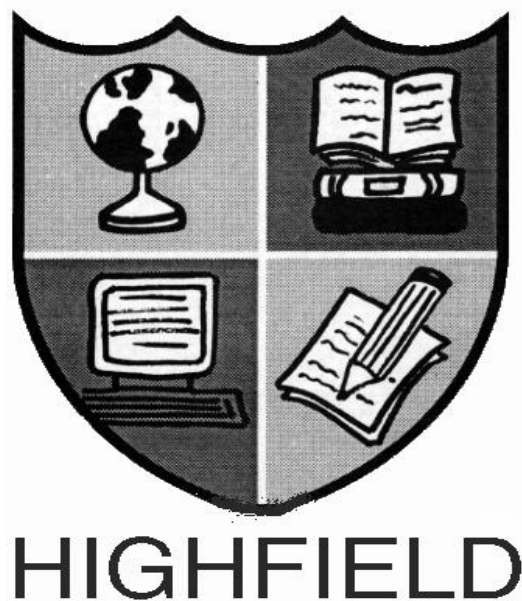


Highfield Primary School



Safeguarding Policy

Policy written by: Miss D A Helme

Date Written: June 2010

Reviewed and Revised annually. Next revision date: September 2019

Ratified: November 2018

Highfield Primary School

Safeguarding Policy

Introduction

This Policy and Procedure reflects the current statutory guidance of part one from 'Keeping Children Safe in Education' (September 2016). This policy and its procedures do not form part of the contract of employment; however, they apply to all full and part time employees of the school, including those employed on temporary or fixed-term contracts. Volunteers and contractors who offer their services to the school and parents will be made aware of this document (see Appendices 1 and 2).

The school's Policy and Procedures will apply at all times when the school is providing services or activities directly under the management of Highfield school staff. This Policy and Procedure will be reviewed annually and may be amended from time to time. Should any deficiencies or weaknesses in Child Protection arrangements become apparent, these will be remedied without delay and maybe changed before the annual date.

The arrangements that Highfield Primary School has in place will provide for both these aspects of safeguarding children's welfare and undertake any action to protect children who are suffering, or at risk of suffering from significant harm.

The document entitled "Working Together to Safeguard Children" (July 2018) places a general duty on schools to work and co-operate with other agencies to safeguard and promote the welfare of children, and Highfield is committed to do this by open and honest communication. Schools are also required to have in place policies and procedures, which should be shared with parents, to address concerns about the safety and protection of children.

In addition, the school's responsibilities outlined in the DfE document "Keeping Children Safe in Education" (September 2019) are considered essential as part of Highfield's commitment to child protection.

This policy document and related procedures are closely linked to the Local Authority Children and Young People's Plan and Framework for Action.

Purpose and Principles

Highfield Primary School will strive to ensure that all its pupils remain safe and free from harm and is committed to playing a full and active part in the multi-agency response to child protection concerns. The purpose of this document is to ensure that **all** staff are aware of the arrangements that the school has in place for safeguarding the welfare of its pupils and may raise concerns directly with Children's Social Care services. It gives guidance to help staff who may have concerns about the safety or welfare of a child both in and out of school, and sets out the school's position to all aspects of the child protection process.

Key Definitions and Concepts

Child

In this document, as in the Children's Acts 1989 and 2014, a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit all state schools in Bolton, as well as all pupils of Highfield Primary School.

RIGHTS OF THE CHILD

- Children and young people have rights of their own, independent of those of their parents, guardians and carers. These rights should be recognised and respected.
- Where there is conflict of interest between parents and children, and in all decisions relating to their future, the child's interests must be given primary consideration.

Safeguarding and Promoting the Welfare of Children

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

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

This policy sets out how all employees of Highfield Primary School work together to safeguard and promote the welfare of children. This means:

- 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
- Taking action to enable all children to have the best outcomes

Keeping Children Safe in Education, September 2019

Safeguarding children's welfare encompasses matters such as bullying (including cyberbullying) and health and safety, (about which there are specific statutory requirements) together with a range of other issues, for example, arrangements for meeting the medical needs of children with Medical Conditions, providing First Aid, School Security, Drugs, Alcohol and Substance Misuse, Attendance, Managing Allegations, Whistle-blowing, Mandatory reporting duty for FGM, Valuing Equality, Racist Incidents, ICT / online-safety, Sexting, or any other safeguarding which the DfE have issued guidance on. Details of the School's policies in these areas are contained in other documents and can be accessed via our school website.

At Highfield, as part of good practice, we request at least two emergency contact numbers for each pupil. Parents are asked to ensure that the contact numbers, especially their own, are kept up-to-date and shared as soon as possible with school if numbers or contact information is changed.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse

Child Protection

This is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering, significant harm.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead has the responsibility to ensure that if there are specific statutory concerns regarding the welfare and safeguarding of children at Highfield, they are dealt with and recorded.

Responsibilities

1. The Designated Safeguarding Lead is the first point of contact for all staff and volunteers to go to for advice if they are concerned about a child (this may also need to be out of hours so staff and volunteers should always know how to contact them or Deputy Safeguarding Lead
2. They have a higher level of safeguarding training and knowledge than the rest of the staff and should have completed Working Together to Safeguard Children and Young People;
3. They are responsible for ensuring that their organisation's safeguarding policy is kept up to date
4. They ensure that they comply with safe recruitment procedures for new staff members and their induction.
5. They assess information from staff regarding concerns about children and make decisions about whether staff concerns are sufficient enough to notify Children's Social Work Services or whether other courses of action are more appropriate, for example the completion of an Early Help Assessment;
6. They make formal referrals to the Duty and Advice Team;
7. They refer cases of suspected abuse to the local authority children's social care as required;
8. They support staff who make referrals to local authority children's social care;
9. They refer cases to the Channel programme where there is a radicalisation concern as required;

10. They support staff who make referrals to the Channel programme; refer cases where a person is dismissed or left due to risk/harm to a child to the DBS as required
11. They refer cases where a crime may have been committed to the Police as required.
12. They ensure that concerns are logged and stored securely
13. They have joint responsibility with the Governing Body to ensure that the organisation's safeguarding policy and related policies and procedures are followed and regularly updated;
14. They are responsible for promoting a safe environment for children and young people;
15. They know the contact details of relevant statutory agencies eg Children's Social Work Services (CSWS), Police, Local Safeguarding Children Board, and the Local Authority Designated Officer (LADO) for allegations against staff.

It is **not** the responsibility of the designated safeguarding officer to decide whether a child has been abused or not - that is the responsibility of investigative statutory agencies such as Children's Social Work Services or the police. However keeping children safe is everybody's business and all staff should know who to go to and how to report any concerns they may have about a child being harmed or at risk of being harmed. The DSL should consider where it is appropriate to share any information with a new school or college in advance of a pupil leaving, in addition to the child protection file. The DfE gives an example of information that would allow the new school or college to continue supporting a victim of abuse and have the appropriate support in place of the pupil's arrival. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

The Deputy Head Teacher, Miss D. Helme, is the DSL at Highfield. Her Deputy is Mr. D. Glyn-Jones.

Looked After Children (LAC) and Previously LAC

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The guidance is designed to help schools ensure that their policies and practices are fully inclusive of the needs of looked after children. Bolton (Looked After Children) Virtual Schools

Bolton (Looked After Children) Virtual Schools guidance and process -

<http://boltonsafeguardingchildren.org.uk/documents/2016/03/having-a-looked-after-child-in-your-school.pdf>

- Looked After Children Virtual School - Education Bob Horrocks contact details: 07887634065 bob.horrocks@bolton.gov.uk

Private Fostering - Looking after someone else's child

Many people do not realise that by law Bolton Council must be notified when parents make arrangements for their child to be cared for by friends, neighbours or extended family for more than 28 days. When parents make plans for their child to be cared for like this it is called a Private Fostering Arrangement. Private Fostering happens for lots of different reasons some of which include:-

- Children living with a friend's family as a result of separation, divorce or problems at home
- Children sent to this country for education or health care by birth parents living overseas
- Teenagers living with the family of a boyfriend or girlfriend
- Teenagers who have broken ties with their parents and are staying with friends or non-relatives
- Those living with host families whilst pursuing courses of study

What do you need to do?

If a member of staff believes a child may be privately fostered they must inform the designated safeguarding lead, who must inform the Local Authority.

T- 01204 337479

E -boltonsafeguardingchildren@bolton.gov.uk

Designated Looked After Children (LAC) Teacher

The Designated Teacher should have lead responsibility for helping school staff to understand the things which affect how looked after children learn and achieve.

The designated teacher should:

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home have lead

responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

Designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience. In other schools and colleges, an appropriately trained teacher should take the lead.

The Designated LAC Teacher at Highfield is Mr. D. Glyn-Jones.

Care Leavers

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Designated safeguarding leads should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with special educational needs and disabilities (SEN)

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

For further information see our SEN policy.

At Highfield our SENCo (Special Educational Needs Co-ordinators) is Miss Barrera.

The use of 'reasonable force' in schools and colleges

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages head teachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010¹ in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.² By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Staff Responsibilities

THE ROLE OF HIGHFIELD STAFF:

- The child's welfare is paramount.
 - All children have an absolute right to a childhood free from abuse, neglect or exploitation.
 - All schools staff have a responsibility to provide a safe environment in which children can learn.
 - Everyone who comes into contact with children and their families have a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.
 - All members of **Highfield** staff have a responsibility to be mindful of issues related to children's safety and welfare and a **duty to report and refer** any concerns however "minor" they appear to be. [NB It is NOT, however the role of school staff to investigate those concerns.]
 - Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.
 - Children are best protected when professionals work effectively together and share responsibility for protective action.
 - Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is subject to Child Protection Plan, information about the child and their circumstances will only be shared on a "need to know" basis.
-

- **Highfield** school is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.
- The school has in place robust systems that deter possible abusers and will manage effectively any allegations or concerns about abuse if they arise by staff member who has a concern about a child's welfare should follow the referral processes set below, staff may be required to support social workers and other agencies following any referral.
- When children make allegations about abuse or neglect they will always be listened to, have their comments taken seriously and, where appropriate, the allegations will be investigated thoroughly by the child's social worker.
- 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 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.
- 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 staff need to know:

All Highfield 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 Safeguarding Policy
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

All Highfield 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.

All Highfield 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.

All Highfield staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

All Highfield 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.

All Highfield staff members working with children in 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 best interests of the child. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members at our school are unsure, they know they should always speak to the designated safeguarding lead.

If a child is in **immediate danger or is at risk of harm**, a referral should be made to Staying Safe Services (MASSS - R&A 331500) 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.

Why is all of this important?

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

For further information and guidance about any aspect of this policy, members of staff should refer to the Framework for Action handbook that is kept in Miss Helme's office.

Significant Harm

The definition of significant harm is not prescriptive. The interpretation will depend largely on professional judgement, based on known facts. It can include inappropriate touching, an assault, or a series of compounding events, e.g. bullying. Other factors to be considered include the age and vulnerability of the child, the degree of force used, the frequency of the harm, the nature of the harm in terms of ill treatment, and the impact on the child's health and development.

Often, it is only when information from a number of sources has been shared and is then put together that it becomes clear that a child is at risk of, or is suffering harm. Local Authorities, in conjunction with other agencies, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. A flow chart of action is included in this policy.

Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be

significantly or further impaired, without provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purpose of safeguarding and promoting their welfare. Children may be assessed under section 17 of the Children Act 1989.

General Principles

- The child's welfare is paramount
- All children have an absolute right to a childhood free from abuse, neglect or exploitation
- All members of Highfield Primary School staff have a responsibility to be mindful of issues related to children's safety and welfare and duty to report and refer any concerns however "minor" they appear to be.
- Parents have the right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.
- Children are best protected when professionals work effectively together and share responsibility for protective action.
- Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is subject to Child Protection Plan information about the child and their circumstances will only be shared on a "need to know" basis.
- Highfield Primary School is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.
- Highfield Primary School has in place robust systems that deter possible abusers and will manage effectively on allegations or concerns about abuse if they arise.
- When children make allegations about abuse or neglect they will always be listened to, have their comments taken seriously and, where appropriate, the allegations will be investigated thoroughly.

Arrangements

Prevention

Highfield Primary School takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming the victims of abuse, neglect or exploitation. It does this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds
- By identifying members of staff who have overall responsibility for Child Protection matters
- By ensuring these members of staff receive training in this field and act as a source of advice and support to other school staff
- By informing children of their rights to be free from harm, and encouraging them to talk to school staff if they have any concerns, and
- Through PSHE and an ongoing programme of support, at an age appropriate level, to promote self-esteem and social inclusion, and to address the issue of children protection in the wider context of child safety in general.

- The school Prevent Duty Policy and Guidelines has been developed in response to the government's Prevent Duty policy, which aims to recognise and address concerns with regard to tackling extremism and radicalisation within educational settings

Early Help Assessment

Early help means providing support as soon as a problem emerges, at any point in a child's life. For this to be effective, all agencies are required to work together to:

- Identify children and families who would benefit from support early
- Undertake an assessment of need
- Provide services to address those needs
- Review progress to ensure that positive change has happened

All staff must refer to Bolton's Framework for Action and are responsible for using standard ways of working with families to identify the right support that can be delivered quickly to prevent things from getting worse. They have a responsibility to share information, work together and co-ordinate action plans.

This might mean when a child:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with crime groups
- Is frequently missing/goes missing for care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalized or exploited
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child
- Is showing early signs of neglect or abuse

Highfield School is committed to early help and the identification of unmet needs and vulnerabilities of its pupils and works in partnership with other agencies to promote the welfare of the pupils and to keep them safe. All staff are aware of the early help process and understand their role in identifying emerging problems, sharing information with other agencies and for some staff acting as the lead professional in undertaking early help assessments. Highfield adheres to Bolton's Framework for Action (October 2014) and will implement the Early Help process to support the wellbeing of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse.

If a child or family are deemed in need of completing the Early Help Assessment form they are invited into school to do this with Miss Helme in relation to safeguarding and behaviour. She will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Bolton's Integrated Working Team provides advice, support, guidance documents and training on Early Help processes. They can be contacted by phone: 01204 331392/4; Email: boltonISA@bolton.gov.uk or by writing to: Integrated Working Team, Castle Hill Centre, Castleton Street, Bolton, BL2 2JW. Or on the <http://boltonsafeguardingchildren.org.uk/resources>

Roles and Responsibilities in Child Protection

Bolton Safeguarding Children's Partnership - co-ordinates and monitors Child Protection training and procedures, the majority of the membership being drawn from Health, Education, Social Care and Police.

Bolton Encompass - see information in this policy

Head Teacher and Deputy - monitor Child Protection work within the school, advice and assist other staff members with Child Protection issues, disseminate information and liaise with external agencies. In consultation with governors, they decide policy and practice in school.

Class teachers and other members of staff - recognise emotional, physical or behavioural signs of children who may be at risk, then share their concerns with the DSO or their deputy.

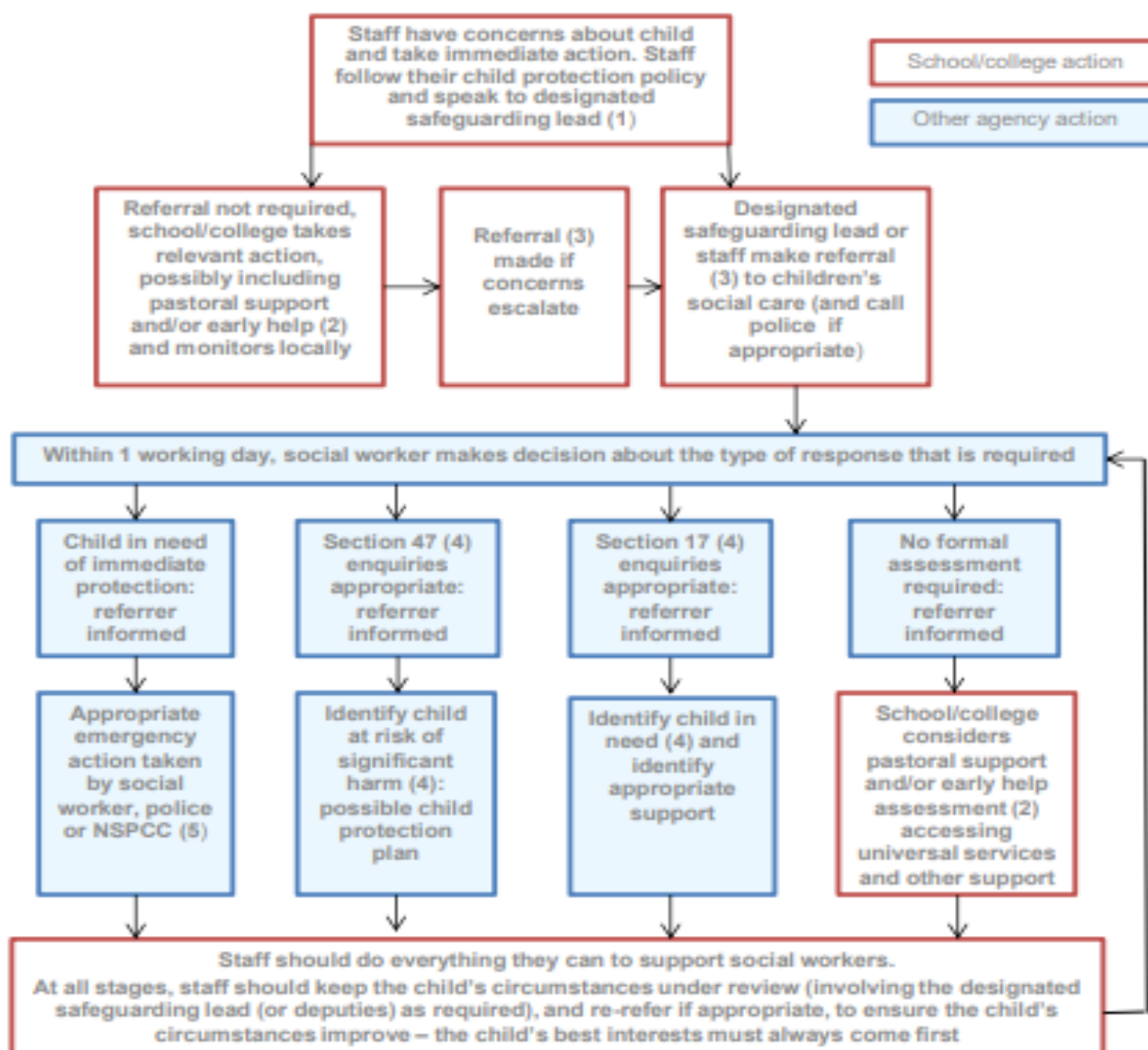
School nurses - provide an essential part of the care that a child receives in school, being the link between parent and child, the Health Service and school. Primary schools in Bolton no longer have one named school nurse. Highfield Primary School is linked to the team of school nurses based at Little Lever Health Centre. School nurses are concerned with preventative and reactive health care. They have a general recognition and referral role within the Child Protection Scheme.

Early Intervention Team (EIT) - monitors school attendance, but also has a wider social work role with pupils and families. The ESW may be directly involved in recognition and response or be working with school staff on known child protection issues.

Concerns

All staff employed by Highfield Primary School have a duty to report and refer any concerns to the DSL or their deputy, Bolton Safeguarding Children's Partnership and Children's Social Care services.

Actions where there are concerns about a child



(1) In cases which also involve a concern or 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) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Definitions/categories of abuse may be of limited help where signs are inconclusive; however staff will be expected to familiarise themselves with the definitions/categories of abuse and the indicators as shown below.

Categories of Abuse

What is abuse and neglect? (adopted from Framework for Action section B3)

Abuse or neglect of a child is caused by inflicting harm or 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, a stranger.

Physical Abuse

- causing significant harm to a child by, for example, hitting, shaking, throwing, poisoning, scalding, drowning, suffocating or other means
- The giving of drugs, including alcohol
- Excessive training in sport
- Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child. This situation is known as fabricated or induced illness

Sexual Abuse

- forcing or enticing a child to take part in sexual activities whether or not the child understands what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts
- exposure to pornographic images and child sexual exploitation

We need to be aware that the internet has become a significant tool for the perpetration of child abuse and that "trafficking" can involve both sexual and labour exploitation of children and young people. There are also specific circumstances that put some groups of children at particular risk: domestic abuse, professional abuse, bullying, religious and cultural traditions, disability and substance misuse.

Emotional Abuse

- the persistent emotional ill treatment of a child which causes severe or persistent adverse effects on the child's emotional development
- conveying to children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person
- the imposition of age or developmentally inappropriate expectations, including high expectations
- constant overprotection
- constant threatening behaviour
- exposure to violence to other(s) within the child's household

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:

- 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.

Working Together to Safeguard Children, 2018

Neglect remains the most common form of child abuse across the UK and in Bolton.

Neglect is one of the forms of child abuse where there are opportunities to improve identification, make predictions about the likelihood of its continued occurrence and take more effective and earlier interventions to reduce the impact on a child.

Research from Serious Case Reviews has shown that there are often a number of missed opportunities to identify early emerging patterns of neglect, but sadly those opportunities are either not recognised or not responded to.

This is why our school promotes the Early Help Process, evidencing impact and reviewing outcomes is so important.

Indicators

Highfield Primary School acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. The child may:

- show unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- have an injury for which the explanation seems inconsistent
- describe what appears to be an abusive act in which they were involved - verbally or in written form, such as an essay or drawing
- show unexplained changes in behaviour - e.g. becoming very quiet, withdrawn, or displaying sudden outbursts in temper or hysteria. Academic work may suddenly deteriorate at this time
- demonstrate age inappropriate sexual awareness
- engage in sexually explicit behaviour in games/PE or other areas of the school
- be distrustful of adults, particularly those with whom a close relationship will normally be expected
- be prevented from socialising with other children
- show depression, self-injury, suicidal tendencies
- display variations in eating patterns including overeating or loss of appetite
- lose weight for no apparent reason
- become increasingly dirty or unkempt, with inadequate or damaged clothing

The above list is not exhaustive and the presence of one of more of the indicators will not be proof that abuse is actually taking place. It is NOT the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act upon any concerns.

Specific Safeguarding Issues

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.

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

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website, Bolton Safeguarding Children Board website www.boltonsafeguardingchildren.org.uk and Bolton's Domestic Abuse Handbook which was updated in November 2017 to include a section on 'Adolescent to Parent Violence'.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE) – see also below
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- homelessness
- 'Honour based' violence
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Serious violence
- Homelessness
- Children with family members in prison
- Child criminal exploitation: county lines
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate

- mental health
- missing children and adults
- peer on peer abuse
- private fostering
- prevent and radicalisation
- relationship abuse
- sexting
- sexual violence and sexual harassment between children in schools and colleges
- trafficking
- upskirting

Additional to the above, Bolton recognises domestic abuse and the impact this may have of Children and Young People, therefore in Bolton we have adopted the process of Operation Encompass.

Domestic Abuse

The definition of domestic violence and abuse - Any incident or pattern of incidents of controlling, coercive or 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. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

This definition includes so-called 'honour based' violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Bolton's Domestic Abuse Handbook should also be referred to. This has been refreshed and updated in November 2017 and can be accessed via Bolton Safeguarding Children Board Website.

<http://www.publications.bolton.gov.uk/bdav/>

Domestic abuse is a safeguarding children issue and statistics show that in 90% of cases children are present in a household during a domestic abuse incident. Often the following day children are ill-prepared to deal with the school day.

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:

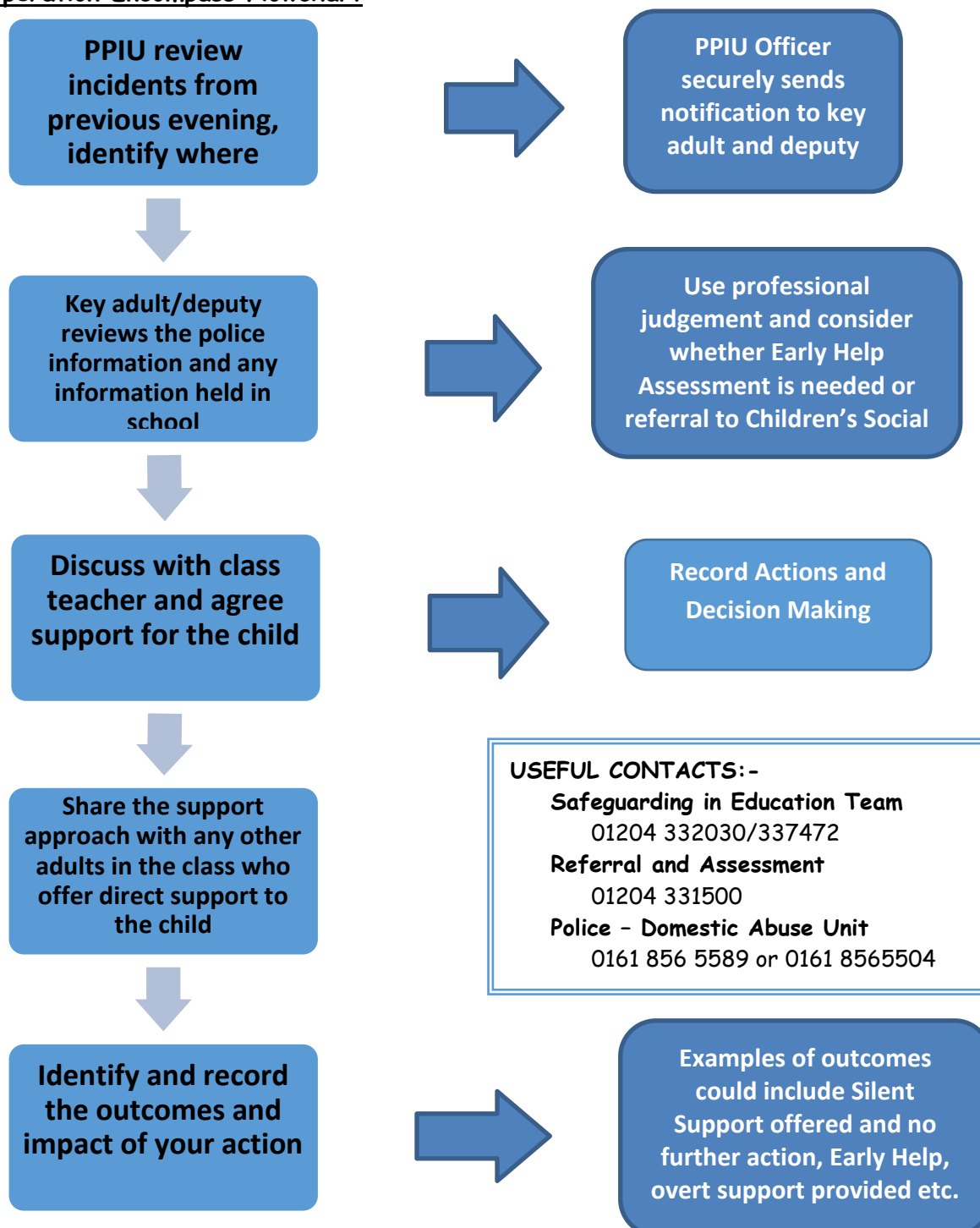
[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Encompass is a partnership between Greater Manchester Police, (in Bolton this is the (PPIU) Police Protection Investigation Unit), Bolton Safeguarding Children Partnership and designated school staff, known as Key Adults. Working together to safeguard children, Greater Manchester Police will inform the Key Adults within schools about any domestic abuse incident where the child or young person has been present. This will enable the school to take appropriate steps to support their pupil during what could be an emotionally difficult day. Key adults within the school are then able to accommodate the school day to lessen the impact and to support the child if they need it. In its simplest form, they are given some leeway, comfort and support. This can make a huge difference to children and allows them to have a safe space (see flow chart below).

Operation Encompass Flowchart



At Highfield our Key Adult is Miss D Helme.

Parents and guardians are made fully aware of the purpose of Bolton Encompass and its procedures through a letter that is sent home each September and when a new child enrolls in school and is a part of our Safeguarding Policy for Parents that is distributed and signed for at the Autumn Parents' Evening

Children with Sexually Harmful Behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

If a child is displaying sexually harmful behaviour a referral should be made to Social Care and the Safeguarding in Education Team should be contacted to support the school with implementing a Safety Plan.

Consent issues: If a young person is under the age of 13 years old, under the Sexual Offences Act 2003 they cannot legally consent to any form of sexual activity. Therefore a referral to Social Care is required in all such cases.

The Sexual Offences Act 2003 reinforces that, whilst mutually agreed, non exploitative sexual activity between teenagers does take place and that often no harm comes from it, the age of consent still remains at 16 years of age. This acknowledges that this group of young people are still vulnerable even when they do not view themselves as such. Whilst a referral to Social Care or the police is not mandatory in such cases, careful consideration (including whether the children are Gillick Competent (using Fraser Competent guidelines) must be given and explore any difference of age, maturity, functioning and experiences and also an awareness of the potential consequences of their act. It would be advisable for the Designated Safeguarding Lead to seek guidance from Social Care in such cases.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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 (DfE, February 2017).

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.'

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites, such as Facebook, Snapchat, Instagram, BBM (Blackberry Messenger) and mobile devices. More information about Child Sexual Exploitation is available on the <http://boltonsafeguardingchildren.org.uk/resources> in the resources section. Also available is the online training <http://www.paceuk.info/the-problem/keep-them-safe/>

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

If you are worried that a child or young person you know may be being sexually exploited you should speak to Phoenix/Exit, Bolton's Child Sexual Exploitation Team for advice on 01204 337195 or email Phoenix.ExitTeam@gmp.pnn.police.uk

Child criminal exploitation: county lines

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 Mechanism³ 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; and 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.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Serious Violence

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

All staff should be aware of the associated risks and understand the measures in place to manage these.

Sexual violence and sexual harassment between children in school and colleges

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; 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

Sexual violence can be categorised as:-

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

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

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

Sexual harassment is defined as 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Upskirting: 'Upskirting' 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

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.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy)

Self-harm and Suicide

It's almost impossible to say how many young people are self-harming. This is because very few teenagers tell anyone what's going on, so it's incredibly difficult to keep records or have an accurate idea of scale. It is thought that around 13% of young people may try to hurt themselves on purpose at some point between the ages of 11 and 16, but the actual figure could be much higher.

The number of suicides in children continues to decrease each year, possibly due to highlighting of this issue in media and the discussion around addressing mental health in children and adults.

Last year there were 6 suicides by children in Bolton.

A Highfield we are aware of the current issues regarding self-harm and suicide and will follow safeguarding procedures if we become aware that any child is addressing these issues.

Forced Marriage

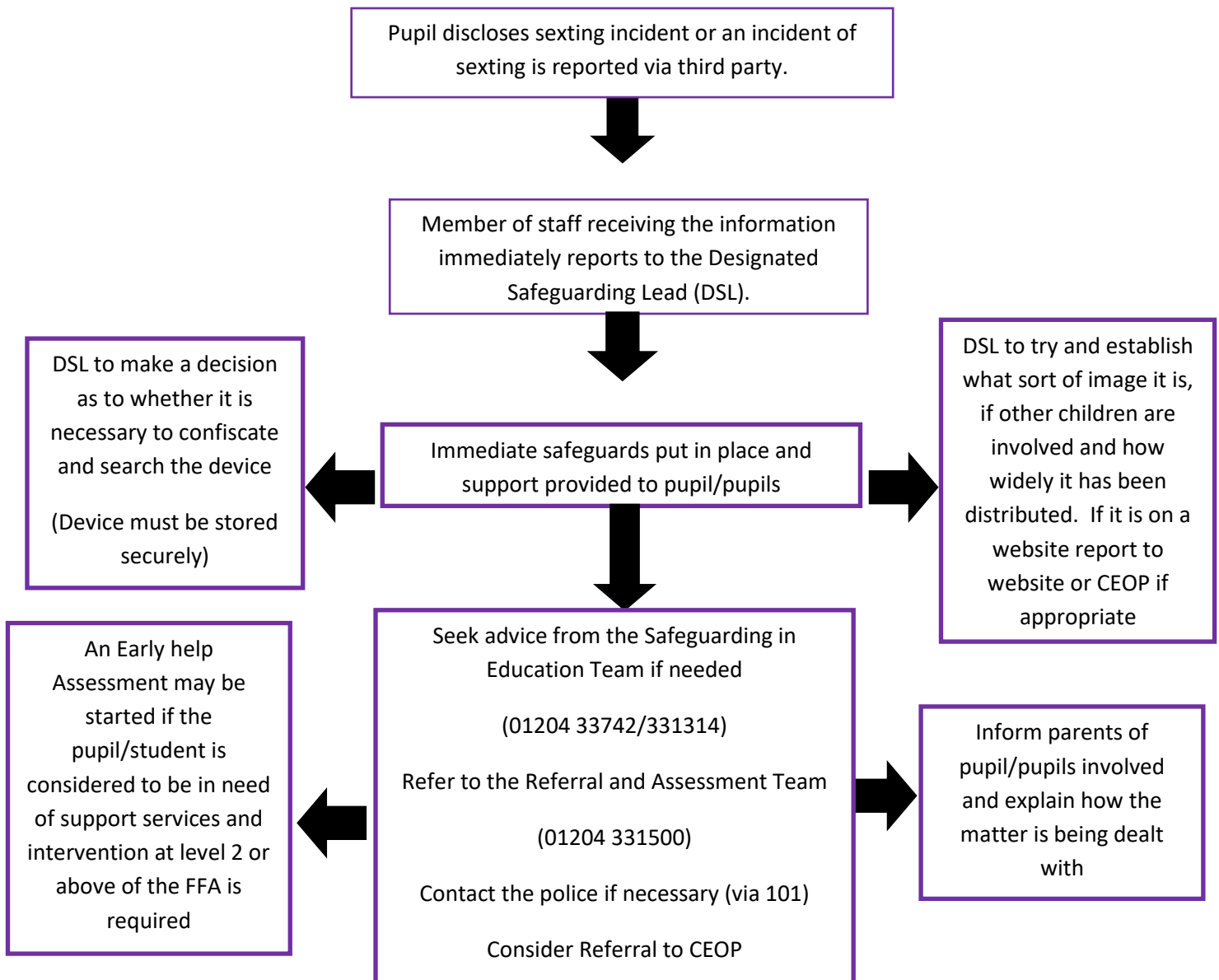
A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

SEXTING

Highfield Primary School has a stand-alone policy on Sexting that includes a flowchart (see below). Staff should also refer to the Sexting guidance for schools that was released by the UK Council (UKCCIS) for Child Internet Safety; **Sexting in Schools and Colleges: Responding to incidents and safeguarding young people** (September, 2016). The guidance is designed for Designated Safeguarding Leads, their deputies, head teachers and Senior Leaders in schools and educational establishments.

Responding to a Sexting Incident Flow Chart



If searching a device DO NOT:

- Send, share, copy or save the image
- Move the material from one place to another

NB: If the image has been shared via the school network block the network to all users and isolate the image

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Female Genital Mutilation (FGM)

FGM is not an issue that can be decided on by personal preference – it is an illegal, extremely harmful practice and a form of child abuse and violence against women and girls.

As FGM is a form of child abuse, professionals have a statutory obligation under national safeguarding protocols (e.g. Working Together to Safeguard Children 2013) to protect girls and women at risk of FGM. It must always be remembered that fears of being branded 'racist' or 'discriminatory' must never weaken the protection that professionals are obliged to provide to protect vulnerable girls and women. If any child (under-18) in our care has symptoms or signs of FGM, or if we have good reason to suspect they are at risk of FGM having considered their family history or other relevant factors, they will be referred using standard existing safeguarding procedures, as is the procedure with all other instances of child abuse.

Indicators that a girl is at risk of FGM

- Victims are likely to come from a community that is known to practice FGM
- Any girl born to a woman who has been subjected to FGM
- Any girl who has a sister who has undergone FGM
- Girls taken abroad at start of school holidays
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A professional hears reference to FGM in conversation e.g. a child may tell other children about it.

Indicators that a girl has undergone FGM

- Girl may have difficulty walking, sitting or standing
- May spend longer in the bathroom or toilet owing to difficulties in urinating
- Recurrent urinary tract infections or complaints of abdominal pain
- spend longer periods away from the classroom
- Young girls refusing to participate in P.E. regularly without a medical note
- Prolonged absence from school with noticeable behaviour changes on the girl's return

Actions

If staff have a concern regarding a girl that might be at risk of FGM they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach where FGM has taken place (see following section). Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police

Mandatory Reporting Duty

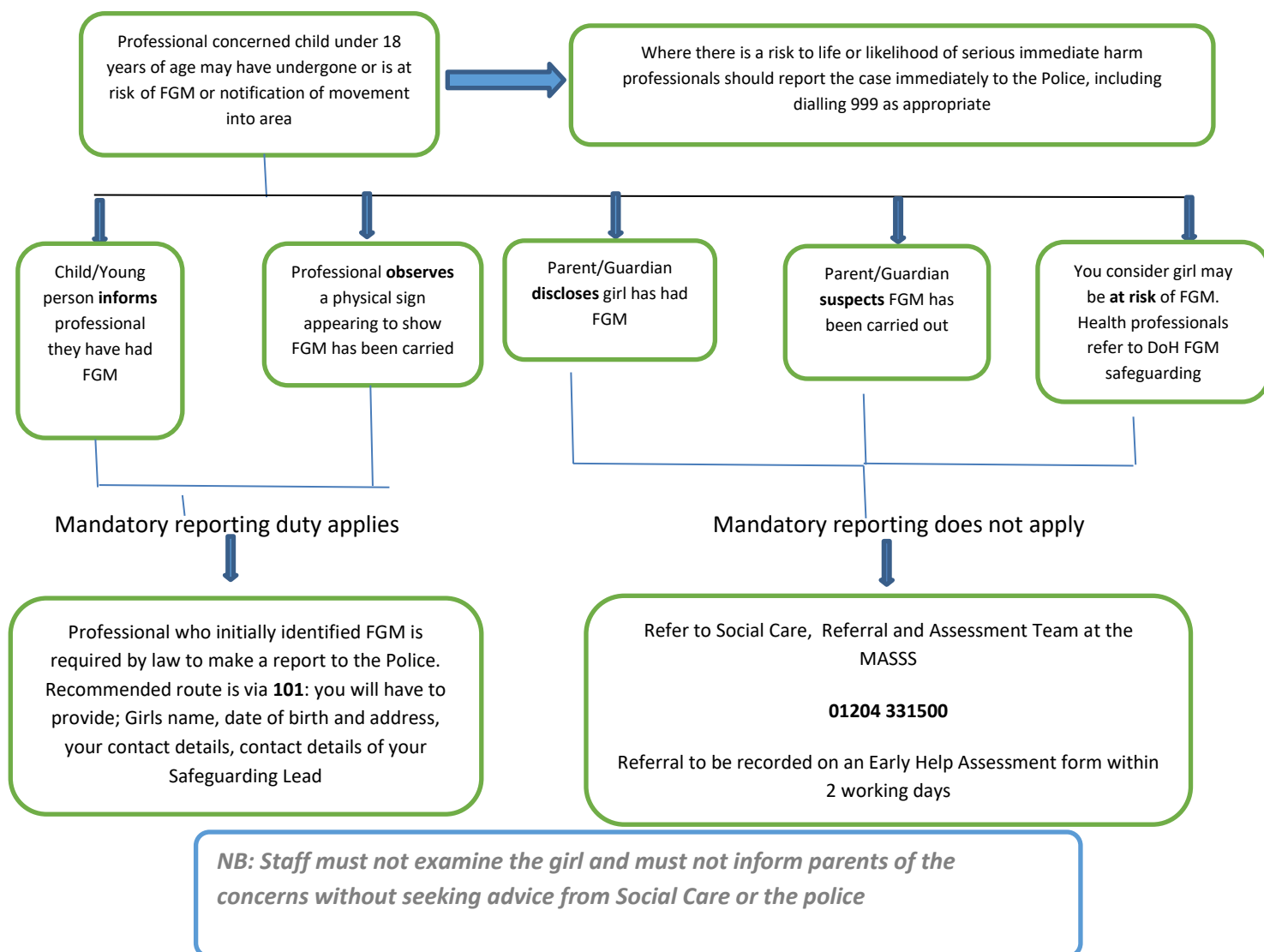
Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **specific legal duty** upon teachers, along with social workers and

healthcare professionals, 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.

Teachers **must personally** report to the police cases where they discover that an act of FGM appears to have been carried out, by telephoning 101.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and contact the Referral and Assessment Team

REPORTING FEMALE GENITAL MUTILATION



More information about FGM is available on the Bolton Safeguarding Children website: which is <http://boltonsafeguardingchildren.org.uk/resources> in the resources section and online training is available for staff see attached link: Female Genital Mutilation (FGM) E-Learning Package - <http://www.fgmelearning.co.uk>

Honour Based Violence (HBV)

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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts 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.

Indicators There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who have suffered from HBV, they should speak to the Designated Safeguarding Lead (or deputy) they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**⁴ that requires a different approach.

For further information on Breast Ironing and Honour Based Violence follow the links below:

http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html

http://greatermanchesterscb.proceduresonline.com/chapters/p_breast_ironing.html

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. At Highfield we provide internal and liaise with agencies to provide support for pupils in this position. This may be at a Child Protection, Child in Need or Early Help stage. The 'Hidden Sentence' training will be attended by DSL, Deputy DSL and the Learning Mentor and information will be disseminated to all staff.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. Children's services will be the lead agency for these young people and the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

Radicalisation

Protecting children from the risk of radicalisation is seen as part of XXXX School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people from being radicalised.

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. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism.

This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which this duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ('Prevent Guidance'). Paragraphs 57-76 of the Prevent Guidance are concerned specifically with schools.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the

risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Government has launched Educate Against Hate, a website designed to support and equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

The school's or college's designated safeguarding lead (and any deputies) should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

More information can be found on the website of Bolton Safeguarding Children Board. When it is suspected that a pupil is vulnerable to radicalisation or there are concerns regarding a pupil's behaviour, the process is to refer to Bolton's Channel Panel, this generally would be the Safeguarding Lead who would contact Caroline Lynch (Achievement, Cohesion and Integration Service (ACIS) Teacher) on 01204 338055 or DC Keith Galley (12507) North West Counter Terrorism Unit Prevent Engagement Officer Bolton & Bury Divisions Greater Manchester Police HQ, Central Park, Northampton Road, Newton Heath, M405BP. Email: Keith.Galley@gmp.pnn.police.uk Telephone: 0161 856 5662

Prevent/channel online training is available via BSCB see link attached:

<http://boltonsafeguardingchildren.org.uk/working-with-children-and-young-people/multi-agency->
http://course.ncalt.com/Channel_General_Awareness/01/index.html

Other

Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child.

All staff in Highfield have had Prevent training and completed the on-line Channel training and have a copy of our Prevent Duty Policy and Guidelines.

At Highfield, we aim to address all safeguarding concerns through effective staff training, sharing leaflets with parents on our school website and by identifying and addressing these issues as and when they may arise by following school procedures and contacting the relevant authorities.

Children Missing Education

All staff should be aware that children going missing, particularly repeatedly, can act as vital warning sign of a range of safeguarding possibilities.

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education, particularly repeatedly, is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures to help identify the risk of abuse and neglect, including sexual exploitation and child criminal exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

Staff must be alert to the signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

Highfield school will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;

- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All 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, at such intervals as are agreed between the school and the local authority.

Notification and Referral Route

If a practitioner becomes aware of a child missing from education (CME), in whatever capacity, they should notify the CME Officer 01204 332139.

All cases of children and young people missing education or at risk of doing so should be reported to the CME Officer to ensure that comprehensive data on the issues is recorded. Even if a worker is ensuring that the child or young person moves swiftly into appropriate provision they should still make a [referral](#)

Process within Bolton

- Complete the [CME referral form](#)
- Email to CME Officer at childrenmissingeducation@bolton.gov.uk
- Telephone CME Officer, Jane Roscoe on 01204 332193

The CME Officer will make necessary enquiries and create a referral to the Early Intervention Team Service, if appropriate, so that further investigations can be undertaken.

For further information and guidance please refer to the Children Missing from Education on the Bolton Schools Extranet

<http://mossextranet.bolton.gov.uk/website/pages/ChildrenMissingEducation.aspx>

Promoting Safeguarding and Anti-Bullying policies and Procedures

At Highfield we ensure that we promote the safeguarding of all children and address all aspects of bullying, both if they arise and overtly within classroom teaching (See Anti-Bullying Policy, Transgender Policy and Anti-Homophobic Name Calling Policy).

Transgender

Highfield School understands that promoting equality and diversity and tackling discrimination is essential in safeguarding the pupils. Our school has separate policies and procedures in place to address issues such as transgender. The school also has an anti-bullying policy that covers harassment and discrimination.

Online Safety

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women 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 online safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and children understand the possible risks.

As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Highfield School ensures that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through assemblies, personal, social, health and economic education (PSHE), tutorials (in FE colleges) and/or - for maintained schools and colleges - through sex and relationship education (SRE).

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Although appropriate blocking is essential, there should not be so much that it restricts children's learning.

Resources are available to support schools and parents with online safety:

[Education for a connected world framework.](#)

www.pshe-association.org.uk

[Be Internet Legends](#)

Link to online policy and flowchart -

http://mossextranet.bolton.gov.uk/website/pages/view.aspx?f=School_OnlineSafetyPolicy

[FULL Overview July16 ExtraNet-SAF.docx](#)

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the [360 safe website](#). UKCCIS have recently published [Online safety in schools and colleges: Questions for the governing board](#)

Photography and video

Each September, or when a child starts school once the school year has started, parents sign a form if they do/do not wish their child to have their photograph take and used on the school website or be published in a local or national newspaper. A record is kept and shared with staff, of any child how does not have parental permission for photographs to be published.

Guidelines regarding the taking or sending of photographs by staff and children is laid out in *Guidance for 'safer working practice for those working with children and young people in educational settings'* October 2015, which has been shared and discussed with all staff.

The child's wishes

Where there is a safeguarding concern, governing bodies and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best** interests of the child at heart.

Procedures

Concerns may arise in a manner of ways and the procedure to follow is outlined below.

Action

What to do in the event of any concern about a child

It will be the responsibility of the Designated Safeguarding Lead to ensure that appropriate advice is obtained from the Children's Social Care Department and that the relevant paperwork is completed.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

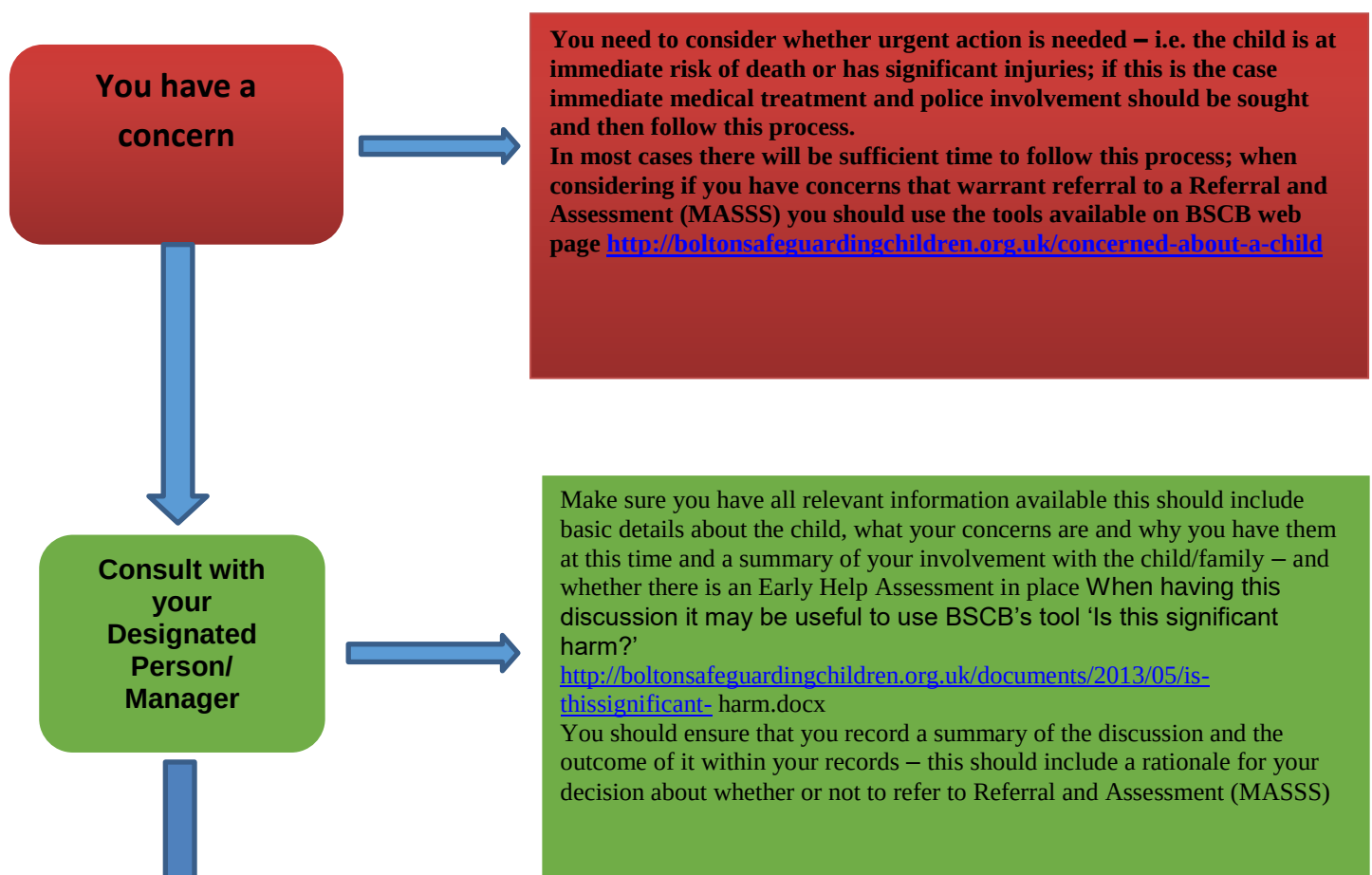
It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse 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.

The Department for Education has produced advice '*What to do if you are worried a child is being abused*' (2015) - *Advice for practitioners* to help practitioners identify child abuse and neglect and take appropriate action in response

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. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

If an incident happens outside normal school time or during an out of school activity, and neither the Designated Safeguarding Lead, nor the Head, nor any other senior staff member is available, then the member of staff will contact the Police or the Children's Social Care within the Children's Services Department of the Local Authority as soon as possible. The member of staff will inform the Designated Person, Head, Deputy Head or other senior member of staff as soon as possible.

PRACTITIONERS QUICK GUIDE TO MAKING A REFERRAL ABOUT THE SAFETY OR WELFARE OF A CHILD



Tell the parents/carers/child about the referral if possible and appropriate

You should discuss this with your designated person and consider whether in telling parents/carers/child you are placing the child or any other children at further risk which can't be managed. If in any doubt make the referral and seek the advice of the Referral and Assessment (MASSS) social worker. You should document this discussion and decision making in your records

Refer to the Referral and Assessment (MASSS) Duty Social Worker

Contact the social worker by telephone and clearly state you are making a referral this will avoid confusion
01204 331500

Make sure you record who you are talking to, make sure you provide a clear account of your concerns and why you are contacting the social worker now.

At the end of the call you should know what is going to happen next, the timescales for action and what your role in this will be. When making a referral use BSCB's tool 'Useful Information when making a referral'

<http://boltonsafeguardingchildren.org.uk/documents/2013/05/useful-information-when-making-a-child-protection-referral.docx>

If the duty worker does not agree that social work involvement is needed you should listen to their reasoning for this and their advice about alternative action – including recommendations to use early help processes; if at the end of this you still do not agree then you should use BSCB's resolving professional differences process

HYPERLINK

"http://greatermanchesterscb.proceduresonline.com/chapters/p_resolv"

http://greatermanchesterscb.proceduresonline.com/chapters/p_resolvprof_dis.html You should ensure that the child and their family continues to be supported and kept safe while awaiting resolution

Follow up in writing using Early Help Assessment Form within 2 working days

After you make a telephone referral to a social worker you should follow this up, securely, in writing using the Early Help form to confirm your concerns and to share any additional information you know about the child and their family R&A@bolton.gcsx.gov.uk. You override consent as you are taking action to safeguard a child – Early Help Assessment can be found <http://boltonsafeguardingchildren.org.uk/documents/2015/11/earlyhelp-assessment-form.doc>. If you have had no acknowledgment that the written information has been received, you should re-contact the social worker and request an update.

If you know there is an Early Help Assessment and Plan open but you are not the Lead Professional, you should tell the Lead Professional about the action you have taken and why as soon as possible; if you are not sure if there is an Early Help Assessment you can check with the Integrated Working Team on 01204 331394 who will let you know and share details of the Lead Professional where one is identified – it would be good practice to share this information with the Lead Professional. If you are the current Lead Professional making the referral and there is an Early Help Assessment and Plan in place, this should be updated to include the referral information and used to follow up your referral in writing to the social worker - this helps to avoid duplication and gives the social worker the best possible information from which to start their assessment. **Remember** to also send a secure copy to the Integrated Working Team at boltonISA@bolton.gov.uk Team

boltonISA@bolton.gov.uk

What school staff should do if they have concerns about safeguarding practices within the school:

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. 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 management team.

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

The school's Whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors.

If you have any concerns about a child in your workplace you should raise this with your employer or organisational safeguarding lead in the first instance.

You can also refer to the NSPCC Whistleblowing Advice Line if:

- your organisation doesn't have clear safeguarding procedures to follow
- you think your concern won't be dealt with properly or may be covered-up
- you've raised a concern but it hasn't been acted upon
- you're worried about being treated unfairly.

You can call about an incident that happened in the past, is happening now or you believe may happen in the future.

Contact details: Contact the Whistleblowing Advice Line

Call [0800 028 0285](tel:08000280285)

Email help@nspcc.org.uk

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

What to do in the event of a child approaching an individual teacher/adult

It is recognised that a child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a groups when school staff or volunteers are present.

All staff at Highfield have a copy the disclosure procedures here stated:

Highfield Primary School

Child Safeguarding – Disclosures

Designated Safeguarding Lead: Miss D Helme

Deputy: Mr D Glyn-Jones

If a child discloses an issue that causes concern you should:-

- Keep calm and listen carefully
- Communicate appropriately (age/language etc.)
- Reassure them: they are right to tell you and are not to blame
- Explain what you are going to do and why
- Place the child in a safe environment
- Record as much information as soon as you can – Concern Sheet on Main (see DSL)
- Consult with your Designated Safeguarding Lead/ Second-in-command SL

If a child discloses an issue that causes concern you should NOT:-

- Promise confidentiality
- Interrupt the child's account
- Ask leading questions
- Make negative comments about the alleged perpetrator
- Make assumptions
- Ask the child to repeat their account unnecessarily

The individual who receives the information will be expected to pass it on as a matter of urgency to the DSL to ensure that the matter can be dealt with as soon as possible.

What to do if a member of staff receives information from another source

If a member of staff receives information about a child which suggests that they have been actually abused or neglected or that this is likely, the school has a duty to refer these concerns to a member of staff at the Local Authority Children's Social Care Office of the area in which the child lives or to the Police if a child is in immediate danger. The school has no discretion in this matter.

In these circumstances the member of staff concerned, likely to be the DSL, will be clear with the person who has reported the abuse or neglect that they have a duty to report any allegations of this kind, and will encourage the person to make a direct referral to the relevant Children's Social Care Office themselves. In these cases clear notes of any such allegation will be kept within the child's record. The referral will be made by telephone within 24 hours and, if necessary, followed up by a completed Early Help within 24 hours.

In some cases the issue may not be clear-cut and the relevant member of staff will be expected to use the Framework for Action procedures and consult with colleagues from an appropriate agency usually, but always, Children's Social Care.

Consultation will allow those working with children to have access to consistent information and advice from suitably qualified and experienced staff, in order to explore a situation and to decide

together on an appropriate course of action. It will not be seen as a way of transferring ownership of a "problem", unless this is agreed outcome of the discussion, when a referral will be made.

In these circumstances Social Care staff may decide to begin a child protection investigation in which case their procedures will apply. In either case parents will be informed of what has happened at the earliest opportunity consistent with the child's best interests.

A referral or consultation with Social Care staff is an expression of concern about a child's welfare. It is not an accusation or a presumption of responsibility about a parent/carer.

In the course of an investigation Social Care staff or the Police may wish to speak to a child, without parental knowledge or consent. The Head Teacher, or Deputy, acting 'in loco parentis', will have discretion to agree to this in order to allow the authorities to explore concerns and determine whether there are grounds for further action. In these cases the Head Teacher, or Deputy, will ensure that the child's welfare is secured and that they have access to a trusted adult.

The Head or Deputy will not allow a child to be removed from the school premises without either:

- Parental consent
- An order of the Court or a Police Protection Order, or
- The child's own consent (providing the child is of an age and understanding to give informed consent).

Behaviour Policy (Code of Conduct)

At Highfield Primary School we are committed to creating a safe and nurturing environment to ensure that all children and adults feel safe and valued. This is achieved through the promotion of the fundamental principles that all stakeholders have the right to be treated with fairness, justice, tolerance and respect and must also demonstrate these principles with others. This is applicable to anyone who works with children, regardless of the nature of their employment or support of children at Highfield. Our Code of Conduct aims to assist all stakeholders to establish safe teaching and learning environments and to reduce the risk of accusations of improper or unprofessional conduct. All staff are given a copy of the Code of Conduct and this is discussed at the start of each academic year.

Allegations against members of staff

There are clearly defined procedures in the case of accusations being made against a member of staff or a volunteer in school. The Head Teacher should be notified IMMEDIATELY of any accusation made by a parent or child.

Managing Allegations

If there is an allegation against a member of staff you must:-

Reassure the child/adult and place them in a safe environment

Inform the Head Teacher immediately, unless the allegation is against them – then contact the Chair of Governors
Do not contact or discuss the disclosure with the alleged Perpetrator

These procedures are to be utilised when managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

This relates to members of staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

If you have concerns about a colleague:

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Staff should follow Bolton Safeguarding Children Board's 'First Five Minutes' flowchart (appendix 10). Staff must not question the child or the alleged perpetrator. Allegations against staff should be reported to the head teacher. Allegations against the headteacher should be reported to the chair of governors.

Staff who are the subject of an allegation:

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

There is a tracking form that has been devised for schools to record allegations of professional abuse (appendix 11).

BSCB has recently reviewed and revised its Managing Allegations (LADO) Policy, and below is a summary of the key revisions:-

- **Reconvened Strategy Meetings** (Para 4.10) - an additional paragraph has been developed to outline the LADO process should any findings be made within a court process
- **Request for minutes of meetings** (Para 5.4) - Clarification that any minutes shared may be subject to summary and/or redaction
- **Professional Strategy Meeting (PSM) minutes** (Para 6.5) - On legal advice the procedures now require that any minutes of PSM sent out for approval are deleted/destroyed after approval and that only the LADO will retain a full copy of these minutes; where an employer requires a copy for disciplinary purposes then a summarised version can be agreed with and approved by LADO
- **Challenging practice** (Para 9.0) - Clarification of the complaint process and potential next steps by the BSCB
- New look First Five Minutes A4 poster; this can be cut and pasted into documents (see Appendix 11 in this policy).

On receipt of an allegation the Head Teacher or Chair of Governors will contact the Local Authority's lead officer, currently Jacqueline Parkinson (337472) and report the matter to them and seek advice on the way forward. They will then consult with the Local Authority Designated BSBC Managing Allegations (LADO) Policy can be accessed at:

<http://boltonsafeguardingchildren.org.uk/documents/2017/08/managing-allegations-procedure.pdf>
(right click to open hyperlink)

Officer (LADO), is currently Paula Williams (337474) Paula.Williams@bolton.gov.uk . If the LADO is unavailable, then another professional will be consulted.

If the allegation concerns the Head Teacher, the member of staff receiving the allegation will speak immediately to the LADO or other professional and the Chair of Governors will be notified.

Abuse of Trust

All Highfield Primary School staff will be made aware that inappropriate behaviour with, or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if they do not teach the child.

Physical Contact with Pupils/Restraint

It is not considered realistic for the school to suggest that staff should never touch children.

The Use of Reasonable Force in Schools guidance (2013) states that teachers and other staff in schools have the right to use reasonable force to control or restrain children in certain circumstances.

Staff need to ensure that any physical contact with children is both appropriate and proportionate to the circumstances.

Staff must be mindful of their own vulnerability when dealing with children, particularly in a one to one situation, without letting undue anxiety get in the way of their normal practice.

Child/Child Abuse

In the event of physical or emotional abuse of one child by another the matter will be taken seriously and dealt with initially, through the school's anti-bullying policy.

If it emerges that a sibling, who may not be a pupil, is bullying another pupil of Highfield Primary School, the school will inform the appropriate authorities, and where appropriate, the children's parents of its concerns. If the problem persists and the child continues to be a victim of abuse, then the school will communicate its concerns to the appropriate Children's Social Care Office immediately.

Information about children on the Child Protection Register

Children's Services should inform the school if a pupil's name has been placed on (or removed from) the Child Protection Register, or when a child whose name is on the register starts school.

When a registered child leaves Highfield School, the Head Teacher immediately informs the receiving school, and, through the EIT, notifies the new EIT team.

All members of staff at Highfield School carefully monitor pupils whose names have been included on the Child Protection Register, being vigilant to detect any signs which suggest deterioration in a pupil's home circumstances. Key members of staff attend Core Group meetings and liaise with social workers.

Any absence from school of a 'registered' pupil is reported to the Early Intervention Team, even if a 'reason' for absence has been provided. The EIT will carry out a home visit.

Emotional and Behavioural difficulties

Pupils who are victims of abuse often display emotional or behavioural difficulties. Concerns can be discussed with the Head Teacher and the INCO's. Through them, the school may need to seek advice from the local Social Care team, the EIT, the Educational Psychology Service or the Child and Adolescent Mental Health Unit. It may also be decided that the child would benefit from in-house mentoring or from involvement in a SEAL group or a Sunflower Club.

Concerns about absence – all pupils

All class teachers and the office staff monitor pupil attendance. Specific concerns about absence are discussed with the Head Teacher and, when appropriate, the EIT.

The Attendance Officer, Mrs Sheridan Wakes, monitors absence each morning and will contact parents if a child is not in school and no message has been given. Any Vulnerable Children or where there are recurring patterns of absence are passed on to the EIT.

Multi-Agency Working

New safeguarding partners and child death review partner arrangements are to be in place by 29 September 2019. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans

Staff Recruitment

Highfield Primary School ensures that all persons, including volunteers and contractors, who come into direct contact with children, undergo a rigorous checking process in line with the guidance contained in the document 'Safeguarding Children and Safer Recruitment in Education' (DfE 2011). That process scrutinises applicants, verifying their identity and any academic or vocational qualifications, obtains professional and character references, checks previous employment history and ensures that a candidate had the health and physical capacity for the job and that there is no teacher prohibition order, and if so prevent their employment. Full details of school procedures for safer recruitment can be found in our Safer Recruitment, Barring and Disclosure Policy.

The Head Teacher, Deputy Head Teacher, members of the SLT, governing body and Business Manager have completed the NCSL Safer Recruitment training, which is renewed every two years. At least one person conducting an interview must have completed the safer recruitment training.

Training and Support

Members of staff do not carry individual responsibility for Child Protection. They have the support of the Head Teacher, Deputy Head Teacher and the SLT who, in turn, have the school's well established links with other agencies.

The Head Teacher, Deputy Head Teacher and members of the governing body have received multi-agency Child Protection training in recognition of and response to child abuse. It is a

priority for the school that all new members of staff undertake up to date Child Protection training in their induction period. Safeguarding training is renewed every three years for staff and every two years for the DSL and their deputy.

Information for Parents

All members of staff at Highfield work with parents to build an understanding of the school's responsibility to ensure the welfare of all pupils. The school brochure includes the following statement:

"Because of day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Parents should be aware that, where it appears to a member of school staff that a child may have been abused, the school is required (as part of the local Child Protection Procedures) to report the concern to the Children's Social Care Services immediately."

All parents/carers are provided with a copy of Highfield Primary School's 'Child Protection and Safeguarding Children Policy for Parents and Carers'. They are given a copy at the Autumn Parents' Evening meeting and asked to sign that they are received it.

Record Keeping

Highfield Primary School maintains separate confidential child protection records as necessary. Such files are NOT subject to the requirements of Data Protection legislation and will NOT be open for inspection other than by relevant school staff.

If a pupil moves to another school any child protection information will be passed directly to the named person at a new school. When a pupil reaches the end of their school career, either at 16 or 18 years of age any child protection information will be held securely by the school for an indefinite period.

All records are kept securely on CPOMS where access to specific files is restricted. Initial concerns about pupil welfare that are referred to the DSL are noted and dated on CPOMS. Factual information from these records may be needed if a Child Protection investigation arises. Single agency reports are no longer prepared for Child Protection conferences. One all-embracing report will be prepared by the lead professional (usually a social worker) after consultation with school and other agencies involved with the family. Education Social Work and Attendance records are held by the DSL and Attendance Officer.

Confidentiality

Child Protection raises issues of confidentiality which are understood by all members of staff. We all have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the

appropriate agencies for the child's own sake. Within this context, the child should, however, be assured that the matter will only be discussed with people who need to know about it, and that they will treat the matter confidentially. Members of staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Child Protection issues should never be discussed in the presence of parents, students or volunteer helpers in school.

Detailed guidance of how Highfield Primary School ensures that its pupils stay safe can be found in the following policies and documentation:

Safeguarding
Safer Recruitment, Disclosure and Barring
Safeguarding Code of Conduct
School Security Policy
Policy for Protecting Pupils and Staff from Abuse
Prevent Duty
Health and Safety
Anti-Bullying
Anti-Homophobic Name Calling
Equality
Confidentiality
Drugs Education
Food
E-Safety
Sex and Relationships
Whistle Blowing
Asbestos
Risk Assessments
Emergency/Critical Incidents Plan
Fire Procedures
Accident Reporting
Visitors in School
Attendance
Educational Visits
Transgender Policy

References:

Human Rights Act 1998
Education Act 1996 and 2011
The Children Act 1989, 2014
Working Together to Safeguard Children 2018
Special Educational Needs and Disability Act 2014
Children and Families Act 2014

Data Protection Act (GDPR) 2018
 Bolton Children and Young People's Plan
 Inspecting Safeguarding in Early Years, Education and Skills Settings 2016
 Early Years Foundation Stage Safeguarding and Notification Guidance 2016
 Framework for Action, Bolton Safeguarding Board 2014
 Bolton Safeguarding Children Board Encompass Protocol 2016
 Procedures for Managing Allegations against people who work with children and young people 2017
 Keeping Children Safe in Education 2019
 Safer working practice for adults working with children and young people in Education 2015
 Revised Prevent Duty Guidance for England and Wales July 2019
 Female Genital Mutilation Risk and Safeguarding March 2015
 Multi-Agency Statutory Guidance for dealing with forced marriage 2014
 Children Missing education, Statutory guidance for local authorities (2016)
 Statutory Guidance on Children who run away or go missing from home or care 2014
 Bolton Domestic Abuse and Violence Handbook 2016
 What to do if you're worried a child is being abused 2015
 Child Sexual Exploitation and Annexes 2017
 Dealing with Sexting Incidents 2017
 Guidance for Schools on Creating Lockdown Procedures 2017
 The Designated Teacher for Looked-After and Previously Looked-After Children 2018

USEFUL TELEPHONE CONTACT NUMBERS

- Children's Social Care: Child Protection Unit: 01204 337479
- Referral and Assessment Team (MASSS): 01204 331500
- Paula Williams - Local Authority Designated Officer (LADO): 01204 337474
- Jacqui Parkinson - Deputy Manager Referral and Assessment Team: 01204 337472
- Natalie France/Mikaela Wallace-Brannon - Safeguarding in Education Team: 01204 331314
- Karen Presto - Early Help Integrated working Team Manager: 01204 331392
- Shona Green - Bolton Safeguarding Children Partnership 01204 337964
<http://boltonsafeguardingchildren.org.uk/>
- Jane Roscoe - Missing from Education 01204 332139
- Emergency Duty Team - Out of Hours: 01204 337777
- Police - Safeguarding Vulnerable Persons Unit: 0161 8566583
- Police Public Protection Investigation Unit (Child protection): 0161 8567949

APPENDIX 1

Highfield School – Summary of the Child Protection and Safeguarding Children Policy. These procedures are for Teaching, Non-Teaching, Contractors, Supply Staff and Volunteers

The summary of this policy and procedures is shown below and a copy of this, including the Categories of Abuse (from Working Together to Safeguard Children 2015 & Keeping Children Safe in Education September 2016) will be issued to **all** school staff both permanent and temporary, and also to any volunteers or contractors who work with the children.

All teaching, non-teaching, volunteers, contractors and staff engaged or employed by Name of school have a duty to report and refer any concerns they may have to the Designated Safeguarding Lead who has overall responsibility for child protection matters. The relevant members of staff are:

DSL - Miss D Helme

Deputy DSL - Mr D Glyn-Jones

Definitions/categories of abuse are shown below, teaching, non-teaching volunteers, contractors and staff engaged or employed by Name of school are expected to familiarise themselves with them.

Physical Abuse

- Physical attack of any form
- Giving of drugs including alcohol
- Excessive training in sport

Sexual Abuse

- Penetrative or non-penetrative acts by males or females
- Showing of pornographic material

Emotional Abuse

- Persistent lack of affection
- Constant threatening behaviour
- Constant overprotection
- Unrealistic pressure to perform to high expectations
- Exposure to violence to other(s) within the child's household

Neglect

- Persistent failure to meet a child's basic needs
- Failure to protect from harm
- Failure in ensuring access to medical treatment
- Leaving a child without supervision

Other

- Any actions that single out a pupil for special attention and could therefore be interpreted as 'grooming' a pupil (or a child who is linked to the school in some way)
- Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child.

A child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when school staff or volunteers are present.

Any member of school staff, or any volunteer hearing an allegation from a child that abuse has, or may have, occurred should:

Receive

- What is said
- Accept what you are told - you do not need to decide whether or not it is true
- Listen without displaying shock or disbelief.

Reassure

- The child
- Acknowledge their courage in telling you
- Do not promise confidentiality
- Remind them they are not to blame - avoid criticising the alleged perpetrator
- Do not promise that "everything will be alright now" (it might not be).

React

- React calmly, respond to the pupil but do not interrogate
- Avoid leading questions but ask open ended ones
- Clarify anything you do not understand
- Explain what you will do next i.e. inform the Designated Person for Child Protection.

Record

- Make notes as soon as possible - during the interview if you can
- Include:
 - o Time
 - o Date
 - o Place
 - o The pupil's own words - do NOT assume: Ask "Please tell me what means".
- Describe observable behaviour
- Do not destroy your original notes - they may be needed later on.

Support

- Consider what support is needed for the child - you may need to give them a lot of your time
- Ensure you are supported - such interviews can be extremely stressful and time consuming
- Talk to your Designated Safeguarding Lead/Head teacher/Line Manager

Highfield School is committed to safeguarding and promoting the welfare of children

APPENDIX 2

Highfield Primary School

Child Protection and Safeguarding Children Policy for Parents and Carers

Introduction

Highfield Primary School will strive to ensure that all pupils remain safe and free from harm, and the school is committed to playing a full and active part in the multi-agency approach to child protection concerns. Additionally, the school has a legal duty to safeguard and promote the welfare of children, and to have a child protection policy and procedures in place, which should be shared with parents, to address concerns about the safety and protection of children.

Through their day to day contact with pupils, and direct contact with families, staff who work in schools have a crucial role to play in noticing indicators of possible abuse or neglect. Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, or is harm of abuse, then the school required, as part of the local child protection procedures to report their concerns to Children's Social Care immediately. To avoid any misunderstanding therefore, parents of children who sustain accidental injuries which result in cuts/bruises/fractures should inform the school **without delay**.

Principles

- Children have a right to be safe
- Parents have a right to be informed
- Children are best protected when parents and school can work together

Partnership

School will inform parents of any concerns about their children (providing it does not compromise the child's safety) and will help and support them as necessary.

Operation Encompass

Highfield Primary School participates fully in Operation Encompass, a new project that will run in partnership between Bolton Safeguarding Board and the Police.

This project has been designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school but which might have had an impact on a child attending school the following day. All information is shared in confidence, to ensure that the school is able to make provision for possible difficulties experienced by children, or 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.

If you would like more information about this new initiative, details can be viewed online at www.operationencompass.org or contact our Key Adult at school, Miss D. Helme.

Prevention

- School will take positive action to prevent children suffering abuse or neglect through the development of an open culture that informs children of their rights, and encourages them to speak about their concerns. The school will also address the issue of children's safety through the curriculum.
- School will refer all allegations or concerns that a child has been, or is likely to be, abused or neglected to Children's Social Care within the Children's Services Department.
- School will consult with other agencies when it has concerns that a child may have been abused or neglected.
- School will discuss with parents/carers any concerns they have about their children.
- Parents/carers will be kept informed about what has happened.

Child/Child Abuse

Physical and emotional abuse of children by other children will be dealt with initially, through the school's anti-bullying policy. Parents/carers will be kept informed. All concerns about possible sexual abuse will be referred immediately to Children's Social Care.

Child Protection Strategy Meeting and Conferences

Members of school staff will attend strategy meetings and conferences when required and will provide information about children and families. This information will be shared with parents beforehand if possible. School will keep confidential child protection records separately from a pupil's academic and other school records.

Confidentiality

Information from any source, including parents, about possible child abuse **CANNOT** be kept confidential.

Information and records about children who are the subject of a Child Protection Plan will be given only to those people who need it, and will be kept strictly confidential by them.

If parents have any concerns about the safety or wellbeing of their child, or any other child, they should contact:

Miss. D. Helme - Designated Safeguarding Lead

Mr D. Glyn-Jones - Deputy Designated Safeguarding Lead

Signed

Head Teacher

APPENDIX 3 -

Role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees 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. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities 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 or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college 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;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors 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 or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

APPENDIX 4

GUIDANCE FOR SAFEGUARDING RECORDS

What is a "welfare concern"?

- Concern
- s may arise in one or more of the following areas:
- The child's behaviour
- The child has a physical injury
- The child makes a disclosure or allegation
- The child's physical presentation
- Information from or observation of behaviour of a parent

What do I record?

- Using the CPOMS ensure;
- This is dated, signed and your details are legible - don't use initials
- The incident / event / observation of concern is described clearly and concisely
- This is written using straightforward language and fact and opinion are differentiated.
- If recording a disclosure, the child's own words are recorded and any questions you may have asked are included.
- Physical marks and injuries are recorded on a body map where appropriate
- Any action you have taken
- If using an electronic data base such as CPOMS, scan in hand written notes taken when a child makes a disclosure and body maps when there is a physical mark or injury and make reference to this in the chronology.

How to record actions taken in response to staff concerns

When a welfare concern form is passed to you it is important that you check this is sufficiently detailed and has been dated and signed by the staff member who has reported the concern. If a body map has been completed or there are any other documents referred to in the record ensure these are attached and where appropriate are also dated and signed.

It is important that you make a record of the action you take in response to every welfare concern form passed to you. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include;

- Requests to staff for monitoring specific aspects of the child's presentation, behaviour, attendance etc.
- Discussions and telephone calls (with colleagues, parents and children / young people Social Care and other agencies or services)
- Professional consultations
- Letters sent and received
- Early Help Assessments and referrals (both for external and education-based services)

When and how to start safeguarding / child protection records

Once a welfare concern has been passed to you and you have made a record of the action you have taken in response to this, these documents require storage in a separate child protection / safeguarding filing system. **This is regardless of whether formal child protection procedures have been initiated.** For some children this single record will be the only concern you hold for them over their time in school. For others, further information will be brought to you often from a variety of sources over time.

An effective method for storing single or infrequent records of concerns (if not using an electronic data base) is to file these in alphabetically divided ring binder files. It may be helpful for larger / busier schools to use separate files for each Year group. This system is particularly recommended for Primary schools since this will assist you at the end of the Academic Year with meeting your responsibility to transfer records when children leave the school.

A stand-alone individual file for a child must be started when:

- Concerns for the child and consequently records of these and actions in school are increasing
- The child has been referred to Staying Safe Services
- You have been made aware of the involvement Staying Safe Services with the child / family and are contributing to multi agency assessments

Where concerns relate to more than one child from the same family at the school a separate file for each child should be created. Common records e.g child protection conference minutes should be duplicated for each file where appropriate.

When an individual file is started it is helpful to use the front sheet to enable key information to be easily accessed. It is also recommended that the pupil's general school record is marked in some way to indicate the presence of a separate confidential file. A coloured sticker is one means of doing this. You could colour code for Early Help, Child Protection, and Looked After Children.

The 'Keeping Children Safe in Education (2016)' statutory guidance implies that the original file is transferred to the new school and no copies are kept: 'Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained and the 'Transferring of Safeguarding Information' completed.



Highfield Primary School



Anti-Homophobic Name Calling Policy

'Every child in every school has the right to learn free from the fear of bullying, whatever form that bullying may take. Everyone involved in a child's education needs to work together to ensure this is the case.'⁵

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse e.g. 'your bag's gay' and direct homophobic abuse e.g. a boy is called a 'poof'.

Principles

The Law

- It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2007 Equality Act)
- Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.
- Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.

What does it look like?

- Homophobic bullying/name calling occurs when bullying motivated by a prejudice against lesbians, gay or bisexual people
- It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are "gay" - for example, "You're such a gay boy" or "That's gay"
- Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling
- We do not view homophobic name calling as "harmless banter". We recognise that if it is not challenged at primary school it is harder to address at secondary school
- If a pupil is not explicitly told that homophobic bullying is wrong they may think it is OK to do this
-

Responding to an Incident

If we hear a child using homophobic language **we will address it**, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

Foundation pupils

1. Establish why homophobic language was used? What was the motivation?

⁵ Safe To Learn, Embedding Anti-Bullying work in Schools – Homophobic Bullying DCSF 2007

2. How did it make X feel?
3. Explain 'gay' is not the right word to use. What could they have done/said instead? Help child to understand how their behaviour affects others.
4. Ask the child to choose other words/actions which would help solve the problem in a positive way.

Y1-Y3 pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupil answers -
 - Clarify "It's when two men or two women love each other".
 - State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone." Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands etc) in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy.

Y4 - Y6

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the words mean. After pupil answers -
 - Clarify "It's when two men or two women love each other and there's nothing wrong with that/the law says there is nothing wrong with that"
 - State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone, as it's not using the word appropriately." Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands etc) in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy.

If you wish to read further: please visit www.teachernet.gov.uk/publications and read Safe To Learn, the overarching guidance on bullying and the supplementary guidance: Homophobic Bullying.

Cyberbullying

There is also material on countering racist bullying.

Date policy agreed: November 2015

Date of Next Review: November 2018

Signed:

Headteacher

APPENDIX 6 - Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed? Are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

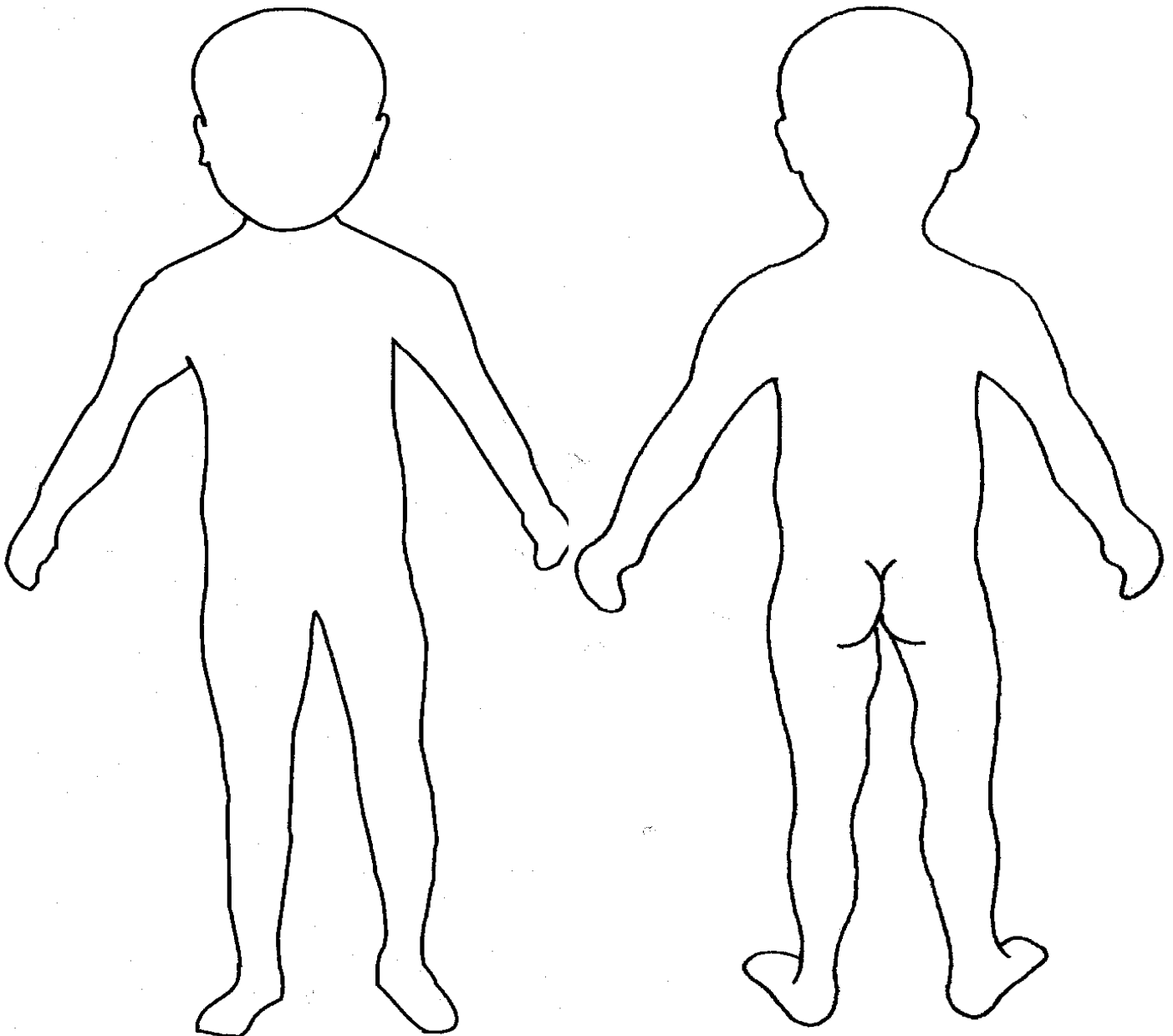
Name of Pupil:

Date of Birth:

Name of Staff:

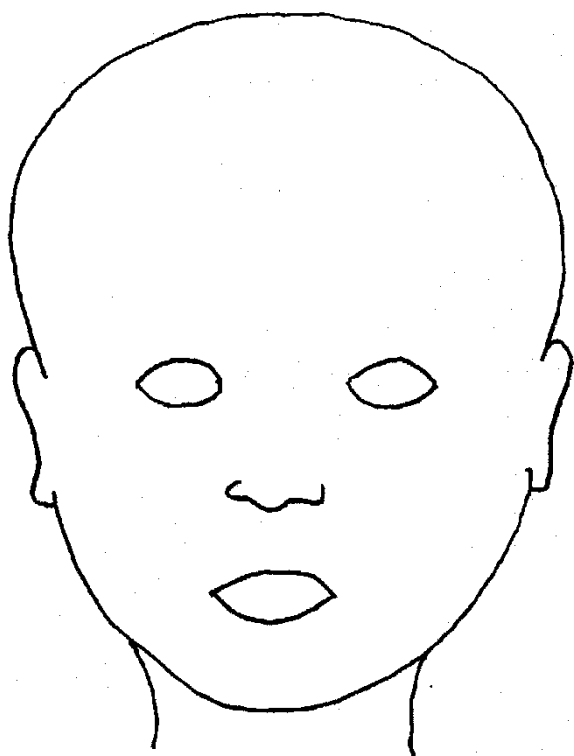
Job title:

Date and time of observation:

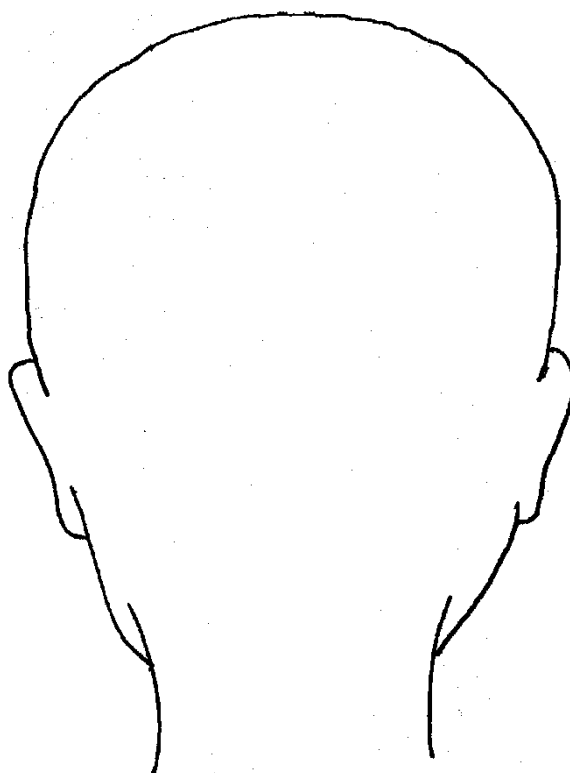


Name of pupil:

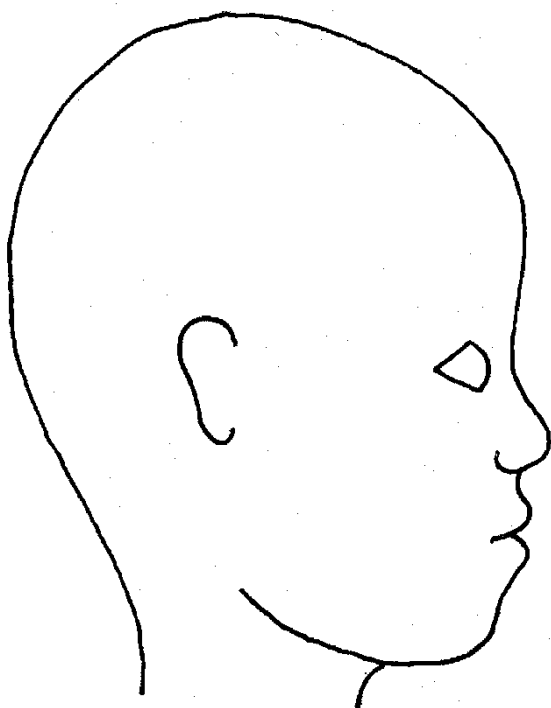
Date and time of
observation:



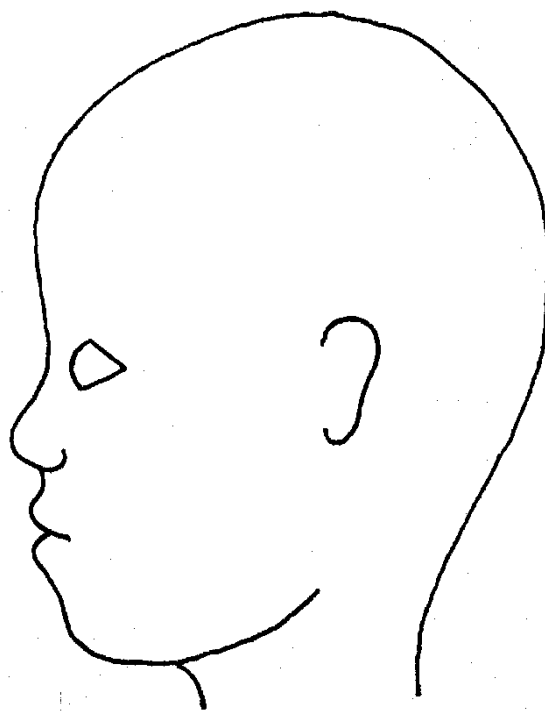
FRONT



BACK



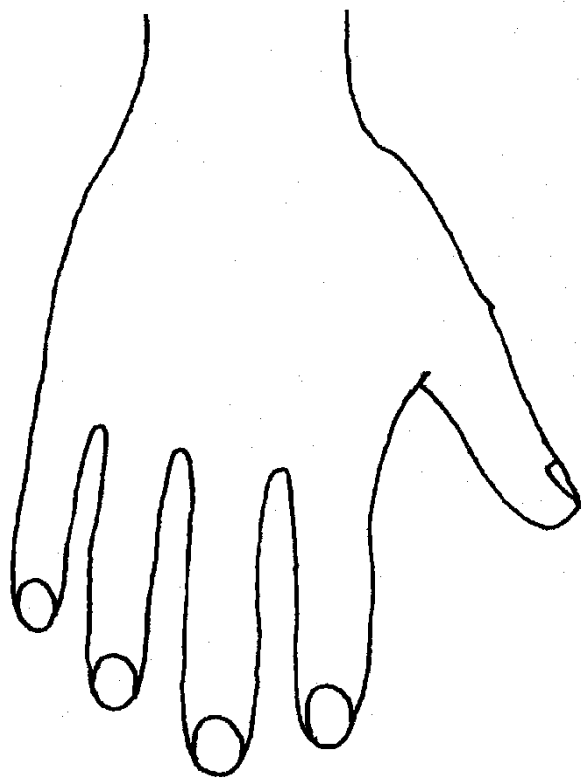
RIGHT



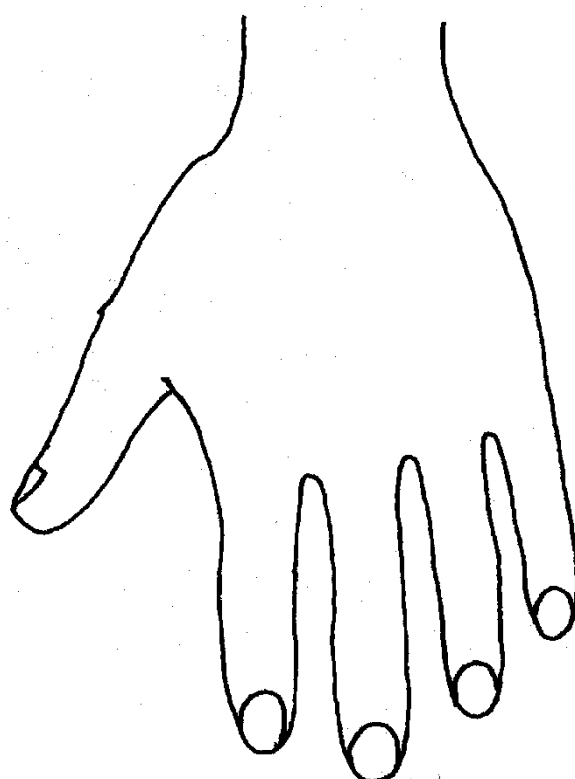
LEFT

Name of pupil:

Date and time of
observation:

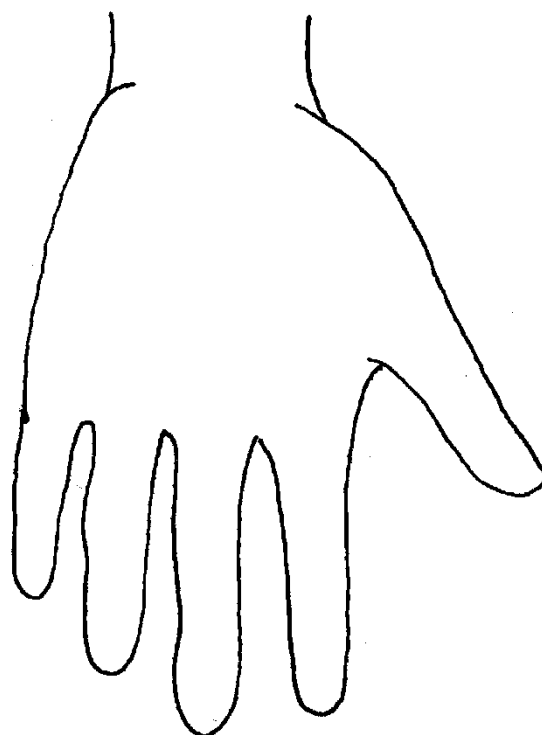
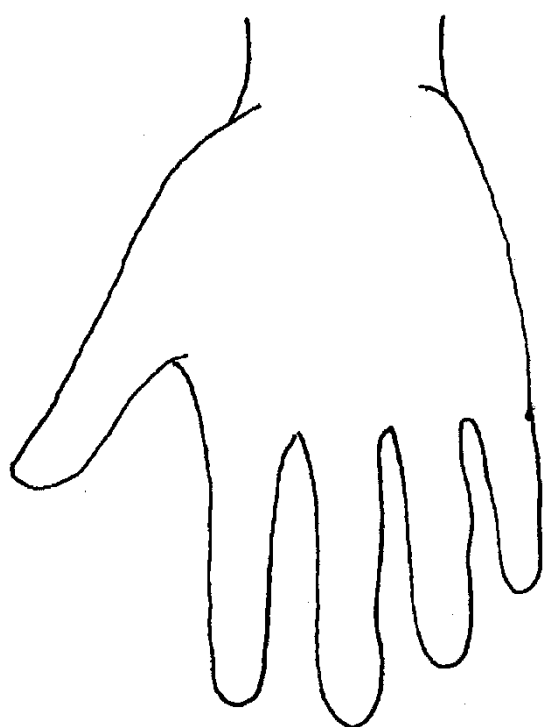


R



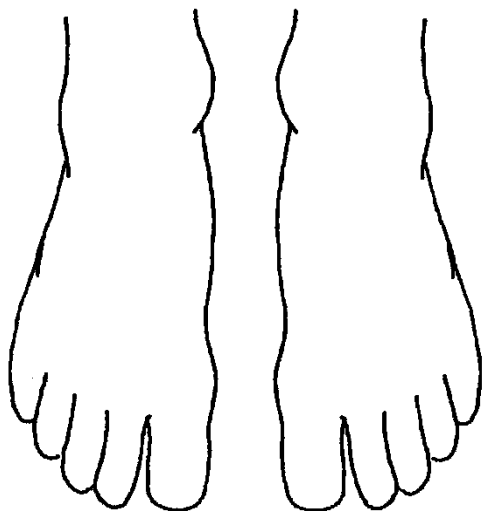
L

BACK



Name of Pupil: _____

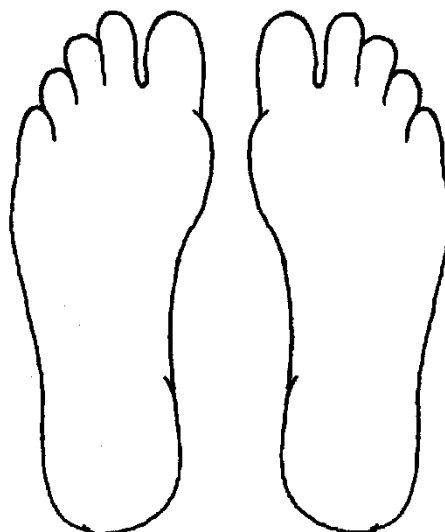
Date and time of
observation: _____



R

TOP

L



R

BOTTOM

L



R

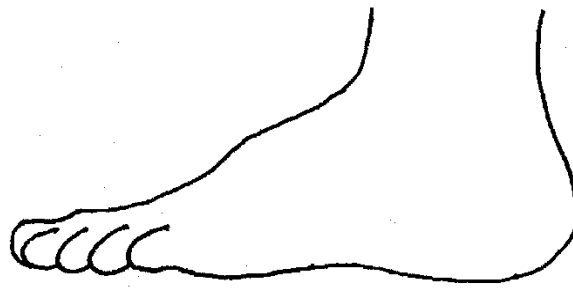


L

INNER



R



L

OUTER



This form should be completed when a parent/carer informs school that a child has sustained an injury or had an accident outside of school

Date Accident/Injury Reported:			
Name of Child:			
Class/Year Group:			
Person Reporting Incident:			
Relationship to Child:			
Date Accident Occurred:			
Place of Accident:			
Description of injury (complete body map if needed):			
Brief detail of how the accident occurred:			
Witnessed by:			
First Aid Treatment given:	Yes ☐	No ☐	
Was Medical advice sought?	Yes ☐	No ☐	
If yes, when and where?			
Signed by parent/carer:			
Member of staff accident reported to:			

APPENDIX 8 -

Tracking Form Allegation/concern raised against Staff

1. When an allegation / concern is received brief details should be obtained and passed to SLT as soon as possible.

Date:		Time	
Allegation made by:			
Who the allegation is made against:			
<i>NB: The subject of the allegation should not be informed without first seeking advice</i>			
Allegation first received by:			
Brief details of the allegation:			
Date of alleged incident:			
Does this allegation involve a restraint?	YES / NO / NYK		
Case manager appointed and to complete tracking form			

2. Allegations which appear to meet the criteria should be referred to LADO within 24 hours (see Note 1)

Does this appear to meet the criteria for managing allegations?	YES / NO																														
Referred to LADO:	YES / NO Date:																														
Advice given:																															
Date:																															
Action to be taken:																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 45%;">Staff witnesses</th> <th style="width: 25%;">Account taken</th> <th style="width: 30%;">Copy forwarded to LADO</th> </tr> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> <tr> <th>Pupil witnesses</th> <th></th> <th></th> </tr> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> <tr><td>4.</td><td></td><td></td></tr> <tr> <td>Plan of setting/classroom etc</td> <td></td> <td></td> </tr> </table>	Staff witnesses	Account taken	Copy forwarded to LADO	1.			2.			3.			Pupil witnesses			1.			2.			3.			4.			Plan of setting/classroom etc			
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Chronology of event begun			
1 st Aid log			
<i>Suspension should never be automatic but should be considered and rationale given for decisions made. See Appendix B</i>			Decision to suspend YES / NO

3. Information gathered about the allegation

4. Full details gathered

Pupil name:	
Date of Birth	
Address:	
Is the pupil known to Social Care?	YES / NO
Does the pupil have Special Educational Needs?	YES / NO If yes - details
Has the pupil raised previous concerns?	YES / NO If yes - details

Staff full name:	
Date of Birth:	
Address:	
Has this person raised concerns before?	

5. Informing others

Have parents of the pupil been informed?	
Details of response	
<i>Staff members should be informed of the allegation ASAP - on advice from LADO</i>	
Has the staff member been informed?	YES / NO
Name of Key person nominated to feedback to them:	

6. Outcome of LADO consultation

Does this meet LADO criteria:	YES / NO
Further action required:	
Professional Strategy Meeting to be held:	YES / NO
Professional Strategy Meeting date:	
Attended by Case Manager:	YES / NO
Minutes received:	YES / NO
Outcome: – <i>please circle</i>	Unfounded Unsubstantiated False Substantiated Malicious
Disciplinary investigation to be held:	YES / NO
Staff member informed of outcome:	YES / NO
Parents informed of outcome:	YES / NO
Chair of governors informed:	YES / NO
Details added to overview table:	YES / NO
Outcome:	

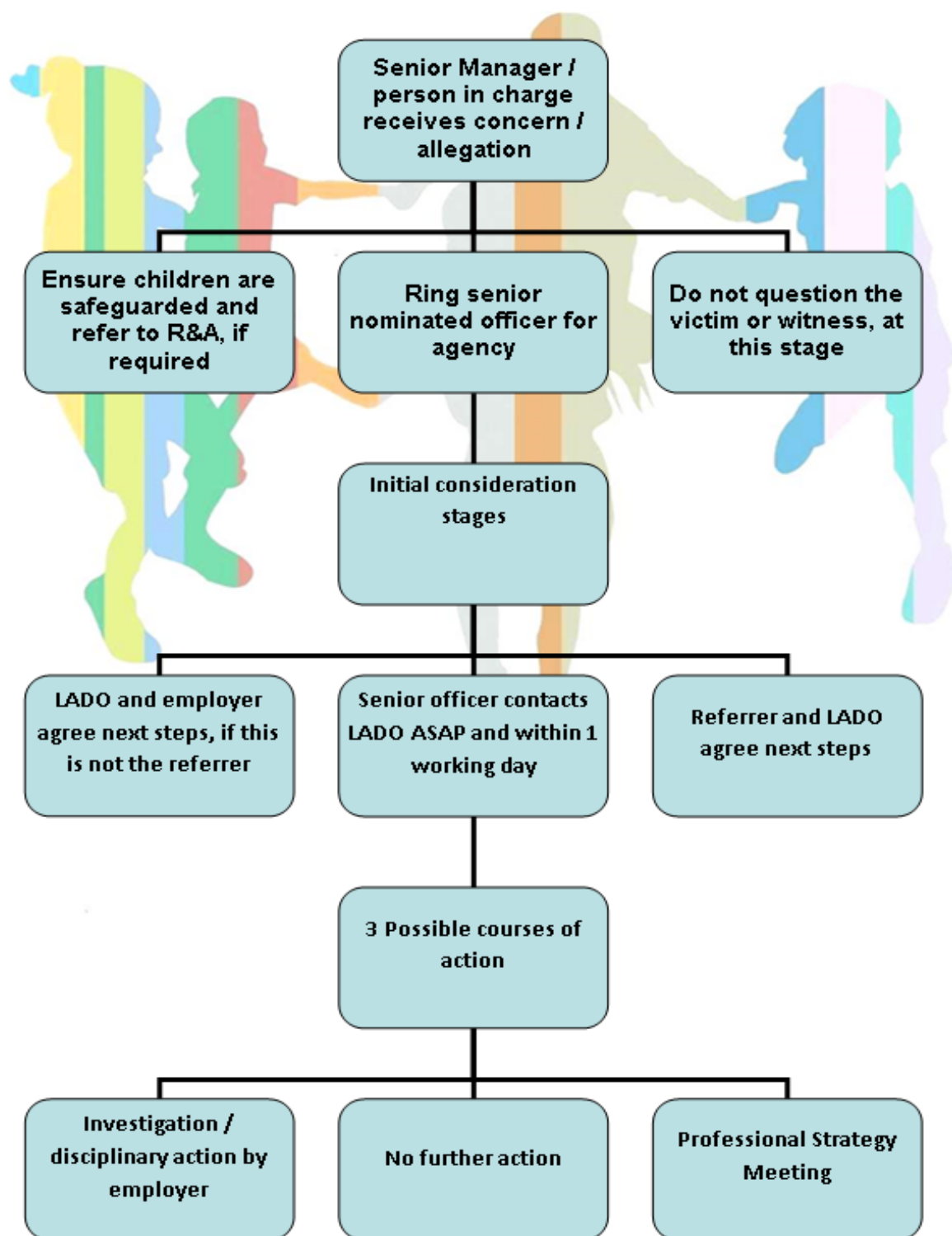
Lessons learned:

Note 1 - Criteria for managing allegations

An allegation may relate to a person who works with children who has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Managing allegations against those who work with children 'The First Five Minutes'



The Role of the Designated Teacher for Looked After Children within the school

The designated teacher has a leadership role in promoting the educational achievement of every looked after child on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal, emotional and academic needs are prioritised.

The designated teacher should have lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve. Everyone involved in helping looked after children achieve should:

- Have high expectations of looked after children's involvement in learning and educational progress
- Be aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences
- Understand the reasons which may be behind a looked after child's behaviour, and why they may need more support than other children but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving
- Understand how important it is to see looked after children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers
- Appreciate the importance of showing sensitivity about who else knows about a child's looked after status
- Appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential
- Have the level of understanding they need of the role of social workers, virtual school heads (or equivalent) in local authorities and how education - and the function of the PEP - fits into the wider care planning duties of the authority which looks after the child

In promoting the educational achievement of looked after pupils the designated teacher should:

- Contribute to the development and review of whole school policies to ensure that they do not unintentionally put looked after children at a disadvantage
- Make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve
- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- Promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning
- Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after
- Make sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of looked after children and help them and their

teachers understand where they are in their learning, where they need to go and how to get there

- Make sure that looked after children are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home
- Have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary

Updates and amendments made from the Safeguarding and Child Protection Policy 2017

Section	Pg. no.	Update/Amendment
Early Help		Wording changed slightly to reflect Bolton's Early Help Strategy
Neglect		Updated with further information and emphasises the importance of using the Early Help Process.
Domestic Abuse		Updated - Bolton's Domestic Abuse Handbook is referred to. This has been refreshed and updated in July 2017 and can be accessed via Bolton Safeguarding Children Board Website. http://www.publications.bolton.gov.uk/bdav/
Children with sexually harmful behaviours		Updated - now includes further information around consent issues.
Child Sexual Exploitation		Definition changed to reflect new Department for Education guidance; Child Sexual Exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation.
Sexting		Updated to make reference to the new Safeguarding in Education policy on Sexting and Sexting guidance for schools that was released by the UK Council (UKCCIS) for Child Internet Safety; Sexting in Schools and Colleges: Responding to incidents and safeguarding young people (September, 2016). Now includes a flowchart for schools.
Managing Allegations		Includes summary of changes to BSCB Managing Allegations Procedures, which was updated on 18 th August 2017.

APPENDIX 12 –



Highfield Primary School Statement of Staff Commitment to the School's Safeguarding & Child Protection Policy



To be completed annually BY ALL STAFF and kept in Personnel Files

Staff Member:..... Post:.....

Line Manager:.....

I have read and understood the standards and guidelines outlined in the Highfield School Safeguarding & Child Protection Policy.

I agree with the principles contained therein and accept the importance of implementing the policies and practices whilst working at Highfield School.

I confirm that I have:

- Received a copy of Safeguarding & Child Protection Policy
- Had the opportunity to read and discuss the policy and procedures with my Line Manager
- Discussed and recorded training requirements for ongoing action.

Signed (Staff).....

Signed (Line Manager).....

Date