350 / 4445**

**Also see Salford Threshold of Need and Response. Appendix 5.**

**Worried About a Child?**

All reports or enquiries concerning the welfare or safety of a child must go straight to The Bridge Partnership on 0161 603 4500 as the first port of call. This applies to reports from council staff, the public, partners and outside agencies.  The email address is [worriedaboutachild@salford.gov.uk](mailto:worriedaboutachild@salford.gov.uk)

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

**The Governing Body**

3.2 The Governing Body of St Andrew’s CE Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote good practise, it will also:

3.3 The Governing Body will ensure that:

* The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Salford Safeguarding Children Board policies and procedures;
* The school contributes to inter-agency working in line with in line with Working Together to Safeguard Children (2018);
* A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the senior designated professional. There will always be cover for this role;
* All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
* All staff undertake appropriate child protection training that is updated regularly;
* Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
* Safer recruitment practices are followed in accordance with the requirements of [’Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education)’ DfE (2023);
* They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
* Have an effective safeguarding children policy in place that followed procedures. This must include procedures to minimise the risk of peer on peer sexual harassment and abuse. Policies should be reviewed annually.
* The governing body will ensure that the monitoring and filtering processes are in place and the governing body receives regular reports of the outcomes of monitoring and filtering.

3.4 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

Governing Boards and proprietors should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder’s job description and describe the broad areas of responsibility and activities related to the role (as outlined in Annex B of Keeping Children Safe in Education September 2023).

Governing Boards and proprietors will ensure that all governors and trustees receive appropriate safeguarding and child protection training (including online) at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are in place in school. All governor training will be up to date. All safeguarding governor training will be regularly updated.

Governing bodies will ensure online safety is an interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures, planning and the curriculum and parental engagement. They will ensure that school has appropriate filtering and monitoring systems in place which are regularly reviewed for their effectiveness.

All governing bodies and proprietors will be aware of the Human Rights Act 1998 and the Equality Act 2010, Data Regulation Act 2018 and the UK General Data Protection Regulation (GDPR) in their local multi-agency safeguarding arrangements.

**The Head Teacher**

3.5 At St Andrew’s CE Primary School the Head teacher is responsible for:

* Identifying a member of the senior leadership team to be the Senior Designated Person for safeguarding (SDP);
* Identifying an alternate member of staff to act as the Senior Designated Person for safeguarding (SDP) in his/her absence to ensure there is always cover for the role;
* Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
* Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
* Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.
* The DSL will work with the head teacher and relevant strategic leads, taking responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and are identifying the impact that these issues might be having on children's attendance and engagement at school. This includes: ensuring that the school knows who its cohort of children who have to have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
* Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who had or have had a social worker reach their potential, recognising that even when a statutory social care intervention has ended there is still a lasting impact on the educational outcomes.

**Designated Card for Children Lead**

Governing Boards of maintained schools and proprietors of academy achievement of children who are looked after and to ensure that this person has appropriate training.

* 3.6 The Designated Cared for Children Lead will work in partnership with the Designated Safeguarding Lead and the Virtual School Head to ensure the safeguarding vulnerabilities for Cared for Children are appropriately met. In addition, the Virtual School Head receives pupil premium plus additional funding based on the latest published numbers of children cared for in the authority. In maintained schools and academies the Cared for Children Designated Lead should work with the virtual school head to discuss how that funding can be best used to support the progress of cared for children in the school and meet the needs identified in the child’s personal education plan.

**The Senior Designated Professional**

3.7 The Senior Designated Professional’s (SDP) will carry out their role in accordance with the responsibilities outlined in Annex B of *‘Keeping Children Safe in Education 2023’.* The SDP will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child’s safety or welfare will be recorded in writing and given to the SDP.

3.8 The SDP at St Andrew’s will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our SDP will liaise with Children’s Services and other agencies where necessary, and make referrals of suspected abuse to Children’s Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.9 The SDP will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.9a The SDP is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction. The designated safeguarding lead will take lead responsibility for the safeguarding and child protection (including online safety and have an overview of the outcomes of filtering and monitoring systems and processes in place). The SDP will ensure filtering and monitoring systems and processes in place on school devices and school networks are effective. Ensure all staff have received appropriate training regarding the filtering and monitoring processes in school. And finally work in collaboration with the school’s IT provider to monitor and review filtering reports.

**Professional Curiosity**

All staff will be aware that children may not feel ready or know how to tells someone that they are being abused, exploited or neglected and may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or are being threatened. This could be due to their vulnerability, disability or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about the child. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse or neglect.

## 4. TRAINING & INDUCTION

Our school will ensure that the Designated Safeguarding Lead, Deputy Safeguarding Lead and all staff working in the school and the nominated governor for Child Protection attend training relevant to their role on at least an annual basis. This will include emails, staff meetings, 7 minute briefings, whole school training, Prevent training, online safety and Multi Agency Child Protection training within timescale.

The role of the designated safeguarding lead carries a significant level of responsibility, and they will be given additional time, funding, training, resources and support they will need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy decisions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. Any deputies will be trained to the same standard as the designated safeguarding lead and the roll will be explicit in their job description.

During term time the designated safeguarding lead (or deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If not available in person, the school will in exceptional circumstances inform staff of how the DSL can be contacted.

The Designated Safeguarding Lead is expected to refer cases of suspected abuse and neglect to the local authority children’s social care and to the Channel Programme where there is a radicalisation concern.

4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school’s safeguarding policy along with the staff code of conduct and told who our Senior Designated Professional for Safeguarding is. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will be provided with a Child Protection Induction Booklet (on line staff drive information folder) that will include essential information. This booklet will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child and further information regarding specific safeguarding issues. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Senior Designated Professional. At induction, all staff will also be provided with a copy of Part One of ‘*Keeping Children Safe in Education*’ (2023) and will be expected to read this. Staff will complete, at induction and annually, the staff suitability declaration form which includes disqualification by association. These signed forms are stored in the Head teacher’s office.

New staff will also receive safeguarding training and school will make sure that all staff are aware of any training opportunities and the latest local safeguarding arrangements. New staff will understand the assessment process for providing early help and statutory intervention including local criteria for action and the local authorities children social care referral arrangements. They will have a working knowledge of how local authorities conduct child protection case and conferences and contribute to these effectively when requested.

Staff will be made aware of how to refer concerns to the Bridge as required and to the Channel programme where there is a radicalisation concern, where crime has been committed to the police and support staff to make referrals to children’s social care and the Channel programme. The head teacher will be kept informed of any concerns, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This will include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory Guidance. PACE Code C 2019. [www.gov.uk](http://www.gov.uk)

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Salford Safeguarding Children Board advice. This is currently available through the Whole School Safeguarding Service Level Agreement (SLA) purchased through Customer and Support Service's Organisational Development and Training service.

The Whole School Safeguarding SLA delivers termly, SSCB approved, two hour seminars which provide suitable refresher training to keep the skills and knowledge of the designated persons up to date.  (Schools must have purchased the Whole School Safeguarding SLA to eligible to attend these seminars).

All staff will 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 the child’s life, from foundation years through to the teenage years. All staff are given access to training around Early Help and Early Help Assessments to help them identify the correct support for families and children. For more information regarding the Early Help Service and Assessment go to Early Help/Partners in Salford.

4.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our SDP and alternate staff members are and what the recording and reporting system is. **See Appendix 4.**

4.5 The SDP, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend the SSCB 2-day Foundation Course preferably prior or as soon as possible after beginning the role of Designated Person.

4.5 All school staff are given access to training around Early Help and the Early Help Assessments to help them identify the correct support for families and children. For more information regarding Early Help Service and Assessment go to Early Help/Partners in Salford.

4.6 All Governors receive safeguarding and Child Protection training at induction and continue to attend regular updates that are relevant to their job roles and responsibilities in relation to online filtering and monitoring systems in school.

The Foundation Training can be refreshed after a period of 2 years with the one day SSCB Refresher course.  Depending upon the circumstances of the school, Ofsted may require that the Designated Person(s) attend the Refresher course. After attending the Foundation Course the Designated Person(s) should also consider accessing the following courses as relevant to the circumstances of the school.

* Attachment
* Adverse Childhood Experiences (ACE’s) and Childhood Trauma
* Early Help Assessment
* Child Sexual Exploitation
* Communicating with children
* Core group
* Online Safety and Mobile Technology
* Cyberbullying and Cybercrime
* Domestic abuse
* Self-Harm
* Female Genital Mutilation
* Neglect
* Parental mental health
* Parental substance use
* Rapid response to a child death
* Sexual abuse
* Child Sexual Exploitation
* Preventing radicalisation/WRAP workshop
* Equality and Diversity and Sexual Orientation
* Forced Marriage
* Gangs and Youth Violence, Child Criminal Exploitation (CCE) and County Lines
* Witchcraft and Spiritual Possession
* Trafficking and Modern Slavery
* Safeguarding and healthy relationships
* Child on Child Abuse
* Sexually harmful behaviour, sexual harassment
* Stalking and Mate Crime
* Emotional Well Being and Positive Mental Health
* The Role of the Appropriate Adult

Courses are available through the Salford Safeguarding children’s Board SSCB <http://www.partnersinsalford.org/sscb/sscbcourses.htm>

* The SDP with liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2018.* During term time the designated person and/or a deputy should always be available, during school hours, for staff to discuss any safeguarding concerns. It is a matter for the individual school and the designated safeguarding person to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
* Develop effective procedures to work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

4.7 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from governor services. <http://www.salford.gov.uk/local-authority-reports.htm>

Furthermore, the governing body will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.

4.8 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of ‘*Keeping Children Safe in Education*’ (2023) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Salford Safeguarding Children Board at [www.partnersinsalford.org](http://www.partnersinsalford.org). The SDP will also provide regular safeguarding updates for staff.

4.9 Staff will liaise with the SENCO and Mental Health Leads (Jacqueline Simpson, Lisa Bradford) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs can be considered holistically. Staff will liaise with the Mental Health lead and the support team if available where there are safeguarding concerns. Staff will understand the impact of adversity and trauma can have including on children’s behaviour, mental health and emotional well-being and academic attainment and which is needed in responding to this in promoting educational outcomes. Ensure all staff are provided with training to understand and recognise Adverse Childhood.

Mental Health Leads will work with the head teacher and relevant strategic leads, taking responsibility for promoting educational outcomes by knowing welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced and identifying the impact of these issues might have on children’s attendance, engagement and achievement at school. This includes:

* Ensuring that the school knows who its cohort of children who have or have had a social worker are
* Understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
* Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or had a social worker reach their potential, recognising that even when care has ended, there is still a lasting impact on the children’s educational outcomes.

**5. PROCEDURES FOR MANAGING CONCERNS**

5.1 St Andrew’s CE Primary School adheres to child protection procedures that have been agreed locally through the Salford Children’s Safeguarding Board.

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of **‘*it could happen here’*** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 It is very important that practitioners intervene as early as possible if a child or young person has additional needs and services can help in meeting these needs. Such action can help prevent problems becoming child protection concerns. The Early Help Assessment is a tool for the assessment of need at levels 2a & 2b of the Salford Thresholds of Need and Response Model <http://www.salford.gov.uk/thresholds.htm>.

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

5.4 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the SDP to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.5 It is *not*the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy. **See Appendix 3.**

5.6 The Senior Designated Professional (SDP) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the SDP or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. **See Appendix 1.**

5.7 All concerns about a child or young person should be reported **without delay** and recorded in writing using the agreed template if possible – **FORM A/CPOMS**

5.8 Following receipt of any information raising concern, the SDP will consider what action to take and seek advice from Children’s Services as required. Advice will be sought from The Bridge (formerly the MASH team) on 0161 603 4500. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.9 All referrals will be made in line with Salford Children’s Services procedures as outlined. **See** **Appendix 2.**

5.10 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children’s Services immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the SDP and/or the Head teacher. Concerns should always lead to help for the child at some point.

5.11 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children’s Services, or the police if:

* the situation is an emergency and the designated senior person, their alternate and the Head teacher are all unavailable;
* they are convinced that a direct report is the only way to ensure the pupil’s safety.

5.12 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head teacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children’s Services directly with their concerns.

## 6. RECORDS AND INFORMATION SHARING

Schools must have due regard to the relevant data protection principals which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). All records will include: a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome. It is important the governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the UK General Data Protection Regulation place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO Guidance ico.org.uk – ICO resources which includes information about the school’s obligations and how to comply, including protecting personal information, and providing access to official information.

Where children leave school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school/college as soon as possible and within 5 days for and in-year transfer or within 5 days of the start of a new term. This should be transferred separately from the main pupil file and confirmation receipt should be obtained. When receiving child protection files for a child starting at the school key staff (DSL & SENCO) will be made aware as required. Lack of information about their circumstances can impact on a child’s safety, welfare and educational outcomes. In addition to the child protection file the DSL will also consider if it would be appropriate to share any additional information with the new school/college in advance of the child leaving to help them put in place the right support to safeguard their child and to help the child thrive in the school/college.

Understanding that ‘safeguarding of children and individuals at risk’ allows practitioners to share information without consent where there is a good reason to do so, and that the sharing of the information will enhance the safeguarding of the child in a timely manner. “It would be legitimate to share information without consent where: it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent and if to gain consent would place the child at risk (paragraph 119, Keeping Children Safe in Education September 2023).

6.1 If staff are concerned about the welfare or safety of any child at our school they can record their concern on the agreed reporting form A. They should ensure that the form is signed and dated. Any concerns should be handed to the SDP without delay.

6.2 Any information recorded will be kept in a separate named file, in a secure filing cabinet and not with the child’s academic file. These files will be the responsibility of the FSM. Child protection information will only be shared within school on the basis of ‘need to know in the child’s interests’ and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child’s life. These files are currently locked in a filing cabinet outside the Inclusion room with restricted access to Mrs Bladen-Kay and Mrs Simpson. The records are also stored electronically in a Secure File on the t-drive and are only accessible to the above named personnel. Information is also stored and recorded on CPOMS. SLT have full access, all other staff in school are able to use the system to record any concerns. Staff are also aware that this does not replace the systems for reporting safeguarding concerns to the DSL/DDSL as soon as possible.

6.4 When a child leaves our school, the SDP will make contact with the SDP at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. Information can now be sent using CPOMS if the new school also uses the secure system. Bullying, including cyberbullying, prejudice based and discriminatory bullying incidents are recorded and reviewed and the information is used to inform and enhance the whole school approach to all forms of anti-bullying strategies and responses within in the school. The designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible, within 5 days for an in year transfer or within the first 5 days of the start of a new term to allow the school to have support in place for when the child arrives. The designated safeguarding lead will ensure secure transit and confirmation of receipt will be obtained. This should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and SENCO’s or the name person with oversight of special educational needs and disability in school is aware of what is acquired.

6.5 Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information *(Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third partiesbut may be waived in the circumstances set out below.

6.6 In some circumstances, achieving consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

6.7 Where consent cannot be obtained to share information or consent is refused or where seeking it may undermine the prevention, detection, or prosecution of a crime the practitioner must judge from the facts whether there is enough public interest to justify sharing information.  A concern in relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.

6.8 The Public Interest test means that practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question.  The decision making process must weigh up what might happen if the information is shared against what might happen if it is not shared.

6.9 Further guidance on information sharing can be found at: <http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/a0072915/information-sharing>

**Designated Safeguarding Lead and Deputy(s)** – As a minimum the Designated Safeguarding Lead and Deputies should attend the SSCP 2 day Foundation Course preferably prior or as soon as possible after beginning the role of Designated Person.

The Foundation Training should be refreshed every 2 years with the half day SSCP Refresher Safeguarding Update Course.  Depending upon the circumstances of the school, Ofsted may require that the Designated Person(s) attend additional Refresher training.

Designated Safeguarding Leads and Deputy Lead(s) are required to keep their knowledge and skills up to date on an annual basis.

The Whole School Safeguarding SLA delivers termly, SSCP approved, two hour seminars which provide suitable updates for designated persons to refresh skills and knowledge. (Schools may have to have purchased the Whole School Safeguarding SLA to be eligible to attend these seminars)

After attending the Foundation Course (or equivalent) the Designated Lead and Deputies should also consider accessing the following courses as relevant to the circumstances of the school, in line with SSCP annual priorities and national priorities.

Safeguarding concerns about a person who may be vulnerable to radicalisation or being drawn into terrorism will be referred through Prevent at: [www.contactus.salford.gov.uk/?formtype=PREVENTREF](http://www.contactus.salford.gov.uk/?formtype=PREVENTREF)

* Attachment
* Early Help Assessment
* Contextual Safeguarding
* Child Sexual Exploitation
* Communicating with Children
* Core Group
* Online Safety and Mobile Technology (and the sharing of nudes and semi-nude images)
* Child Gambling
* Adolescent to Parent Violence
* Domestic Abuse
* Self-Harm
* Female Genital Mutilation, Honour Based Violence, Breast Ironing, Infant Oral Mutilation
* Neglect
* Parental Mental Health
* Parental Substance Use
* Rapid Response to a Child Death
* Sexual Abuse
* Child Sexual Exploitation
* Preventing Radicalisation/WRAP Workshop
* Equality and Diversity and Sexual Orientation
* Gangs and Youth Violence, Child Criminal Exploitation (CCE) and County Lines
* Violent Crime, including Gangs and Knife Crime
* ‘Upskirting” which is a criminal offence under The Voyeurism Offences Act - April .2019
* Witchcraft and Spiritual Possession
* Trafficking and Modern Slavery
* Illegal Money Lending
* Safeguarding Healthy Relationships
* Child on Child abuse
* Sexually Harmful Behaviour, Sexual Harassment
* Emotional Well Being and Positive Mental Health
* Any additional training or events relating to serious case reviews\*

SSCP recommend that the Named Governor for Safeguarding at least accesses basic awareness training and additional training relevant to their role.

For the latest SSCP courses, seminars and e-learning courses please visit: <https://safeguardingchildren.salford.gov.uk/professionals/multi-agency-training/>

## 7. WORKING WITH PARENTS & CARERS

7.1 St Andrew’s School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children’s Services.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

* 1. We will seek to share with parents any concerns we may have about their

child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the SDP making a referral to Children’s Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

* Full names and contact details of all adults with whom the child normally lives;
* Full names and contact details of all persons with parental responsibility (if different from above);
* Emergency contact details (if different from above);
* Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult’s full details in writing.

**8. CHILD PROTECTION CONFERENCES**

8.1 Children’s Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Head teacher or SDP. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for initial child protection conferences will be prepared in advance using the ICC report template provided by Children’s Services. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child’s physical, emotional and intellectual development and the child’s presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children’s Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

8.5 In addition it can be emotionally upsetting for staff dealing with issues in school around Child Protection. In order to help our staff deal with difficult issues, or issues that may invoke some feelings, we offer counselling supervision, both on an ad hoc basis and sessions that are pre-booked on a termly basis or more frequently if necessary.

**9. SUPPORTING PUPILS AT RISK**

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

9.2 Our school fosters a culture of safety through the development of an Anti-Bullying Policy where children and young people feel confident to report any incidents of bullying. Bullying including cyber-bullying, prejudice based and discriminatory bullying, sexual harassment or inappropriate sexualised behaviour, homophobic, biphobic and transgender bullying will not be tolerated.

9.3 The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. In response there may be steps taken to consider suspension or exclusion from school. Such steps should be taken in the context of considering the needs of the child; where appropriate an **Early Help** **Assessment** should be carried out (with the consent of the parent/carer and/or young person). The Early Help Locality School Coordinators are available for support prior to and Early Help Assessment and to clarify if a previous Early Help Assessment has already been completed.

9.4 It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm.

9.5a Children with special educational needs (SEN) or certain health conditions and disabilities can face additional safeguarding challenges. Our Governing body are committed to ensure their safeguarding and child protection policy reflects the fact that additional barriers can exist when recognising abuse and in this group of children. This can include:

* assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
* Children with SEN and disabilities can be disproportionally impacted by things like bullying - without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
* These children are prone to peer on peer group isolation or bullying (including prejudice based bullying) than other children.
* Through the implementation of our school Statement of Core Values the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

9.5b This school will endeavour to support pupils through:

1. The curriculum, to encourage self-esteem and self-motivation;
2. The school ethos (Thrive), which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
3. The implementation of school behaviour management policies
4. A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
5. Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;
6. A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child’s best interests to do so;
7. The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

9.6 This policy should be considered alongside other related policies in School. These are:-

* Supporting Pupils with Medical Needs
* Staff Behaviour Codes of Conduct
* Behaviour Policy
* Anti-bullying
* Special Education Needs
* Health and Safety
* E-safety
* Handling Allegations of Abuse Against Staff
* Attendance

9.7 We recognise that children with behavioural difficulties and disabilities can be particularly vulnerable to abuse. School staff who work, in any capacity, with children with sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

9.8 It must also be stressed that in a home environment where there is domestic violence, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection. School have also adopted Operation Encompass and use this system to receive information regarding children and families.

9.9 Children who are lesbian, gay, bi or trans (LGBTQ). The school recognises that a child or young person may be LGBTQ is not in itself inherent risk factor for harm. However, children who are LBGTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ cab be just as vulnerable as children who identify as LGBTQ. Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. School staff will therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or to share their concerns with a member of staff.

9.9a Children and young people who are privately fostered can also

sometimes require additional support. For more information about this

see <http://www.partnersinsalford.org/sscb/privatefostering.htm>

**10. CHILDREN MISSING IN EDUCATION**

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. **Salford’s definition** of children missing from education or at risk of missing education has been agreed as:

**“To include any child who is not accessing appropriate provision”.**

10.1 The Family Support Worker will monitor unauthorised absence, particularly where children go missing on repeated occasions. If school becomes aware of a child missing from education (in whatever capacity), the Family Support Worker will notify the Children Missing from Education Officer by using the CME referral downloaded from Salford Council website and emailing the form to the CME Officer, email address is located on the form.

<https://www.salford.gov.uk/children-missing-education.htm>

**Elective Home Education (EHE**). Many home educated children have an overwhelming positive learning experience. However, this is not the care for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home the school will work together with the LA and other key professionals to, where possible, coordinate a meeting with the parents/carers. Ideally this would be before a final decision has been made to ensure the parents/carers have considered what is in the best interests of each child including where the child has SEND, is vulnerable, and/or has a social worker. Where a child has an Education, Health and Care Plan, the parents/carers will need to work with the local authority to identify how the needs of the plan will be met and regularly reviews.

Alternatively, school will contact the:

**Children Missing from Education Officer – 0161 778 0354.**

**11. SAFER RECRUITMENT**

11.1 We will ensure that the Head teacher and at least one member of the Governing Body have completed appropriate safer recruitment training, as evidenced on the essential training record in the safeguarding file. At all times the Head teacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *‘Keeping Children Safe in Education’*, DfE (2023).

11.2 At St Andrew’s CE Primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

11.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Responsibility of the School Business Manager and Head teacher.

## 12. SAFER WORKING PRACTICE

12.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

12.2 All staff will be provided with a copy of our Complaint’s Policy, Disciplinary Procedures for School Based Staff and our Staff Behaviour Code of Conduct at induction. They will be expected to know our school’s Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.

12.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

12.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in ‘[*Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings*](http://www.schools.norfolk.gov.uk/view/ncc097068)’, DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

The following basic ground rules applied with professional judgement will promote confidence and trust in staff:

* **Respect privacy without compromising safety** - when 1:1 meetings with children or young people are necessary, then if possible, have these in a room with visual access or the door open and/or with another adult in a nearby area.
* **Think carefully about physical contact** - children and young people may need comfort when they are upset, but offering physical comfort must be carefully judged. Even with younger children, think about the context and circumstances before responding to a child's wishes for physical comfort. Show respect and ask the child or young person first.
* **Restraint or physical intervention is a last resort, only to be used when necessary to protect a child or others** - the school’s and education authority guidelines on restraint or physical intervention should be observed, and in all situations, every effort should be made to defuse a situation before taking any action physically.
* **Dignity and privacy** - Staff responsible for the personal care of disabled pupils should take care to provide privacy for the child or young person and respect his/her preferences for care, while ensuring other staff are aware of the care activities.
* **Appropriate relationships with children and young people** - if a child or young person is becoming inappropriately attached to a member of staff, or a member of staff is developing feelings for the child or young person not appropriate to a professional relationship, then the advice of a senior colleague or the Head should be sought.
* **Be aware of language** - Staff should be aware that remarks which some children and young people understand as fair and humorous can be viewed by others as hurtful and embarrassing. In particular, staff should avoid using humiliation or sarcasm as a form of discipline or to assert authority. Staff should model respect to their pupils.
* **Share concerns.** A climate of openness in school is essential for everyone to work well together. The careless actions of one member of staff can affect the whole school, so all staff should report any concerns about their colleagues to a senior manager, for everyone's sake.
* **Promote personal safety education** - There are many opportunities in school to enable children and young people to learn skills and knowledge to help keep them safe. This can take place within personal, social and health education, but many other activities help children and young people to build their resilience.

Throughout the school, it is possible to provide opportunities for children and young people to:

* Be aware of and able to weigh up risks and consequences.
* Be skilled in asserting their needs and personal boundaries.
* Be practiced in responding to others about behaviours they do not like.
* Be confident and thoroughly understand their own importance.

**13. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS**

13.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

13.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

13.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in <http://www.partnersinsalford.org/sscb/safepractice.htm> and Part 4 of [*‘Keeping Children Safe in Education’*](https://www.gov.uk/government/publications/keeping-children-safe-in-education), DfE (2023) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 0161 603 4350.

13.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head teacher immediately. Should an allegation be made against the Head teacher, this will be reported to the Chair of Governors. In the event that neither the Head teacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head teacher.

* 1. The Head teacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO. It is important to ensure that even apparently less serious allegations are seen to be followed up, and that they are examined objectively by someone independent of the school.

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| **What to Record**  At this stage the Head teacher or Chair of Governors should ensure that a factual account of the allegation is recorded, dated and signed, a chronology of events initiated and any other key information identified. No attempts should be made to investigate further before discussion with the LADO. |

13.6 Any referrals or advice sought through the LADO will be recorded on a chronology by the Head teacher or Deputy Head teacher within the Head teacher Safeguarding file on the main computer. These records are only accessible to the Head teacher or Deputy Head teacher.

13.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head teacher or Chair of Governors should contact the LADO directly on 0161 603 4350-currently Rosin Rafferty or Patsy Molloy.

13.8 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

13.9 Even when our school is not the employer of a member of staff (including supply teachers, contractors and volunteers) we will ensure allegations are dealt with appropriately and will liaise with all relevant parties, employers and agencies including the local authority designated officer (LADO) to determine a suitable outcome. If the school receives and allegation related to an incident that happened when an individual or organisation was using school premises for the purposes of running activities for children, we will follow our safeguarding policies and procedures, including informing the LADO.

**14. SITE SECURITY**

Visitors to the school, including contractors, are asked to sign in using Inventry System 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 to ensure children in school are kept safe. The head teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

**15. EXTENDED SCHOOL AND OFF SITE ARRANGEMENTS**

Where extended school activities are provided by and managed by the school, our educational trips policy applies along with our own child protection policy and procedures. If other organisations provide services or activities on our site 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 and work related activities, we will check that effective child protection arrangements are in place and complete relevant risk assessments as per Salford’s guidelines through Evolve and adhering to our educational trips policy.

**16. PHOTOGRAPHY AND IMAGES**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

* seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
* seek parental consent
* use only the pupil’s first name with an image
* ensure pupils are appropriately dressed
* Encourage pupils to tell us if they are worried about any photographs that are taken of them.
* EYFS follow statutory guidance in relation to the taking of photographs and use of cameras and mobiles as reflected in the EYFS Policy.

**17. E-SAFETY**

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school’s **e-safety policy** (available on the school’s website or via the school office) explains how we try to keep pupils safe in school. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. At St Andrew’s we aim to create a safe learning environment where children feel able to communicate with adults if something feels inappropriate.

However we are aware that some children who are being sexually exploited may not have the understanding of what constitutes inappropriate behaviour and we aim to address this through Thrive, Circle Time, PSHCE and Sex Education.

Key messages about healthy relationships are taught to all ages using age and stage appropriate language to explore topics such as friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed.

We aim to build trust – this sets the tone for open discussions and helps to reinforce positive relationships.

At all times we will consult with the Bridge if we have any worries, in line with our Child Protection procedure.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be ‘chatting’ on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media*.*

Staff also receive advice regarding the use of social networking and electronic communication with pupils.

**18. EXTREMISM AND RADICALISATION**

**Prevent Duty**

We are committed to actively promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Through the implementation of our school Statement of Core Values the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek have due regard to the need to prevent people from being drawn into Terrorism and draw upon The Prevent Duty Guidance, DfE Guidance “Keeping Children Safe in Education, 2023; and specifically DCSF Resources “Learning Together to be Safe”, “Prevent: Resources Guide”, “Tackling Extremism in the UK”, and DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People”.

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

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

Staff will have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideologies. Being drawn into terrorism includes not just violent but non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit.

All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc.

Concerns should be referred to the Designated Child Protection Person who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. <http://www.partnersinsalford.org/asg-extremism.htm> provides

further information.

The Department for Education has launched a helpline for anyone concerned about a **child who may be at risk of extremism**, or about extremism within an organisation working with children and young people. Email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Telephone: 020 7340 7264

**19. CHILD SEXUAL EXPLOITATION**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism15 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

• can affect any child or young person (male or female) under the age of 18 years;

• can affect any vulnerable adult over the age of 18 years;

• can still be exploitation even if the activity appears consensual;

• can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

• can be perpetrated by individuals or groups, males or females, and young people or adults;

• is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

*‘involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability’*

*(Department for Education 2012)*

Serious Violence Strategy - 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. Staff are aware of the signs of concerns and will report to the DSL immediately.

**20. FGM**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such case with the school or college’s designated safeguarding person/lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures

All staff have had training in looking for the signs of parents who may be taking girls for female genital mutilation, in line with our separate policy.

Staff who know the signs and triggers to conflict zones, FGM and forced marriage including knowing that in the UK since February 2023 it is illegal for anyone under the age of 18 years of age to marry even if violence threats of coercion are not used.

**Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (have learning difficulties, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

**Honour Based Violence**

So-called ‘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 so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

**Domestic Abuse**

The cross-government definition of domestic violence and abuse is:

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

The abuse can encompass, but is not limited to:

• psychological;

• physical;

• sexual;

• financial;

• emotional**.**

School also have access to Operation Encompass (see Appendix 6) which will allow staff to be informed of any incidents to ensure the welfare of the child in school at all times. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

* 1. NSPCC- UK domestic-abuse Signs Symptoms Effects
  2. Refuge what is domestic violence/effects of domestic violence on children
  3. Safe Lives: young people and domestic abuse.

1. Staff will ensure that the child is closely monitored and supported with close contact with parents and outside agencies as appropriate

**Sexual Violence and Sexual Harassment** between children in schools and colleges Context Sexual violence and sexual harassment can occur between two children of any age and sex.

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

Staff should be aware of the importance of:

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

• not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

• challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

**Voyeurism**

‘Up skirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

**21. RELEVANT POLICIES**

21.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

* Staff Behaviour Code of Conduct
* Anti-Bullying
* Behaviour
* Complaints
* Use of Reasonable Force to Control or Restrain Unacceptable Pupil Behaviour
* Governors Investigation Panel Policy
* Safe Recruitment Working Practices
* Volunteer Helpers, Parents, Students in School
* Whistle-blowing
* Intimate Care
* LAC
* First Aid
* Young Carers
* Attendance
* E-safety/Online learning
* Health and Safety
* SEND
* Asthma
* Educational Trips & Visits
* Sexual Violence and Sexual Harassment between Pupils Policy

**21. STATUTORY FRAMEWORK**

This policy has been devised in accordance with the following legislation and guidance:

* ‘[Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00030-2013)’, DfE (2018)
* [‘Keeping Children Safe in Education’](https://www.gov.uk/government/publications/keeping-children-safe-in-education), DfE (2023)
* <http://www.partnersinsalford.org/sscb/> procedures
* <http://greatermanchesterscb.proceduresonline.com/chapters/p_man_allegations.html>
* [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](http://www.schools.norfolk.gov.uk/view/ncc097068), DCSF, March 2009.

**Form A - Report of Disclosure/Concern/Observation**

Name of Child\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Year\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_Day of the week\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time\_\_\_\_\_\_

What was happening at the time?

|  |
| --- |
|  |

What was said/observed?

|  |
| --- |
|  |

Are there any injuries – please list type and size of injury and location?

Who was present when you were shown the injury?

|  |
| --- |
|  |

Any other points to be made

|  |
| --- |
|  |

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action taken by DCCP

|  |
| --- |
|  |

Parents informed? Reaction of parents – take special note of this in case of referral. If not informed please state reason.

|  |
| --- |
|  |

Referral to?/ NFA?

|  |
| --- |
|  |

Signed (DCCP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_date\_\_\_\_

**Appendix 1**

**School Child Protection Procedures**

**1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?**

Practitioners in schools who are concerned about a child’s welfare or who believe that a child is or may be at risk of harm from abuse or neglect should pass any information to the Designated Safeguarding Person/Lead in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 3). When making a referral the DSL will need to identify if they are referring a:

* Child Protection matter, Threshold 4 or,
* Requesting Support for a Child or Family with Needs, Threshold 2/3

If it is a child protection referral this should be a child (ren) at risk of significant harm (Getting Risk Support/Threshold Level 4). Consent should be gained where it is appropriate, however this can be overridden if appropriate. The school/DSL will be ask to advise what measures are in place to increase the child(ren) safety ahead of The Bridge Partnership contacting the family.

If it is a child requiring support (Getting Help, Getting More Help/Threshold Levels 2/3) consent should have been gained in advance of making the referral. The school/DSL will be asked how they will be continuing to support the family.

The voice of the child/family has been a focus in the development of online Bridge Partnership referral process and the Bridge Partnership will want to know: What is their lived experience? What is it they want to happen?

**The Designated Safeguarding Person is:**

**Joanne Bladen-Kay Head Teacher/DSL**

**The Deputy Designated Safeguarding Person for Child Protection is:**

**Jacqueline Simpson Family Support Officer/DDSL**

**Lisa Bradford Inclusion Manager/Mental Health Lead**

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed ‘child protection’ then a discussion with their Designated Person will assist in determining the most appropriate next course of action. The Multi Agency Bridge Partnership team can also be consulted, where you will be able to speak to a qualified social worker if necessary for support and advice.

**Staff should never:**

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

**What should the Designated Safeguarding Person consider right at the outset?**

* Am I dealing with ‘risk’ or ‘need’? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
* Can the level of need identified be met:
* In or by the school or by accessing universal services
* By undertaking a Family Assessment without referral to the Bridge Partnership
* By working with the child, parents and colleagues?
* What resources are available to the practitioner and the school and what are their limitations?
* Is the level of need such that a referral needs to be made to the Bridge Partnership which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)
* Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Section 47 Child Protection referral)
* What information is available re: Child, Parents, Family & Environment?
* What information is inaccessible and, potentially, how significant might this be? For example has the parent/carer denied that there is a problem and failed to co-operate with the school in resolving the issue?
* Who do I/don’t I need to speak to now and what do they need to know?
* Where can I access appropriate advice and/or support?
* If I am not going to refer, then what action am I going to take? (e.g. time‑limited monitoring plan, discussion with parents or other practitioners, recording etc)

**2. Feedback to Staff Who Report Concerns to the Designated Safeguarding Person/Lead**

Rules of confidentiality mean that it may not always be possible or appropriate to feedback to staff who report concerns to them. Such information will be shared on a ‘need to know’ basis only and the Designated Person/Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child’s welfare.

**3. Thresholds for Referral to the Bridge Partnership**

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

1. **Is this a Child In Need?**

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

1. He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
2. His health or development is likely to be impaired, or further impaired, without the provision of such services;
3. He is disabled.
4. **Is this a Child Protection Matter?**

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

1. is the subject of an Emergency Protection Order;
2. is in Police Protection; or where they have
3. Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the ‘significant harm’ threshold’ that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Safeguarding Person will make judgements around ‘significant harm’, levels of ‘need’ and when to refer

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

**(i) Child in Need/Section 17 Referrals**

* Where an Early Help Assessment already exists, the DCPP should send this with the referral to the Bridge Partnership.
* This is a request for assessment/support/services and, as such, you ***must obtain the consent*** of the parent(s) (and child/young person where appropriate). This should also be identified on the Early Help Assessment.
* Where a parent/carer/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc., and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

**(ii) Child Protection/Section 47 Referral**

* Make a telephone call to the Bridge Partnership and forward for consideration.
* If an Early Help Assessment exists this should be forwarded to the Bridge Partnership as soon as possible and certainly within 48 hours.
* You ***do not require the consent*** of a parent or child/young person to make a child protection referral
* A parent should, ***under most circumstances, be informed*** by the referrer that a child protection referral is to be made. **The criteria for not informing parents are:**

1. Because this would increase the risk of significant harm to a child(ren); or
2. Because, in the referrer’s professional opinion, to do so might impede an investigation that may need to be undertaken;
3. Because there would be an undue delay caused by seeking consent which would not serve the child’s best interests.

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

**5. Bridge Partnership Responses to Referrals and Timescales**

In response to a referral, the Bridge Partnership may decide to:

* Provide advice to the referrer and/or child/family;
* Refer on to another agency who can provide services;
* Convene a Strategy Meeting ;
* Provide support services under Section 17;
* Undertake an social work assessment(completed within 45 working days)
* Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
* Accommodate the child under Section 20 (with parental consent);
* Make an application to court for an Order;
* Take no further action.

**6. Feedback from the Bridge Partnership**

The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A Designated Safeguarding Person should expect to receive written confirmation about action following any referral within 7 days. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child or children in a vulnerable position, you should ask to speak to a Duty Social Worker, or the relevant Team Manager.

**7. Risk Assessment ‘Checklist’**

* Does/could the suspected harm meet the Working Together 2018 definitions of abuse?
* Are there cultural, linguistic or disability issues?
* Am I wrongly attributing something to impairment?
* Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
* Are any injuries or incidents acute, cumulative, and episodic?
* Did any injuries result from spontaneous action, neglect, or intent?
* Explanations consistent with injuries/behaviour?
* Severity and duration of any harm?
* Effects upon the child’s health/development?
* Immediate/longer term effects?
* Likelihood of recurrence?
* Child’s reaction?
* Child’s perception of the harm?
* Child’s needs wishes and feelings?
* Parent’s/carer’s attitudes/response to concerns?
* How willing are they to cooperate?
* What does the child mean to the family?
* What role does the child play?
* Possible effects of intervention?
* Protective factors and strengths of/for child

(I.e. resilience/vulnerability)

* Familial strengths and weaknesses?
* When and how is the child at risk?
* How imminent is any likely risk?
* How grave are the possible consequences?
* How safe is this child?
* What are the risk assessment options?
* What are the risk management options?
* What is the interim plan?

**Appendix 2: taking action on child welfare/protection concerns in school**

Staff member has concerns about a child’s health, development, safety or welfare

Discuss with Designated Safeguarding Lead as soon as possible (and certainly within 24 hours)

Action agreed and recorded by DCPP

###### Designated Child Protection Person considers

* Context & history/information available/inaccessible
* Need for Mandatory report to police - FGM
* Explanations & contemporaneous life events
* Uses Early Help Assessment
* Evidence and nature of risk/need
* Balance of Probabilities

A Level of Need Is Identified

* What level of need is identified?
* What are the parent’s/child’s views?
* What services might be accessed:

1. in school; b) via the LA; c) via direct referral to non-statutory agencies

* Can these meet the level of need identified?

**Yes**

**No**

Child suffering or likely to suffer significant harm

**S.17 Child in Need**

Referral to the Bridge Partnership with parental consent

Access

Input

Monitor

Record

Review

Assessment

Advice

Services

Inform parents of intention to refer unless this would:

* Increase risk to child
* Impede investigation
* Cause undue delay

**S.47 Child Protection Referral**

Telephone call to the Bridge Partnership

No Further Action/

Ongoing Monitoring and Support

**Appendix 3: Responding to a disclosure**

**If a child wants to confide in you, you *SHOULD***

* Be accessible and receptive;
* Listen carefully and uncritically, at the child’s pace;
* Take what is said seriously;
* Reassure children that they are right to tell;
* Tell the child that you must pass this information on;
* Make sure that the child is ok ;
* Make a careful record of what was said

**You should NEVER**

* Investigate or seek to prove or disprove possible abuse;
* Make promises about confidentiality or keeping ‘secrets’ to children;
* Assume that someone else will take the necessary action;
* Jump to conclusions, be dismissive or react with shock, anger, horror etc;
* Speculate or accuse anybody;
* Investigate, suggest or probe for information;
* Confront another person (adult or child) allegedly involved;
* Offer opinions about what is being said or the persons allegedly involved;
* Forget to record what you have been told;
* Fail to pass this information on to the correct person (the Designated Child Protection Person).

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

* While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
* Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).
* Use of signers or interpreters

**Recordings should**

* State who was present, time, date and place;
* Be written in ink and be signed by the recorder;
* Recorded on CPOMS
* Be passed to the Designated Safeguarding Person or Head Teacher immediately (certainly within 24 hours);
* Use the child’s words wherever possible;
* Be factual/state exactly what was said;
* Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

**What information do you need to obtain?**

* Schools have **no investigative role** in child protection (Police and the Bridge Partnership will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
* Never prompt or probe for information, your job is to listen, record and pass on;
* Ideally, you should be clear about what is being said in terms of **who, what, where and when;**
* The question which you should be able to answer at the end of the listening process is ‘might this be a child protection matter?’
* If the answer is yes, or if you’re not sure, record and pass on immediately to the Designated Safeguarding Person /Head Teacher/line manager or consult directly with the Bridge Partnership.

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

* **Never** ask closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
* **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. top or bottom, front or back?
* If we must, use only ‘**minimal prompts**’ such as ‘go on … tell me more about that … tell me everything that you remember about that … … ‘
* Timescales are very important: ‘**When was the last time this happened?**’ is an important question.

**What else should we think about in relation to disclosure?**

* Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
* We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
* Be prepared to answer the ‘what happens next’ question;
* We should never make face-value judgements or assumptions about individual children. For example, we ‘know that [child…………] tells lies’;
* Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
* Think about what support **you** could access if faced with this kind of situation in school.

**What is abuse and neglect?**

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. **Abuse is a form of maltreatment of a child**. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

**Definitions of child abuse**

There are four types of child abuse.

* Physical Abuse
* Emotional Abuse
* Sexual Abuse
* Neglect
* Child Sexual Abuse
* Sexual Abuse/Child Sexual Exploitation

**Physical abuse**

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

Physical signs of abuse may include:

* Bruising, marks and injuries on any part of the body that are unexplained or not consistent with the explanation given
* Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls/rough games
* Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place sometime later)
* Cigarette burns
* Human Bite marks
* Scalds
* Multiple burns
* Fear of parents being approached for an explanation
* Fear of further enquiries being made
* Aggressive behaviour or severe temper tantrums
* Flinching when being approached or touched
* Reluctance to get changed, for example in hot weather, games, swimming
* Depression
* Withdrawn behaviour
* Running away from home/school

**Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying, prejudice based and discriminatory 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, though it may occur alone.

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

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

**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.

Children and Young people are frequently sexually exploited by individuals or groups who ignore the fact that the individual child or young person does not have the legal capacity to consent – either because of age or with older young people the cognitive capacity to consent. The young person is groomed believing a relationship in genuine and then made to believe they have willingly entered into a sexualised relationship. They are then blackmailed and threatened and forced into being sexually exploited against their will.

**Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

**Indicators of child sexual exploitation may include:**

* Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
* Gang-association and/or isolation from peers/social networks;
* Exclusion or unexplained absences from school, college or work;
* Leaving home/care without explanation and persistently going missing or returning late;
* Excessive receipt of texts/phone calls;
* Returning home under the influence of drugs/alcohol;
* Inappropriate sexualised behaviour for age/sexually transmitted infections;
* Evidence of/suspicions of physical or sexual assault;
* Relationships with controlling or significantly older individuals or groups;
* Multiple callers (unknown adults or peers);
* Frequenting areas known for sex work;
* Concerning use of internet or other social media;
* Increasing secretiveness around behaviours; and
* Self-harm or significant changes in emotional well-being.

**Potential vulnerabilities include:**

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

* Having a prior experience of neglect, physical and/or sexual abuse;
* Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
* Recent bereavement or loss;
* Social isolation or social difficulties;
* Absence of a safe environment to explore sexuality;
* Economic vulnerability;
* Homelessness or insecure accommodation status;
* Connections with other children and young people who are being sexually exploited;
* Family members or other connections involved in adult sex work;
* Having a physical or learning disability;
* Being in care (particularly those in residential care and those with interrupted care histories); and
* Sexual identity.

**Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment)

* Protect a child from physical and emotional harm or danger
* Ensure adequate supervision (including the use of inadequate care-givers)
* Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Signs of Abuse**

Recognising child abuse is not easy. Sometimes the signs are not obvious and sometimes signs that appear to be indicative of abuse can be due to other causes. Therefore it is very important that you use these signs to help you think about the concerns you have and how you will describe these when making a referral or consulting with the Bridge Partnership team.

These definitions and indicators only serve as a guide to assist you. Remember that children may exhibit some of these indicators at some time, and that the presence of one or more is not necessarily proof that abuse is occurring. There may be other reasons for changes in behaviour such as bereavement, significant changes in family relationships, including the birth of a new baby in the family or problems between parents/carers.

It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do, however, have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The social worker or police officer will always want to understand your concerns about the child in the context of the child’s development and relationships.

The following information should help you to be more alert to the signs of possible abuse and to provide the necessary information when reporting your concerns.

**Physical Abuse**

Most children in daily life will collect cuts and bruises. But each child is different and any perceived injuries should be interpreted in light of:

* the child’s medical and social history
* the child’s developmental stage
* the explanation given for the injury

Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and often on the front of the body.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the ‘soft’ parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks.

**The physical signs of abuse may include:**

* Bruising, marks or injuries on any part of the body that are unexplained or not consistent with the explanation given for them
* Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls or rough games
* Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place sometime later)
* Cigarette burns
* Human bite marks
* Broken bones
* Scalds
* Multiple burns

**Changes in behaviour that can also indicate physical abuse:**

* fear of parents being approached for an explanation
* fear of further enquiries being made
* aggressive behaviour or severe temper outbursts
* flinching when approached or touched
* reluctance to get changed, for example in hot weather, or to participate in games or swimming
* depression
* withdrawn behaviour
* running away from home or school

**Emotional Abuse**

Emotional abuse can be difficult to identify, as there may be no outward physical signs.

There may be a developmental delay due to a failure to thrive and grow – but this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents’ care.

Children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

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

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

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

**Sexual Abuse**

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

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

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

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

**The physical signs of sexual abuse may include:**

* pain or itching in the genital area
* bruising or bleeding near genital area
* sexually transmitted disease
* vaginal discharge or infection
* repeated urinary infections
* stomach pains
* discomfort when walking or sitting down
* pregnancy

**Changes in behaviour or presentation which can also indicate sexual abuse include:**

* any allegation by the child of sexual abuse
* sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
* fear of being left with a specific person or group of people
* having nightmares and severe or persistent sleep disturbance
* running away from home
* sexual knowledge beyond their age or developmental level; preoccupation with sexual matters
* sexual activity through drawings, language or play
* bedwetting
* eating problems such as overeating or anorexia
* self-harm or mutilation, sometimes leading to suicide attempts
* saying they have secrets they cannot tell anyone about
* substance or drug abuse
* suddenly having unexplained sources of money
* not being allowed to have friends (particularly in adolescence)
* acting in a sexually explicit way towards adults

**Indicators of child criminal and sexual exploitation may include:**

* Acquisition of money, clothes, mobile phones etc without plausible explanation
* Gang association and/or isolation from peers/social networks
* Exclusion or unexplained absences from school/college/work
* Leaving home/care without explanation and persistently going missing or returning late
* Excessive receipt of texts/phone calls
* Returning home under the influence of drugs/alcohol
* Inappropriate sexual behaviour for age/sexually transmitted infections
* Evidence of/suspicions of physical or sexual assault
* Relationships with controlling or significantly older individuals or groups
* Multiple callers (unknown adults/peers)
* Frequenting areas know for sex work
* Concerning use of internet and other social media
* Increasing secretiveness around behaviour and
* Self-harm or significant changes around emotional well being
* Suffering from changes in emotional well being

**Neglect**

Neglect can be a difficult form of abuse to recognise but it has some of the most lasting and damaging effects on children.

**The physical signs of neglect may include:**

* constant or frequent hunger, sometimes stealing food
* constantly dirty or ‘smelly’
* loss of weight, or constantly underweight
* Inappropriate clothing for the conditions.
* Frequent diarrhoea
* Untreated illnesses, injuries or physical complaints

**Changes in behaviour or presentation which can also indicate neglect may include:**

* frequent tiredness
* overeating
* not requesting medical assistance and/or failing to attend appointments
* having few friends
* Mentioning being left alone or unsupervised.

**N.B Annex A of ‘Keeping Children Safe in Education 2023’ contains additional information about specific forms of abuse.**

**Serious violence**

All staff will be aware of the indicators, which may signal children are at risk

from, or are involved with serious violent crime including:

* increased absence from school
* a change in friendships or relationships with older individuals or groups
* a significant decline in performance
* signs of self-harm or a significant change in wellbeing
* signs of assault or unexplained injuries

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff will also be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

* being male
* having been frequently absent or permanently excluded from school
* having experienced child maltreatment
* having been involved in offending, such as theft or robbery

**Domestic Abuse**

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) Physical or sexual abuse;

(b) Violent or threatening behaviour;

(c) Controlling or coercive behaviour;

(d) Economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) Psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition is available: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted> )

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

**Mental Health**

All staff at St. Andrew’s understand the importance of positive Mental Health and Emotional Wellbeing. Through the work of the Senior Mental Health Leads, the school has a co-ordinated approach to both supporting vulnerable pupils and developing a whole school approach to mental well-being.

The Mental Health Leads work closely with the Designated Safeguarding Lead to ensure that if staff have mental health concern about a child that is also a safeguarding concern, immediate action will be taken and a referral will be made to the Designated Safeguarding Lead. All staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. (School Name) staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

**Referrals to the Bridge Partnership**

There are four types of support which families are entitled to ensure they meet their children’s needs and help them to thrive. Practitioners will reflect on each stage with the family whenever possible but recognise there may be times this is not safe to do so. Examples of this are serious safeguarding concerns that require immediate intervention. Where unsure the Bridge will be contacted for consultation. 0161 603 4500

**Universal Services and Self-Help** The child is supported by their parents/carers in the community with access to mainstream (universal) services but with no identified additional needs. Diverse community self-help arrangements may also support parents and carers in providing good care for their children.

**Targeted and Co-ordinated Early Help** The child’s needs are not clear, not known or not being met. This is the threshold to initiate an early help assessment. Response services are universal support services and/or targeted services. An Early Help Assessment and Team Around the Family (TAF) would be recommended to coordinate the delivery of services, promote integrated working and family participation.

**Child In Need (CIN)** The child’s needs require longer term intervention from statutory and/or specialist services. High level additional unmet needs will usually require a targeted integrated response. This is also the threshold for a Child In Need which will require a Children’s Social Care assessment and intervention.

**Specialist Assessment** The child has acute needs requiring statutory intensive support. This in particular includes the threshold for **child protection** and the Young Person’s Plan (YPP) which will require Children’s Social Care assessment intervention.

1. **Is this a Child In Need?**

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

* He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority.
* His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
* He/she is disabled.

1. **Is this a Child Protection Matter?**

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

1. is the subject of an Emergency Protection Order;
2. is in Police Protection; or where they have
3. reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the ‘significant harm’ threshold’ that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Safeguarding Lead will make judgements around ‘significant harm’, levels of ‘need’ and when to refer. As part of the referral process, when children are being harmed in contexts outside the home, as much information as possible will be provided so all the evidence is available to enable a contextual approach to address such harm.

**4. Making Referrals to CSC (Guidance for Head teachers and Designated Safeguarding Leads)** via the online Salford City Council’s portal and information hub for services to Children, Young people, and families at <https://childrensportalehm.salford.gov.uk/web/portal/pages/home>

All referrals and requests for support concerning the welfare or safety of a child must go through the Bridge Partnership via the online portal.

* When making a referral the DSL will identify if they are referring a:
  + Child Protection Matter
  + Child Needing Support
* Child Protection referrals will be for a child(ren) at risk of significant harm. Consent will be gained where it is appropriate. The school/DSL will advise what measures are in place to increase the child(ren)’s safety ahead of The Bridge Partnership contacting the family.
* Child(ren) requiring support consent will be gained in advance of making the referral.
* **Child Protection** – make a referral if you are concerned a child is at risk. If you have concerns that a child is at immediate risk of harm, you should call 999. When is a child at risk of harm? Some children may be suffering, or are at risk of suffering, significant harm and need protection and care because of neglect, sexual, physical, or emotional abuse. There are other areas of concern that could leave a child in acute need such as Female Genital Mutilation (FGM), Honour Based Violence, radicalisation, domestic abuse, modern slavery, gang involvement, criminal activity (e.g., county lines) and/or sexual exploitation.

Where there is not a safeguarding concern, a **Child Needing Support** referral will be made: where a child may be in need, or needs Early Help.

**A child can be in need** if: They are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority, their health or development is likely to be significantly impaired, or further impaired without the provision for him/her of such services, they are disabled.

Questions that are considered when completing the referral form,

What has prompted the referral?

What are the identified needs?

What are the positives for the family?

What are the concerns for the child/family?

What the school has done to ensure the safety of the child before making this referral?

Every referral into the Bridge Partnership is screened by Bridge social workers or Bridge Early help screeners to determine the level of support to be provided so referrals will be evidence based, contain; what life is life for that child at home, what is likely to happen without intervention and for targeted Early Help and for Children In Need, parental consent will be obtained.

* Referrals will also contain the voice of the child regarding:
  + What is their lived experience?
  + What is it they want to happen?

**(i) Child Needing Support**

* Where an Early Help Assessment already exists, the DSL will send this with the referral to the Bridge Partnership along with any Team around the Family minutes.
* This is a request for assessment/support/services and, as such, consent of the parent(s) (and child/young person will be obtained where appropriate).
* Where a parent/carer/young person refuses to consent, the school will make clear their ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is about openness and transparency in dealings with parents).

**(ii) Child Protection Matter**

* A telephone call will be made to the Bridge Partnership and the referral form submitted straight after the conversation.
* If an Early Help Assessment exists this will be forwarded to the Bridge Partnership as soon as possible, and certainly within 48 hours along with any Team around the Family minutes.
* **Consent** of a parent or child/young person **is not required** to make a child protection referral
* A parent will, **under most circumstances, be informed** that a child protection referral is to be made. **The criteria for not informing parents are:**

1. Because this would increase the risk of significant harm to a child(ren); or
2. Because, in the referrer’s professional opinion, to do so might impede an investigation that may need to be undertaken;
3. Because there would be an undue delay caused by seeking consent which would not serve the child’s best interests.

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

**5. Bridge Partnership Responses to Referrals and Timescales**

In response to a referral, the Bridge Partnership may decide to:

* Provide advice to the referrer and/or child/family;
* Refer on to another agency who can provide services;
* Convene a Strategy Meeting;
* Provide support services under Section 17;
* Undertake a social work assessment (completed within 45 working days);
* Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
* Accommodate the child under Section 20 (with parental consent);
* Make an application to court for an Order;
* Take no further action

**6.** **Feedback from the Bridge Partnership**

The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A Designated Safeguarding Lead should expect to receive written confirmation about action following any referral within 7 days. If the school does not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child or children in a vulnerable position, the school will ask to speak to a Duty Social Worker, or the relevant Team Manager.

**7. Risk Assessment ‘Checklist’**

* Does/could the suspected harm meet the Working Together 2018 definitions of abuse?
* Are there cultural, linguistic or disability issues?
* Am I wrongly attributing something to impairment?
* Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
* Are any injuries or incidents acute, cumulative, episodic?
* Did any injuries result from spontaneous action, neglect, or intent?
* Explanations consistent with injuries/behaviour?
* Severity and duration of any harm?
* Effects upon the child’s health/development?
* Immediate/longer term effects?
* Likelihood of recurrence?
* Child’s reaction?
* Child’s perception of the harm?
* Child’s needs wishes and feelings?
* Parent’s/carer’s attitudes/response to concerns?
* How willing are they to cooperate?
* What does the child mean to the family?
* What role does the child play?
* Possible effects of intervention?
* Protective factors and strengths of/for child (I.e. resilience/vulnerability)
* Familial strengths and weaknesses?
* When and how is the child at risk?
* How imminent is any likely risk?
* How grave are the possible consequences?
* How safe is this child?
* What are the risk assessment options?
* What are the risk management options?
* What is the interim plan?

**Appendix 4: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.**

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously. If you have any concerns about a child or young person in our school, you must share this information immediately with our Senior Designated Professional or one of the alternate post holders. Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

**If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the school office or staff room notice board. Please ensure you complete all sections as described. If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.**

Any allegation concerning a member of staff, a child’s foster carer or a volunteer should be reported immediately to the Head teacher. If an allegation is made about the Head teacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer, LADO on 0161 603 4530.

The people you should talk to in school are:

Senior Designated Professional: Mrs Joanne Bladen-Kay/DSL Headteacher

[joannebladen.kay@salford.gov.uk](mailto:joannebladen.kay@salford.gov.uk)

0161 789 4853

Designated Professional: Mrs J Simpson

Family Support Officer/DDSL/Mental Health Lead

[jacqueline.simpson@salford.gov.uk](mailto:jacqueline.simpson@salford.gov.uk)

0161 789 4853

Designated Professional: Mrs L Bradford

Inclusion Manager/Mental Health Lead

[lisa.bradford@salford.gov.uk](mailto:lisa.bradford@salford.gov.uk)

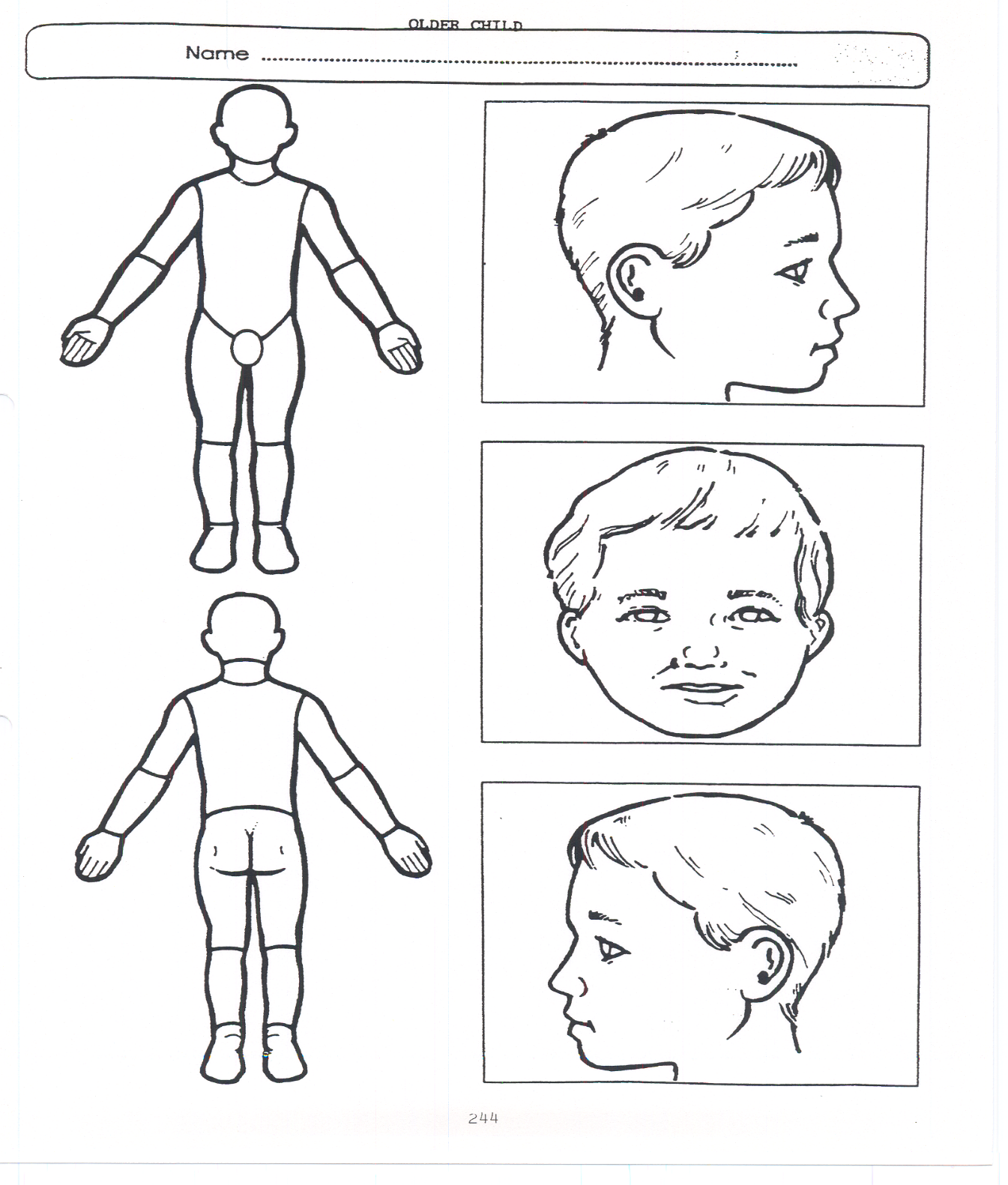
0161 789 4853

Chair of Governing Body: Julie Roebuck.

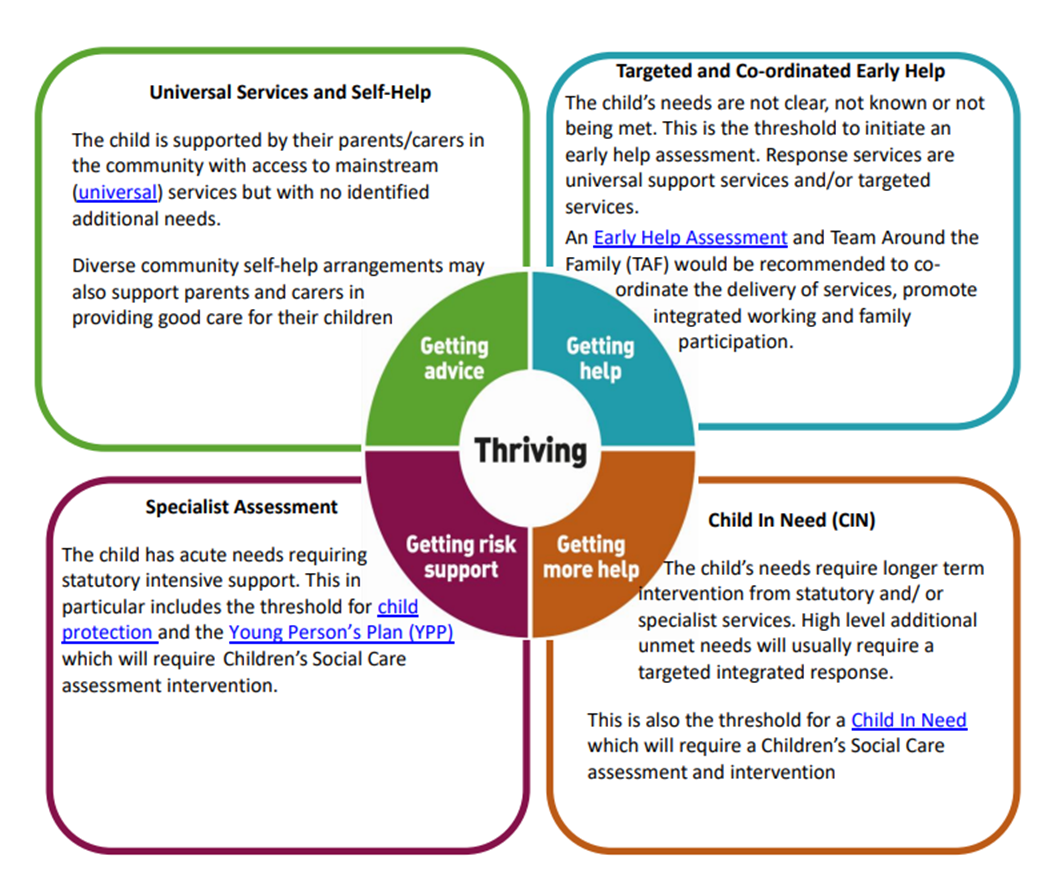
Governors of Safeguarding: Louis Edmonds

*Contact details available via the school office.*

**Appendix 5**



**Older Child**



Support-and-safeguarding-january-2022.pdf (Salford.gov.uk) guidance is for anyone who has concerns about a child. It is designed to be used as a foundation to enable the correct level of support to be provided, whilst embedding strength-based, community approaches into practice. It is important that this guidance is understood by DSLs and DDSLs to ensure children get the right support at the right time. It introduces a model of help and support, providing information on the levels of need and gives examples of some of the indicators that mean a child or young person may need individual support.

There are four types of support which families are entitled to ensure they meet their children’s needs and help them to thrive. Practitioners will reflect on each stage with the family whenever possible but recognise there may be times this is not safe to do so. Examples of this are serious safeguarding concerns that require immediate intervention, where staff are unsure the Bridge will be contacted for consultation. 0161 403 6500.

**Appendix 6**

**Operation Encompass- Processes and Procedures**

**Operation Encompass**

**Designated Safeguarding Lead**

**Joanne Bladen-Kay**

**Key Adult (if different to the DSL)**

**Designated Safeguarding Lead**

**Jacqueline Simpson**

**Deputy Key Adult (if different to the Deputy DSL)**

**Lisa Bradford**

**Operation Encompass** is the process used to inform or report to schools, prior to 9.00 a.m. the following school day, when the police have attended an incident in which a child or young person has been involved in or been exposed to an incident of domestic violence or abuse. The information is given to a trained ‘Key Adult’ within the school. The child can then be supported with silent or overt support.

**AIMS**

Operation Encompass does not replace or supersede existing safeguarding processes or protocols, rather it seeks to support these operationally. The Protocol will be followed in conjunction with Salford’s Safeguarding Children Board/Salford Safeguarding Partnership.

By sharing information under the Encompass model, children and young people who are experiencing domestic abuse will have access to responsive support after a domestic abuse incident. The school will receive information when:

* Police have been called out to a domestic abuse incident
* The child is present in the household at the time of the incident
* The child is of school age

Sharing this information in a timely manner via Operation Encompass enables the provision of immediate early intervention through silent or overt support, dependent upon the needs and wishes of the child.

Operation Encompass DO NOT advocate the automatic response of telephoning home once and operation encompass notification has been received. This could potentially place either the adult or child victim in danger. The response should be assessed on a case by case basis and needs sensitivity and a real understanding of the risk. If the school is unsure of the level of risk, the Key Adult will contact The Bridge and take advice from them.

If the school receives a notification related to a young person who is Electively Home Educated, we will contact The Bridge Partnership for a considered case by case approach on making contact with both the adult and child victim.

|  |  |
| --- | --- |
| **SILENT SUPPORT EXAMPLES** | **OVERT SUPPORT EXAMPLES** |
| * Flexible application of school rules for example uniform, homework etc. * Understanding and flexibility in expectations in terms of:-   - Behaviour  - School Work   * Opportunities for one-to-one time with teacher to provide opportunities to talk for example ‘helping with a job’ * Review lesson plans to ensure appropriateness for the child on the day * Systems for spare uniform, lunch etc. * Child knowing who they can talk to * Checking collection arrangements at the end of the school day | * Using tools to understand child experiences, for example 3 Houses. More resources are available here.   <https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/early-help-assessment-and-taf/voice-of-the-child/>   * Talking to parents * Use the Early Help Assessment process to access additional support * Develop safety planning with the child * ‘Healthy Relationships’ class sessions (EG Real Loves Rocks) * Consult with the School Coordinator |

**LEGAL REQUIREMENTS - INFORMATION SHARING AND STORAGE**

Section 11(2) of the Children Act, 2004 requires Local Authorities and the Police to safeguard and promote the welfare of the children. This enactment provides conditions under the Data Protection Act 2018 by which personal and sensitive personal data may be lawfully shared.

Personal data sharing must be proportionate, necessary but not excessive, and must be balanced with the consideration of privacy rights under the Human Rights Act. It must take into account any duty of confidentiality owed. A public interest in disclosure must outweigh an individual`s right to privacy.

The basis on which sharing of information of this type may be justified by police is section 11(2) Children Act 2004 which requires that policing bodies (together with a number of other specified public bodies) discharge their functions having regard to the need to safeguard and promote the welfare of children.

This duty however, will be considered in line with the provisions of the Data Protection Act 2018 and the right to private and family life under Article 8 of the European Convention on Human Rights.

This protocol has been developed taking into account the duty to safeguard children and the requirements of the most recent [Information Sharing – Advice for providing safeguarding services to children, young people, parents and carers 2018](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

It is recognised that the handling of such confidential and sensitive information needs to be dealt with in a way that is proportionate and appropriate to the needs of the child or young person. To address this, the school has identified a Key Adult and a deputy to handle the confidential and sensitive information.

The Encompass information is stored in accordance with the requirements for the storage of safeguarding/child protection files. Where a child already has such a record, Encompass information will be included within the record.

The Key Adult will be the person available each day to receive the details of the incident and assess the type of support needed for the child.

**ROLES AND RESPONSIBILITIES**

1. **POLICE**

Police officers will attend a domestic incident, manage the immediate risks, and complete the Domestic Abuse Stalking Harassment (DASH) risk assessment at the scene of the incident. The DASH risk assessment will not be shared with the school, rather a short summary will be provided by the police with respect to the child or young person and will include: -

* The name, age, date of birth, home address and school attended of the child.
* The time/ date/location of the incident and details of those involved in the incident, their relationship to the child and the child`s involvement in the incident.
* An overview of what happened during the incident and the outcome.

This information will be disseminated via email to the school by the officer attending the incident, prior to retiring from duty. The officer will then place a line on the Public Protection Incident journal acknowledging that the information has been sent.

Incidents occurring on Friday, Saturday, Sunday or Bank Holiday will be reported to the school during these times and will be available on the next working morning for the Key Adult.

Notifications to the Key Adult will continue to be made during the school holiday periods, however, it is recognised that an immediate response cannot be made. This information will be used to understand any significant issues for the child on their return to school.

A disclosure will be made in respect of all children aged between 4 and 17 years who are in full-time education. Police will maintain a record of the log number, and the school to whom it has been disseminated and the date of dissemination.

1. **SCHOOLS’ RESPONSIBILITY**

The School will identify the Key Adult and Deputy responsible for the OE information in the school. (This role is best placed with the Designated Safeguarding Lead and their deputy as both have received training in child safeguarding). The Key Adult will undertake online Key Adult Training prior to accessing the schools Operation Encompass inbox. Online Key Adult Training: Operation Encompass.

The school’s Key Adult or Deputy will check the notifications each morning.

The Head teacher and Key Adult will ensure that there is a sufficiently trained deputy to receive the information in the Key Adult’s absence.

The School’s Encompass mailbox will be checked every morning and reviewed as needed, as notifications of incidents can be made at any time, dependent on when a domestic abuse incident occurs.

The school will record the information received from the police using the same processes used to store child protection records within the school. The school will also record the outcomes and impact of any actions taken or put in place.

The schools is aware that in the event of any domestic homicide or serious case review the documents may be required for disclosure purposes.

The Key Adult will have undertaken the Online Key Adult Training prior to accessing the schools Operation Encompass inbox. Online Key Adult Training: Operation Encompass.

**Child Absence Following an Incident**

Where a notification is made and a child is not in school, the school will consider the following: -

* The school will review the information within the police notification in the context of what is already known about the child, giving consideration to any safety or welfare concerns that have been recorded prior to receiving the police information.
* The schools key adult will call home and follow up as per attendance protocols. Consideration should be given to undertake a home visit, with another member of staff.
* Where the /Key Adult in the school cannot contact the parents or carer, and have not received notification why the child is absent, the next steps will be considered and actions may include: -
  + **Home Visit –** After undertaking a risk assessment, the school may consider, at the discretion of the Head Teacher, carrying out a home visit to see the child. Subsequently, if concerns or risks to the child’s safety are identified during the home visit, referrals to Children’s Social Care and the Police may need to be made.
  + **Referral to Children’s Social Care -** Dependent upon the circumstances of the incident and the parental response to contact, the Key Adult (following discussion with the Designated Safeguarding Lead where required) will make a referral to the Bridge.

When the child returns back to school, the key adult will revisit the offer of parent/child support.

**Working with Parents**

The school is signed up to the protocol to raise parents’ awareness of Encompass. (See Appendix letter to parents and carers)

Many victims who experience domestic abuse want to tell someone about their experiences and are looking for help. Being involved with Encompass may mean that more parents who are experiencing domestic abuse are likely to contact the Key Adult as a source of support. The majority of support to parents will take the form of a listening ear and signposting to local Domestic Abuse services. There may be occasions however, when the information received by the Key Adult requires immediate direct action; either because the risk to the parent and child is immediate and high, or because the parent is asking for help to leave the violence.

Where there is an immediate risk of harm to the parent and/or the child the police will be contacted, and**in an emergency, this will always be 999.**

Where a parent is seeking help and support to flee abuse or to take other measures to protect themselves, contact can be made with Victim Support or SIDASS using the following details:

Telephone number: 0300 303 0162 or 0161 200 1950

Email: [northwest.vcu@victimsupport.cjsm.net](mailto:northwest.vcu@victimsupport.cjsm.net)

SIDASS; <http://salfordwomensaid.org/sidass/>

If there is uncertainty around a referral to Victim Support/SIDASS contact should be made with the Bridge Partnership 0161 603 4500

**Multi-agency Risk Assessment Conference (MARAC) and Encompass**

MARAC is a victim-focused meeting where information is shared on the highest risk cases of domestic abuse between criminal justice, health, children’s services, education, housing practitioners, IDVAs (Independent Domestic Violence Advocate) as well as other specialists from the statutory and voluntary sectors. The aim of MARAC is to share information, understand the level of risk to the individual and relevant others (including children) and develop a risk management plan.MARAC meets every week in Salford.

There may be occasions where parents of children notified to schools via the Encompass process have been referred to MARAC. Where the school identifies that they may have additional and relevant information to share with MARAC, the school will contact the Bridge Partnership.

**Will the Police refer to Bridge Partnership every time they attend a DA callout where a** child is **present?**

**Police agreed referral criteria with Bridge Partnership;**

A referral to Children’s Services needs to be actioned by the attending Officer in respect of Domestic Abuse FWIN’s (Force Wide Incident Number) /PPI’s (Public Protection Incident) when:

A crime has been submitted & a child was present at/normally resides at the address

OR This incident is the 3rd reported incident in last 12 months

OR It is a child caller to Police/Emergency Services

OR When either the victim or perpetrator is known to be pregnant

OR When there is a child abuse marker (CA) on the address

OR The incident involves a perpetrator subject to licence or Community Order

OR If previous incidents were referred to the Bridge Partnership   - even if the Police Officer did not consider that any of the above criteria were met.

The remaining DV incidents are DV incidents where no crime is alleged, i.e. verbal argument only and the other listed criteria are not realised. Therefore, once Encompass has become live, Police will only be sending a notification through Encompass and not to the Bridge Partnership social care.

Operation Encompass will notify schools of all incidents and therefore schools will be able to build up a picture of the context a child is living in.

The school’s Key Adult or Deputy will check the notifications each morning.

The Head teacher and Key Adult will ensure that there is a sufficiently trained deputy to receive the information in the Key Adult’s absence.

The School’s Encompass mailbox will be checked every morning and reviewed as needed, as notifications of incidents can be made at any time, dependent on when a domestic abuse incident occurs.

The school will record the information received from the police using the same processes used to store child protection records within the school. The school will also record the outcomes and impact of any actions taken or put in place.

The schools are aware that in the event of any domestic homicide or serious case review the documents may be required for disclosure purposes.

**Supporting Children who are or have experienced Domestic Abuse**

Harbour offers a range of support to young people in Salford aged 5-18 focussed on healthy relationships supporting children and young people who have witnessed or are experiencing domestic abuse and young people who are showing signs of harmful behaviours in their own relationships. They offer a safe space to explore this without judgement to help them form positive relationships.

For more information and to make a referral [Access the domestic abuse toolkit | Salford Safeguarding Children Partnership](https://safeguardingchildren.salford.gov.uk/professionals/domestic-abuse/domestic-abuse-toolkit/access-the-domestic-abuse-toolkit/)

<https://www.salfordfoundation.org.uk/sisprofessionals/>

Women’s Aid: Home – Women’s Aid (womandsaid.org.uk)

https://www.victimsupport.org.uk/

**Online Hoaxes and Challenges**

A hoax is a deliberate lie designed to seem truthful. The internet and social media provide a perfect platform for hoaxes, especially hoaxes about challenges or trends that are said to be harmful to children and young people to be spread quickly. Concerns are often fuelled by unhelpful publicity, usually generated on social media, and may not be based on confirmed or factual occurrences or any real risk to children and young people. There have been examples of hoaxes where much of the content was created by those responding to the story being reported, needlessly increasing children and young people’s exposure to distressing content.

Evidence from Childline shows that, following viral online hoaxes, children and young people often seek support after witnessing harmful and distressing content that has been highlighted, or directly shown to them (often with the best of intentions), by parents, carers, schools and other bodies.

An online challenge will generally involve users recording themselves taking a challenge and then distributing the resulting video through social media sites, often inspiring or daring others to repeat the challenge. Whilst many will be safe and fun, others can be potentially harmful and even life threatening.

Families, children and staff are encouraged to share these with our Designated Safeguarding Leads who will take appropriate action and support any children who are affected. It may be appropriate to offer focussed support to a particular age group or individual children at risk. DSLs will consider how best to manage these anxieties, and reassure concerned parents and carers, whilst not making a situation worse.

Whatever the response, DSLs will ask:

* is it factual?
* is it proportional to the actual (or perceived) risk?
* is it helpful?
* is it age and stage of development appropriate?
* is it supportive?

Helpful messages will be shared with parents and carers, including encouraging them to focus on positive and empowering online behaviours with their children, such as critical thinking, how and where to report concerns about harmful content and how to block content and users.

**Serious Violence Strategy**

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/698009/serious-violence-strategy.pdf>

The Governmental strategy is framed on four key themes: tackling county lines and misuse of drugs, early intervention and prevention, supporting communities and partnerships, and an effective law enforcement and criminal justice response. It explains the approach and ambition to tackle serious violence through local partnerships, communities and Police and Crime Commissioners in particular who have a lead role to play in addressing this issue.

Government will support this agenda through continued focus and additional measures to support early intervention and prevention, local partnerships and by providing tools to support the law enforcement and criminal justice response. It is not solely focused on law enforcement, but depends also on partnerships across a number of sectors such as education, health, social services, housing, youth services, victim services and others. In particular, it needs the support of communities, especially with young people and young adults involved in positive activities.

**Low Level Concerns**

A low-level concern is any concern that an adult has acted in a way that:

* is inconsistent with the staff code of conduct, including inappropriate conduct outside of work doesn’t meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

* inadvertent or thoughtless behaviour
* behaviour that might be considered inappropriate depending on the circumstances
* behaviour which is intended to enable abuse.

Examples of such behaviour could include:

* being over friendly with children
* having favourites
* adults taking photographs of children on their mobile phone
* engaging with a child on a one-to-one basis in a secluded area or behind a closed door
* using inappropriate sexualised, intimidating or offensive language.

**Encompass Parents Awareness Letter (template)**

Dear Parent/Carer,

**Re: Operation Encompass**

The school has been given the opportunity to take part in a project that will run jointly between schools and Greater Manchester Police.

Operation Encompass has been designed to provide early reporting to schools, i.e. prior to 9 .00 a.m. on the next school day, of any domestic abuse incidents that occur outside of school, but which might have an impact on a child attending school the following day. During the school term this information will be shared on school days. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. At *insert school name* our Key Adult is *insert details*. They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to support children and their families. Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident.

We always endeavour to offer the best support possible to our pupils and believe that Operation Encompass is going to be beneficial and supportive for all concerned; children and families

Some information about Encompass is included in this letter but if you would like more information about this new initiative, details can be viewed online at *insert details* or you can contact our Key Adult at school *insert details*.

Thank you for your continued support

Chair of Governors Head Teacher

**Operation Encompass – Key Adult Responsibilities and Checklist**

Name: Date

School:

Completed:

Review Date:

|  |  |  |
| --- | --- | --- |
| **Responsibility** | **School Comment** | **Achieved** |
| The Key Adult has attended the Encompass briefing and is part of the Senior Leadership Team with Child Protection responsibility. |  |  |
| The Key Adult must ensure that they have access to the Encompass mailbox along with a deputy in case of absence. |  |  |
| Encompass records are managed and stored in the same way as other Child Protection records, in a permission restricted electronic folder or secure and locked cabinet/drawer. |  |  |
| The Key Adult can identify a person who can deputise in their absence; the deputy is confident in understanding all aspects of the Encompass model. |  |  |
| The Key Adult will ensure that all teaching staff understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other Child Protection information given by other partners such as Social Care. |  |  |
| The Headteacher/Key Adult will inform parents that the school is part of Encompass, using the exemplar letter template provided, which can be amended to meet the school’s individual requirements. |  |  |
| The Headteacher/Key Adult will inform the Governing Body that the school is part of Encompass and the Governor with responsibility for Safeguarding should have a working knowledge of the project and impact within the school. |  |  |
| The Key Adult will include information about Encompass in the school’s prospectus and safeguarding policies, thus ensuring that all parents are informed of the school’s involvement. |  |  |
| The Key Adult will include information about Encompass on the school’s website. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Police Reference Number (FWIN - Force Wide Incident Number) |  | Date |  |
| Child’s name and age & DOB |  | | |
| Date and time of incident  Address |  | | |
| Circumstances of incident: | | | |
| Additional school information including other Encompass contacts: | | | |
| Actions taken and Impact:  ……… | | | |

**Operation Encompass Police Log Sheet**

**Appendix 7. COVID 19 Coronavirus**

Safeguarding during school closures due to coronavirus:

* Children with social workers:

Child in Need (CIN)

Child Protection (CP)

Looked After (LAC)

Contact with home for the above children should be made at least twice a week. If there is a lack of attendance then the social worker must be contacted.

A good welfare check means that you will explore what is happening for the child at home.

What are their plans?

How are they getting on with school work?

How are they feeling about being at home all day?

Have they got anyone to talk to if they are worried about something?

With parents discuss how they are coping, financially, emotionally and with their health. Are there any risk factors?

If you can’t make contact then try different methods:

Text, emails, video messages, letters. If on the second day you are unable to make contact then a decision will need to be made as to whether you contact the Bridge for advice. If you have any concerns then you must contact the Bridge.

Vulnerable Children without a statutory plan. Welfare checks are still needed for these children. Contact home at least once a week. As they are vulnerable typical concerns may be:

Domestic violence, parental conflict, mental health issues, financial concerns, family relationships and risky behaviours (drug and alcohol use).

The Educational Welfare Service is available to assist with welfare checks: [gail.leach@salford.gov.uk](mailto:gail.leach@salford.gov.uk)

Or you can contact Early Help – Gemma McCann.

Operation Encompass.

Notifications will still be issued during a time of school closure. The OE inbox can be accessed remotely or you can contact Patrick Cox for an update.

ALL notifications will now be sent to the Bridge (including all low level).

If you have tried all methods of contact and you are concerned when you contact the Bridge will need to answer 4 questions:

* + - 1. What has the school already done? Give detail of the steps taken.
      2. Are there any other agencies involved? (social worker, EWO, Early Help)
      3. What are you worried about? What has given rise to these concerns?
      4. Are you aware of any issues related to access of the property? (flats, confined spaces, any impact on social distancing)

**Body Map**



* **Core Values Policy**



* **School Pupils with Medical Needs**

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* **School Security**

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* **Staff Behaviour / Code of Conduct Policy –August 2022 Update**

**(**[Code of conduct - September 2021 (salford.gov.uk)](https://schoolszone.salford.gov.uk/media/1662/code-of-conduct-sept-2021.pdf)



* **Anti-bullying (including cyber ,homophobic and gender based bullying)**

[5.1.1 Bullying (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/g_bullying.html?zoom_highlight=bullying&zoom_highlight=bullying)



* **Child-on-child Abuse – September 2022 Update**



* **Sexual Violence and Sexual Harassment Policy - September 2022 Update–** ****
* **Special Education Needs**

[Children with Disabilities and Complex Health Needs (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_ch_with_disabilities.html)



* **Online Safety and Mobile Technology (including Monitoring and Filtering policy)**

[Safeguarding Children and Young People Online (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_yp_online.html)



* **Appropriate use of technology**
* **DFE Guidance - Harmful online challenges and online hoaxes**

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* **Safer Working Practice**
* **Educational Visits Policy**
* **Handling Allegations of Abuse Against Staff**

[Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_safe_rec.html)



* **Low Level Concerns Policy – HR are developing a policy template for schools**
* **Whistleblowing**



* **Safer Recruitment**

[Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_safe_rec.html)



* **Elective Home Education**

* **Children Missing Education**

[Children missing education • Salford City Council](https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/school-attendance-behaviour-and-welfare/children-missing-education/)

[Children Missing Education (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_ch_missing_educ.html)

* **Child Criminal Exploitation**
* **Gang Activity/Serious Youth Violence**

[Safeguarding Children and Young People Who May be Affected by Gang Activity (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_yp_gang_act.html)

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* + **Human Trafficking and Modern Slavery**

[Children who are Victims of Modern Slavery, Trafficking and Exploitation (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_trafficked.html)



* **PSHE**
* **Child Sexual Exploitation**

[Safeguarding Children and Young People Abused Through Sexual Exploitation (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ab_sexual_exploit.html)

[Child sexual exploitation and missing from home | Salford Safeguarding Children Partnership](https://safeguardingchildren.salford.gov.uk/professionals/child-sexual-exploitation-and-missing-from-home/)



* **Female Genital Mutilation FGM**

[Female Genital Mutilation Multi-Agency Protocol (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_fgm.html)

* **Prevent Duty**

[Safeguarding Children and Young People Vulnerable to Violent Extremism (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_vio_ext.html)



* **Emotional Well Being/Mental Health / Suicide/ Self Harm policies**

[Young People and Self-Harm (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_suicide_self_harm.html)

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* **Healthy Relationships/SRE**

* **Self-Harm Policy**

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* **Search and Confiscate Policy – Awaiting September 2022 Update**

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* **Resolving Professional Disagreements, Effective Challenge and Escalation Policies**

* **Transgender Policy**

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* **Health and Safety**

**NB This list is not exhaustive**