Safeguarding Policy

Reviewer: **N Brearley**

Reviewed: **August 2016**

RATIFIED BY CURRICULUM AND STANDARDS COMMITTEE ON:
19th October 2016

SIGNED: _____

(Chair of Curriculum and Standards)

DATE: _____

Culcheth High School

Safeguarding Policy

Contents

1. **Rationale**

   Culcheth High School recognises:

   - That safeguarding is an issue of primary importance to school governors and staff

   - That the observance of policies and protocols relating to safeguarding is essential to the safe management of children.

2. **Principles and Purposes**

   This policy applies to all adults, including volunteers, working in or on behalf of the school.

   - Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

   - **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-centered. This means that they should consider, at all times, what is in the best interests of the child.

   - No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

   (From *Keeping children safe in education DFE Sept 2016)*

3. **School commitment**

   This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse and exploitation e.g. those with Special Educational Needs, Children in Care and those living in adverse circumstances. We recognise that children who are abused, or neglected or exploited may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students. To do this successfully we have a fully trained safeguarding team.
   Nicola Brearley
   Christina McGenity
   Peter Groves
   Chris Hunt

4. Providing a Safe and Supportive Environment

a. Safer Recruitment and Vetting

The school pays full regard to DfE guidance 'Keeping children safe in education' Sept 2016, Warrington Local Authority policies and guidance on safeguarding alongside PAN Cheshire guidance. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including, for example, volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal record checks (DBS checks) for holding on the school single central record.

Statutory changes, underpinned by regulations, are that:

- a DBS Enhanced Disclosure is obtained for all new paid appointments to the school's workforce;
- a DBS Enhanced Disclosure is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact;
- a DBS Enhanced Disclosure is obtained for all members of the Governing Body
- schools will ensure that any contracted staff are DBS checked where appropriate;
- schools must keep a single central record detailing a range of checks carried out on their staff;
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate;
- schools must satisfy themselves that supply staff have undergone the necessary checks;
- identity checks must be carried out on all appointments to the school workforce before the appointment is made.
- Verification of professional qualifications, as appropriate

Relevant members of the Governing Body and all of the Senior Leadership Team have undertaken the HAYS Safe Recruitment training. At least one of the Senior Leadership Team and/or a Governors who has undertaken the relevant training will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

b. Safe Practice

The school has adopted the 'Guidance for Safer Working Practice for Adults who work with Children and Young People' (DfE) to ensure that staff are safe and aware of behaviours which should be avoided. Aspects of this are also on the staff Child Protection Code of Good Practice cards supplied at the start of each academic year. (Appendix B)

Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

c. Safeguarding Information for students

The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have senior members of staff with responsibility for child protection and know who they are. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHE materials we use to help students learn how to keep safe are included in the programme of study.
Addresses and contact details for helplines such as NSPCC and Childline are available to students via Personal Development lessons, the Newsletter, assemblies, noticeboards and the Care, Support and Guidance section of the school website.

School's arrangements for consulting with and listening to students are through questionnaires, School leadership group and Peer Mentors. The SHARP System operates through the school website which is a confidential reporting system operated by our police liaison officer and the Designated Senior Person that students, parents and members of the community can access. We also use Tootoot which is an online app for reporting concerns. This is also operated by the Designated Senior Person.

The school is also committed to ensuring that students are fully aware of how to keep themselves save online. This is done through assemblies, PHSE and in partnership with the Police Youth Engagement Worker alongside our E-Safety policy in school. We ensure that students have safe and effective use of the internet in school with appropriate filters and monitoring systems.

d. Partnership with Parents

The school shares a common purpose with parents to keep children safe from harm and to have their welfare promoted. 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 protect a child.

The School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the Progress Leader as part of our early help offer and interventions.

We make parents aware of our policy through the newsletter, Induction and Information Evenings throughout the academic year and the Care, Support and Guidance section of the school website. Parents are made aware that they can view this policy ~~on request~~.

e. Partnerships with others and early help Interventions

The school recognises that it is essential to establish positive and effective working relationships with other agencies. We have positive relationships with the Local Authority and related agencies, e.g. MASH (Multi-Agency Safeguarding Hub), Social Care, Young Carers, the Police, Health Authority and a range of Alternative Education providers to promote a safe and supportive environment.

Early help is about identifying problems early so that support can be offered to students and families that may require support. We implement 'Early Help Support' in line with the Warrington Family Support Model.

Children, young people and families
at the centre of service provision
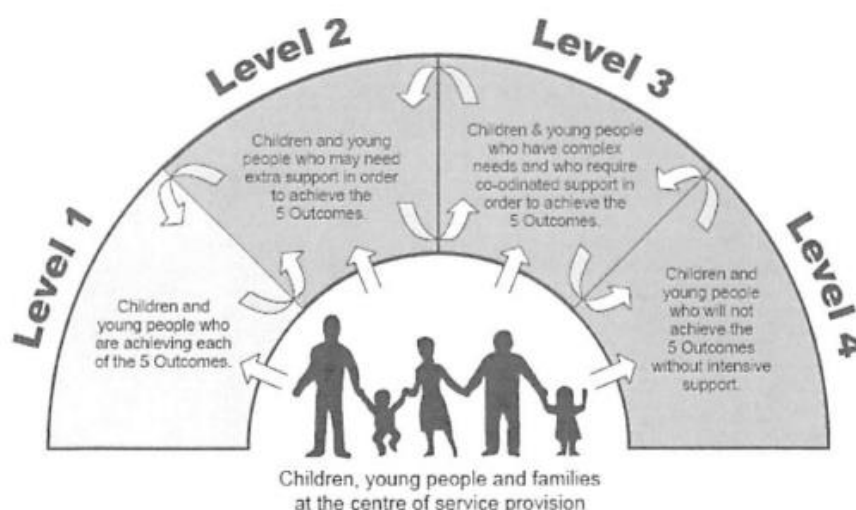
Support is available at Level 2 and 3 within the school structure and can include internal support measures through Progress Leaders, the Inclusion Department and Mentors alongside support from a wide range of external agencies. Some example of agencies we work with are as follows
- Youth Service
- Brighter Futures
- Family Outreach
- Complex Families
- CAF team

f. School Training and Staff Induction

All staff members should be aware of systems within school and this should include
- Child Protection Policy
- Staff Code of Conduct
- Role of the DSL

The school's senior member of staff with designated responsibility for child protection undertakes child protection training and training in inter–agency working, (that is provided by, or to standards agreed by, the Warrington Safeguarding Children Board) and refresher training at 2 yearly intervals.

The Headteacher and all other school staff, including support staff, undertake appropriate induction training and child protection and safeguarding updates to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at least annually.

All staff (including temporary staff and volunteers) are provided with the school's child protection arrangements and informed of school's child protection arrangements on induction. All staff should know what to do if a child tells them he/she is being abused/ neglected or exploited and maintain an appropriate level of confidentiality whilst liaising with relevant professionals such as the designated senior lead. Staff should never promise confidentiality.

In line with DFE guidance 'Keeping children safe in education DFE Sept 2016 all staff will be issued with section 1 (Appendix A) of the guidance to be read, as a minimum, by all school and college staff. This section will inform those working in schools and colleges about types of abuse and neglect, Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE) and Preventing Radicalisation and Extremism and where to find further information about the signs that a child may be being abused or exploited. The guidance reiterates that staff members working with children should always think "it could happen here" where safeguarding is concerned.

(See Appendix A, B and D)

g. Support, Advice and Guidance for Staff

Staff will be supported by the Senior Leadership Team, the designated senior lead and deputy senior persons.

The designated senior person will be supported by the Senior Leadership Team, the Local Authority and the nominated Governor for Child Protection.

Advice is available from Warrington MASH, Duty Manager at the Safeguarding Children Unit and the Police Child Abuse Investigation Team. Details can be found on the Warrington Safeguarding Children's Board website on the professionals' page and through PAN Cheshire.

All staff and volunteers should be able to raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team. (Read in conjunction with the schools Whistleblowing Policy.
NSPCC Whistleblowing helpline : 0800 0280285 – line is available from 8am-8pm Monday – Friday.
Email – help@nspcc.org.uk

h. Types of abuse

All school 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 prevent harm. They may be abused by an adult or adults or another child – peer on peer. See appendix C

Alongside these forms of abuse there are a range of other safeguarding concerns staff need to be aware of including

- **Child Sexual Exploitation – CSE**

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults however it does not always involve physical sexual contact and can happen online. Some of the following signs are indicators of sexual exploitation.

a). unexplained gifts or new possessions
b). association with other young people involved in exploitation
c). older boyfriends or girlfriends
d). sexually transmitted disease or pregnancy
e). changes in emotional wellbeing
f). misuse of alcohol or drugs
g). missing from home for periods of time
h). truant from school regularly

- **Honour based Violence - HBV**

This encompasses crimes which have been committed to protect or defend the the honour of the family and/or community. It includes Female Genital Mutilation (FGM) and practices such as breast ironing and forced marriage. Some of the following signs are indicators of FGM.

a). female child's father comes from a community known to practise FGM. (FGM is prevalent in 30 countries concentrated round the horn of Africa, areas of the middle east and in some countries in Asia)
b). the family indicate that there are strong levels of influence from elders
c). limited level of integration within the UK community
d). a girl confides that she is to have a 'special procedure' or to attend a special occasion to become a woman
e). long holiday to her country of origin or another country where the practice is prevalent

Indicators that FGM may have already taken place include difficulty walking, sitting or standing and looks uncomfortable, spends longer in the toilets due to difficulties urinating, frequent urinary, menstrual or bladder problems, avoids PE.

This process is illegal in the UK and teachers have a statutory duty to inform the police where they discover that FGM appears to have been carried out on a child under 18. This does not apply to risk or suspicion. (See appendix F)

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. This is a crime in England and Wales.

- **Prevent – Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online. The internet and social media have become a major factor in the radicalisation of young people. The following can be indicators of radicalisation

a). changes in behaviour
b). increased interest in religion
c). increased use of social media
d). secretive use of the internet
e). use of extremist terminology
f). intolerance of others whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, ethnicity or culture.

See the Preventing Extremism and Radicalisation Safeguarding Policy
Prevent Officer – prevent@cheshire.pnn.police.uk
Local Authority Prevent Officer – Steven Panter - 01925 442928

None of these lists are exhaustive but may help to identify risk for students.

See appendix B, C, D

i.   Visitors and Contractors

All visitors and contractors to school must gain access through reception, sign in, read the Child Protection statement and tick to say they have read them in the visitor book and wear a visitors badge while on site. See Risk Assessment 808 for further details. Visitor badges are allocated with a lanyard coloured to identify the supervision requirements of any visitor who may come into contact with our students.
Green Lanyards – Visitors who are DBS checked and do not need to be directly supervised by school staff. E.g Supply staff
Red Lanyards – Visitors who are not DBS checked and therefore should be supervised at all times by a member of school staff. E.g Parents
Reception/HR Manager should be informed of all visitors to school in any category. It is the responsibility of the member of staff arranging the visit to ensure that these guidelines are followed and that they have the appropriate coloured lanyard. See the handbook for further details.
(see appendix E)

j.   Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children.

This policy has obvious links with other policies of the school:

Policies

- Anti-bullying Policy;
- Attendance Policy and Procedures;
- Behaviour Management Policy;
- Child Protection Policy;
- Complaints Policy;
- Curriculum Policy;
- Data Protection Policy;
- Drugs Policy;
- E safety Policy;
- Educational Visits Policy;
- Equalities Policy;

- Health and Safety Policy;
- Inclusion Policy;
- Model Disciplinary Procedure;
- Preventing Extremism and Radicalisation Safeguarding Policy
- Safe Recruitment and Vetting Policy;
- Student Code of Conduct;
- Whistleblowing Policy.

Guidance

- Complaints Procedure (WBC);
- Guidance for Headteachers when dealing with allegations against staff;
- Guidance on Positive Handling (WBC);
- Guidance for Safer Working Practice for Adults who work with children and Young People in Education Settings (DfE);
- Pan Cheshire Safeguarding children Procedures (Dec 2010, Updated 2014);
- Recruitment and Selection Code of Practice (WBC);
- Security Protocols (CHS);
- School's guidance for visitors on site (CHS);
- Schools' Guide to Single Central Record and Safer Recruitment Practice (WBC);
- Working Together To Safeguard Children March 2015
- Keeping children safe in education Sept 2016
- The Prevent Duty June 2015

All policies can be found on the staff resources and on the school website. Guidance for staff is issued through their handbook and code of practice card, updated annually.

The following diagram shows how the safeguarding of students is intrinsically linked:

Child protection

Staff Conduct

Behaviour management

E-safety

Curriculum

Safeguarding

Building design

Anti-bullying policies

Managing allegations against staff

Attendance

Health and Safety

Safe recruitment and selection

Whistle blowing
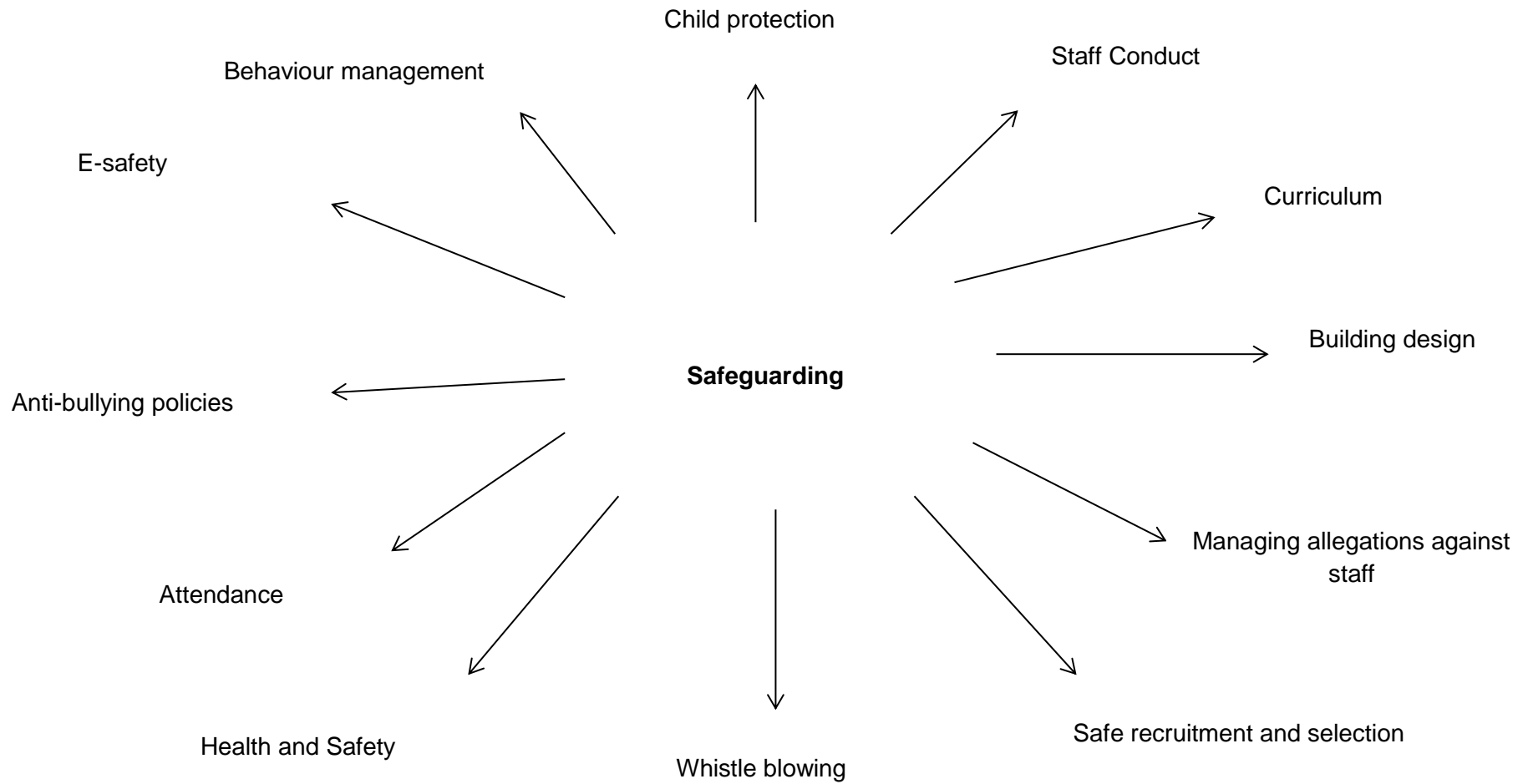
<u>Children Missing from Education</u>

The school follows the Warrington Local Authority procedures for children missing from education. This can be found on the Warrington Safeguarding Children's Board's website. A child missing from education is a potential indicator of abuse or neglect. Schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

See the attendance policy for further details and appendix E.

<u>Confidentiality</u>

School has regard to "Information Sharing: Practitioner's guide" HM Government, 2008 www.ecm.gov.uk/deliveringservices/informationsharing. "Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration."

"Fears about information sharing cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children." Keeping Children Safe in Education Sept 2016

School has a clear and explicit confidentiality policy (see Data Protection Policy).

The school policy says:

- ~~when~~ information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm;
- ~~when~~ the student's and/or parent's confidentiality must not be breached.

k. Student Information

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

- Names (including any previous names), address and date of birth of child;
- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- E mail contacts;
- Emergency contact details (if different from above);
- Details of any persons authorised to collect the child from school (if different from above);
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- If the child is the subject of a Child Protection Plan;
- Name and contact detail of key persons in other agencies, including GP;
- Any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information via the SIMS database which has double password protection and all student files, except Child Protection files, are stored in a locked filing cabinet in the relevant Progress Leader's office. Historic Child Protection files are kept in a locked filing cabinet in the Senior Designated Person's office. From May 2014, the school has used the CPOMS (Child

Protection Online Management System) secure system to log and store Child Protection information.

I. Roles and Responsibilities

i.   The Governing Body will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents
- the school has a code of conduct for staff which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection;
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- Chair/Vice Chair is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- they review their policies and procedures bi-annually as a minimum and provide information to the LA about them and about how the above duties have been discharged.

    See Appendix F

ii.   The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

iii.   The Senior Member of Staff with Designated Responsibility for Child Protection will:

Referrals
- Refer cases of suspected abuse or allegations to the local authority children's social care as required – MASH
- Understand the assessment process for providing early help and intervention

- Ensure each member of staff has access to and understands the school's child protection policy and procedures
- Support staff who make referrals
- Act as a source of support, advice and expertise within the educational establishment;
- Liaise with the Headteacher to inform him/her of any issues and on-going investigations and ensure there is always cover for this role.
- Liaise with external agencies accordingly where there are safeguarding concerns
- Keep detailed, accurate and secure written records of concerns and referrals
- Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Training
- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Understand the assessment process for providing early help and intervention for example through locally agreed common and shared assessment processes.
- Have a working knowledge of how LSCBs (Local Safeguarding Children's Boards) conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part-time staff;
- Are alert to the specific needs of children in need, those with SEN and young carers
- Ensure that all staff have induction training;
- Keep detailed accurate secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses
- Knowledge and skills of the safeguarding team should be updated at regular intervals as required but at least annually

Raising Awareness
- Ensure the Child Protection policies are known, understood and used appropriately
- Ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment as soon as possible and transferred to the new school separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Educational Social Worker.

Availability

- During term time the designated senior lead (or a member of the safeguarding team) should always be available during school hours for staff/students in the school to discuss any safeguarding concerns.
- The designated senior lead should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

iv. <u>All staff and volunteers will ensure that they:</u>

- fully comply with the school's policies and procedures;
- attend appropriate training;
- inform the designated person of any concerns.

m. Managing allegations against staff

Local authority procedures will be followed when dealing with safeguarding and child protection allegations against staff.

LADO – Local Authority Designated Officer – Fiona Cowen 01925 443102
Becki Byron 01925 443101

5. Review
This policy will be reviewed bi-annually by the Curriculum and Standards Committee.

Appendix A- Keeping Children Safe in Education September 2016

Part one: Safeguarding information for all staff

What school and college staff should know and do
A child centred and coordinated approach to safeguarding
1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
2. 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.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff
6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage (Detailed information on early help can be found in Chapter 1 of Working together to safeguard children) years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21 -27. Staff may be required to support social workers and other agencies following any referral.
11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
• the child protection policy;
• the staff behaviour policy (sometimes called a code of conduct); and
• the role of the designated safeguarding lead.
Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 19895 that may follow a referral, along with the role they might be expected to play in such assessments.
The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction
period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools,
who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children 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 **best** interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include: Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989. Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children

22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool Reporting child abuse to your local council directs staff to their local children's social care contact number.

23. See page 1 0 for a flow chart setting out the process for staff when they have concerns about a child.

24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

27. If a **teacher7**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Annex A for further details.

What school and college staff should do if a child is in danger or at risk of harm
28. **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number.

Record keeping
29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead. Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Why is all of this important?
30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member
31. If staff members have concerns about another staff member, then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college
32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
• General guidance can be found at- Advice on whistleblowing
• The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk9
Serious case reviews, 2011 to 2014
Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC),
Weston House, 42 Curtain, Road, London EC2A 3NH.

1. In cases which also involve an allegation of abuse against a staff member, see Part four of this
guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children
4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect
35. **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.**

36. **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

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

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

39. **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.

40. **Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues
41. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
42. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:
• bullying including cyberbullying
• children missing education – and Annex A
• child missing from home or care

- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)

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- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.
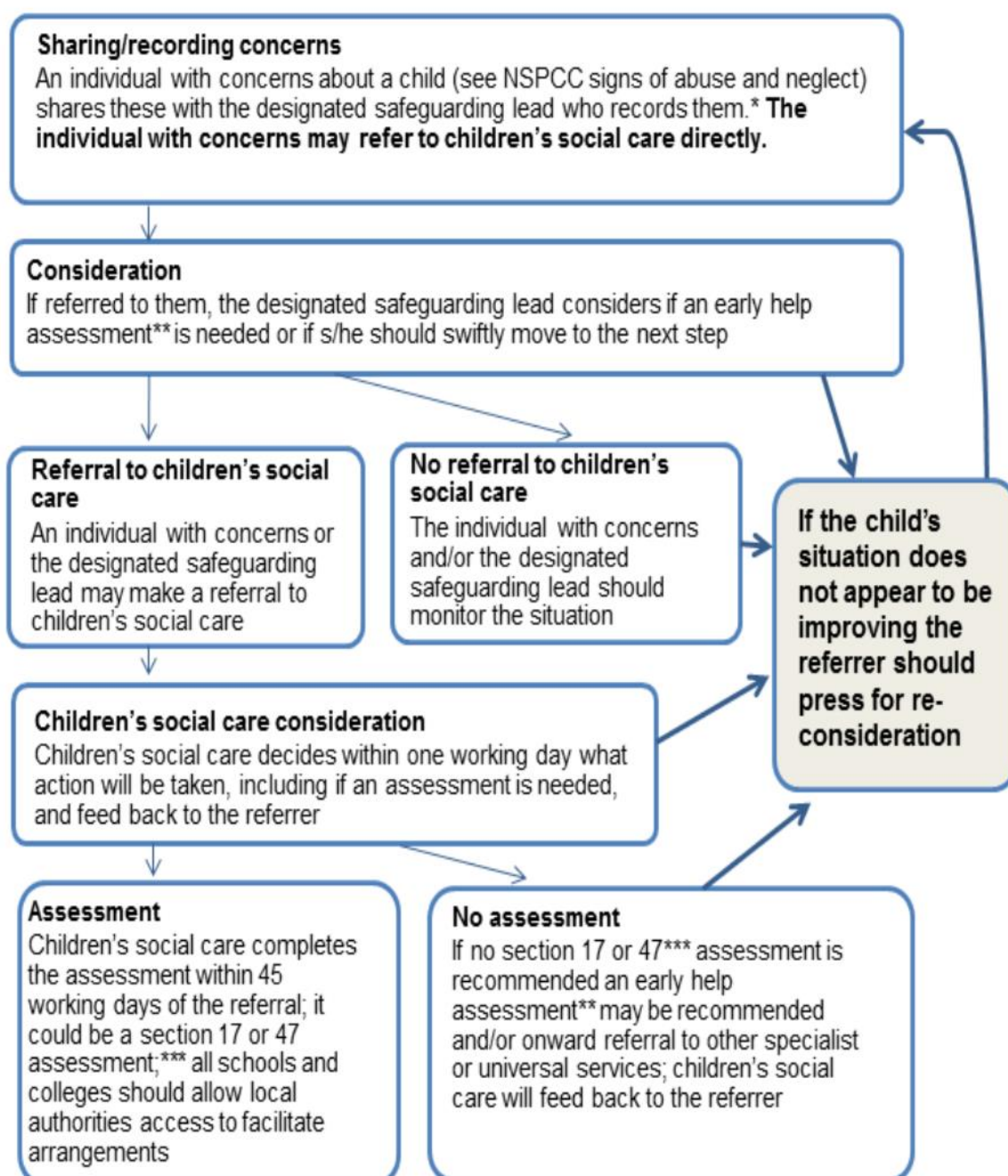
Children	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as:
	
	    ▪ protecting children from maltreatment;
	
	    ▪ preventing impairment of children's health or development;
	
	    ▪ ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
	
	    ▪ taking action to enable all children to have the best life chances.

Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is

	involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: ▪ provide adequate food, clothing and shelter (including exclusion from home or abandonment); ▪ protect a child from physical and emotional harm or danger; ▪ ensure adequate supervision (including the use of inadequate care-givers); or ▪ ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Young carers	Are children and young people who assume important caring responsibilities for parents or siblings, who are disabled, have physical or mental ill health problems, or misuse drugs or alcohol.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

Sharing/recording concerns
An individual with concerns about a child (see NSPCC signs of abuse and neglect) shares these with the designated safeguarding lead who records them.* **The individual with concerns may refer to children's social care directly.**

Consideration
If referred to them, the designated safeguarding lead considers if an early help assessment** is needed or if s/he should swiftly move to the next step

Referral to children's social care
An individual with concerns or the designated safeguarding lead may make a referral to children's social care

No referral to children's social care
The individual with concerns and/or the designated safeguarding lead should monitor the situation

If the child's situation does not appear to be improving the referrer should press for re-consideration

Children's social care consideration
Children's social care decides within one working day what action will be taken, including if an assessment is needed, and feed back to the referrer

Assessment
Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment;*** all schools and colleges should allow local authorities access to facilitate arrangements

No assessment
If no section 17 or 47*** assessment is recommended an early help assessment** may be recommended and/or onward referral to other specialist or universal services; children's social care will feed back to the referrer

* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Home Office

New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police

What is the new duty?

On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report 'known' cases of FGM in girls aged under 18 to the police.

For example, if a doctor sees that a girl aged under 18 has had FGM they will need to make a report to the police. Or, if a girl tells her teacher that she has had FGM, the teacher will need to report this to the police.

What will happen after the case has been reported to the police?

FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first.

Why is it being introduced?

When a girl has undergone FGM, a serious crime has taken place so it is very important that the police are involved as soon as possible. This will make sure that a proper investigation can take place.

The purpose of the new duty is to help make sure that professionals have the confidence to confront FGM and to help increase the number of referrals to the police so that cases can be investigated appropriately.

What the new duty won't do

It **doesn't mean** that police will take action without consulting appropriately with social care professionals and other relevant professionals.

It **won't require** professionals to report cases to the police where they suspect FGM may have been carried out or think a girl may be at risk. The duty also doesn't apply to women aged 18 or over. Professionals will follow existing safeguarding procedures in these cases.

Summary: Mandatory reporting of FGM*

Duty applies to regulated health and social care professionals and teachers in England and Wales.

Requires these professionals to make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or

- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

*Introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

Children Missing Education Process

Day 1

| CME notification form received by Children Missing Education Officer |

⬇

Day 1 and 2

Children Missing Education Officer will:

- Add notification to CME electronic register (attach notification form)
- Check and confirm all information received is correct
- Review all available data systems; Capita; Carefirst and Admissions data
- Check S2S database
- Add to POOSM agenda
- Home visit

⬇   ⬇

Child Located   **Child Not Located**

⬇

Day 3 – 5

Child Located:
- Visit to home address
- Complete Schools Admissions Form with parents
- Hand Admissions application form to Admissions Team
- Update CME electronic register
- Update Capita
- Inform referrer
- Contact School attending
- Refer to appropriate agency
- Remove from POOSM
- Close case on CME electronic register

Child Not Located — Children Missing Education Officer will:
- Set up Electronic Chronology file
- Send out Checklist email to CME partners
- Complete CME checklist
- Missing Pupil Database
- Speak to referrer again to obtain possible further details
- Visit last known address
- Discuss at POOSM

⬇   ⬇

Child Located   **Child Not Located**

Child attending education

Child Located

Week 4

- Child remains on register
- Reviewed regularly at POOSM(4weeks)
- Red flag placed on child on the CME register
- Discussion with Management
- Missing person Police Strategy Meeting

Leadership and governance

- Do leaders know about possible risks?
- Do leaders assess risks and have appropriate plans to keep children and young people safe?
- Do leaders monitor concerns and keep clear records?
- Do leaders evaluate the impact of their work?
- Is there a create a climate where principles, and values are clearly shared and expectations of behaviours are high?
- Do leaders actively combat discrimination and harassment, as required by the Equality Act 2010? Is this consistently modelled in the behaviour of all staff?
- Are staff appropriately trained , receive regular updates to fully understand their responsibilities with regard to safeguarding, including the Prevent agenda?
- Is safeguarding a regular agenda item at staff meetings / training and through one-to-one discussions between leaders/managers and staff?
- Are there clearly signposted sources of support for staff who need further training, support or information?
- Do leaders engage with local agencies, including the Prevent strategy and engage with the local Prevent action plan?
- Is the safeguarding policy dated and is the review date published? Does it make explicit reference to types of safeguarding concern, including radicalisation and extremism?
- Does the school actively teach and promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different beliefs or faiths?