St James & Emmanuel Academy Trust

Didsbury CE Primary School | West Didsbury CE Primary School | St Wilfrid's CE Primary School

West Didsbury CE Primary School

Child Protection and Safeguarding Policy

Belonging, Believing, Becoming

Our Mission Statement:

"To grow a diverse and creative educational community, where we encourage belonging and nurture believing; together becoming fulfilled and responsible members of God's world."

CHILD PROTECTION AND SAFEGUARDING POLICY

FRAMEWORK FOR CHILDREN AND YOUNG PEOPLE

Safeguarding – Key contacts				
Date	**Review Date**	**Designated Safeguarding Lead Teacher**	**Deputy Designated Safeguarding Lead Teacher**	**Nominated Governor**
06/09/17	06/09/18	Hannah Large Assistant Head 0161 448 1611	Emilie Smith – SENCO 0161 448 1611	Tracy Marshall 0161 446 4150

Manchester Safeguarding Children's Board is our Local Safeguarding Children's Board and the Local Authority District Officer (LADO) is Majella O'Hagan 0161 234 1214

The Manchester Safeguarding Children's Board website is: http://www.manchesterscb.org.uk/

Contents

1.0 Purpose and Aims
2.0 Legislation and Statutory Guidance
3.0 Links to other School Policies and Related Safeguarding Issues
4.0 Definitions
5.0 Equality statement
6.0 Our Ethos
7.0 Roles and Responsibilities
8.0 Training and Induction
9.0 Promoting Children and Young People's Well-Being
10.0 Online Safety
11.0 Dealing With Concerns Or Disclosures Regarding A Child Or Young Person
12.0 Confidentiality
13.0 Communications With Parents / Carers
14.0 Pupil Information and Record Keeping
15.0 Safer Recruitment
16.0 Dealing With Allegations Regarding School Staff Or Volunteers
17.0 Guidance And Procedures Relating To Activities And Services (phones/photos/internet)
18.0 Monitoring and Evaluation
19.0 Approval by Governors

Annex A: Types of Abuse and Neglect (from Part One of *Keeping Children Safe in Education* (DfE, September 2016) and Specific Safeguarding Issues
Annex B: Role of the Designated Safeguarding Lead
Annex C: Online Safety
Annex D: Indicators of Abuse
Annex E: Referral Guidance
Annex F: Recording Form for Safeguarding Concerns
Annex G: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.
Annex H: Key Contact
Annex I: Safer recruitment and DBS checks – policy and procedure
Annex J: Allegations of abuse made against staff

1.0 Purpose & Aims

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

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

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

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

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

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

3.0 School Policies on Related Safeguarding Issues (To be read and followed alongside this document)

- *E-Safety Policy*
- *Behaviour Management Policy*
- *Guidelines for the Use of Physical Intervention*
- *Procedures for Managing Allegations Against Staff*
- *Guideline for Record Keeping in Maintained Schools – Child Protection and Welfare Concerns*
- *Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff*
- *Health and Safety Policy*
- *Guidance for Safer Working Practice for Adults who Work with Children and Young People – embedded in this document*
- *Anti-Bullying Procedure*
- *Anti-Racism Policy*
- *Guidance on the Use of Photographic Images*
- *Safer Recruitment Guidelines*
- *Whistle-Blowing Policy*

- *School Drug Policy*
- *Intimate Care Guidance*
- *Procedures for Assessing Risk (re school trips)*
- *First Aid and Accident Policies*

4. Definitions

Safeguarding and promoting the welfare of children means:

Protecting children from maltreatment

Preventing impairment of children's health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix A explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

5. Equality statement

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

We give special consideration to children who:

Have special educational needs or disabilities

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

Are asylum seekers

6.0 Our Ethos

West Didsbury CE Primary School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected;

encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

The school will endeavour to support the welfare and safety of <u>all</u> pupils through:

- Maintaining children's welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might can talk to
- Providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse by ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication. All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- Supporting the child's development in ways that will foster security, confidence and independence.
- Providing an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to
- Ensuring all steps are taken to maintain site security and student's physical safety
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Developing a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing and promote effective working relationships with other agencies, especially the Police and Social Care.
- Ensuring that all adults within our school who have substantial access to children have been checked as to their suitability.

7.0 Roles And Responsibilities

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.

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.

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at the school. This includes the responsibility to provide a safe environment in which children can learn. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. The school and staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to safeguard Children. West Didsbury CE Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The school will have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

7.1 Early Help

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 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.

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

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

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

7.2 The Governing Body

The Governing Body is accountable for ensuring the effectiveness of this policy and compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within each of the schools. Part 2 of *Keeping Children Safe in Education* sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will ensure that:

Through the Head of School, it will remedy without delay any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to the attention of the school management or Governing Body. Furthermore it is required that schools submit an annual safeguarding report to the Governing Body.

West Didsbury CE has designated the Head of School to take the role of Designated Safeguarding Lead (DSL) as defined in *Keeping Children Safe in Education*, and given in Annex B of this document. Two further members of staff from the school leadership team are Deputy Designated Safeguarding Leads (DDSL) and will fulfil this role when the DSL is unavailable.

West Didsbury CE has a nominated governor responsible for safeguarding, to take lead responsibility in the Governing Body for Safeguarding, and to provide support and challenge to the Designated Safeguarding Lead (DSL) to ensure that the work of the school conforms to this policy. All members of the Governing Body have an enhanced criminal records certificate from the DBS.

On arrival at the school all visitors (including contractors) are provided with information making them aware of their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead (DSL) or his/her Deputy (DDSL), and the names of the Designated Safeguarding Leads (DSL) and his/her Deputy (DDSL).

This policy is available to parents and carers through the school website and the school ensures that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school prospectus.

Children and young people are taught about keeping themselves safe.

West Didsbury CE contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children*. This includes providing a co-ordinated offer of early help[1] when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection Plans. This covers a range of work such as:

- Working with the named Early Help Co-ordinator
- Working to help identify children and young people who are privately fostered
- Working to help protect children from extremist and violent views through multi-agency work.

West Didsbury CE has links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters, including:

- Attendance at Child Protection conferences
- Notifying Children's Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
- Contacting the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the *Protocol for Dealing with Children Missing from Care'*

West Didsbury's CE safeguarding procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Local Safeguarding Children Board (LSCB).

[1] Inspected by Ofsted under leadership and management of safeguarding
(Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

West Didsbury has a Staff Code of Conduct, which links to this safeguarding policy, and the Safer Working Practices document and which is shared with all current staff and forms part of the induction training for new staff.

West Didsbury CE ensures that[2] any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer[3]. The Children's Barred List (formerly List 99) Check allows educational establishments to check against a database to see if there is a possible match for a person included in the children's barred list. If a person is included in the children's barred list, employment by the educational establishment is prohibited.

Our safeguarding policy, and its effectiveness, is reviewed annually (no later than the date of next review given on the front cover).

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

7.3 The Head of School

The Head of School is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead Teacher for safeguarding (DSL);
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead Teacher (DDSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- The Head of School, supported by the Designated Safeguarding Lead (DSL), must ensure that this policy and associated procedures are followed by all staff.
- Ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

[2] Following guidance from the Local Authority Designated Officer (LADO)

[3] Working Together to Safeguard Children states "If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason."

7.4 Designated Safeguarding Lead (DSL)

- The broad areas of responsibility of the Designated Safeguarding Lead (DSL) involve managing referrals/cases and raising awareness of safeguarding amongst staff. Annex B of this document, drawn from Keeping Children Safe in Education, provides more detailed information on these areas of responsibility.
- The Designated Safeguarding Lead (DSL) will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- In making decisions on whether to refer safeguarding concerns/disclosures to Children's Social Care, the Designated Safeguarding Lead (DSL) must use the LA's Children's Social Care "A Child Centred System Understanding Thresholds"
- The DSL will consult with the Multi Agency Support Team if still unsure on whether to refer.

7.5 The Role & Responsibilities of all Staff within the school

All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* and ensure they are aware of their responsibilities for safeguarding in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.

All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Annex A for details). Procedures for reporting concerns are given in sections 5 and procedures for dealing with a disclosure are given in section 6 of this document.

If concerns or allegations regarding a member of staff or the Head Teacher then the processes outlined in the relevant policy must be followed.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

There are various expert sources of advice on the signs of abuse and neglect.

Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.

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.

A child going missing from education is a potential indicator of abuse or neglect. School staff members should follow the school's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in Department for Education (DfE) advice about school attendance and statutory guidance about children who run away or go missing from home or care.

8.0 Training & Induction

The Head of School must undertake training on safeguarding at least once every two years (statutory requirement), via the Local Safeguarding Children Board (LSCB). If the Head of School is the Designated Safeguarding Lead (DSL) then he/she shall meet the training requirements set out below.

In addition to basic in-house safeguarding training the Designated Safeguarding Lead (DSL) must attend the Local Safeguarding Children Board (LSCB)'s *Working Together* training course Modules 1 and 2 as a matter of priority, and then undertake further refresher/specialist safeguarding training via the Local Safeguarding Children Board (LSCB) at least every two years (statutory requirement).

The school must have clear deputising arrangements in place for the safeguarding lead and these personnel must be supported in this role by the provision of access to appropriate Local Safeguarding Children Board (LSCB) learning opportunities. The Deputy Designated Safeguarding Lead (DDSL) must meet the training requirements in section 5.2.

Any newly appointed Designated Safeguarding Lead (DSL) must attend the Local Safeguarding Children Board (LSCB) *Working Together* training course Modules 1 and 2 before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead (DDSL) will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead (DSL) is waiting to receive training.

All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will 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 the relevant skills and knowledge to safeguard children effectively. This will also include local safeguarding issues (including the signs of abuse and procedures for reporting concerns and disclosures). This ensures that all members of staff are familiar with any changes to the school's policy as they occur. As a school we recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunities are given for staff to contribute to and shape safeguarding arrangements and child protection policy.

The Chair of Governors, the designated Governor for Safeguarding and Local Authority appointed Governors will undertake the Local Authority's governor safeguarding training at least once every three years.

All new members of staff will receive safeguarding training as indicated in 5.5 above as part of their induction programme in line with advice from MSCB (Manchester Safeguarding Children's Board).

Briefings and updates on safeguarding procedures and local safeguarding issues (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school's policy as they occur.

At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

9.0 Promoting Children And Young People's Well-Being

The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children*. This

includes providing a co-ordinated offer of early help[4] when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school should also ensure that they promote effective E-safety to children.

The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed a multi-agency basis, the Common Assessment Framework (CAF).

Safeguarding procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm.

Looked after Children

The most common reason becoming looked after is as a result of abuse and/or neglect. The Governing Body and School Leaders ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. Staff are aware of the legalities of a looked after child's care arrangements and associated professionals linked to that child. West Didsbury CE has a designated teacher to promote the educational achievement of looked after children with appropriate and up-to-date training. West Didsbury's designated teacher is Emilie Smith who liaises with the virtual school head to discuss how funding can be best used to support the progress of the looked after children in the school and meet the needs identified in the child's personal educational plan.

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This includes:

- Assumptions that indicators of possible abuse such as abuse, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionally impacted by things like bullying-without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

10.0 Online Safety

As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmfully and inappropriate online material. The governing body and staff ensure appropriate filters and appropriate monitoring systems are in place. Additional information can be found in Annex C.

At West Didsbury we ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social, health and economic education (PSHE) and through sex and relationship education (SRE).

[4] Inspected by Ofsted under leadership and management of safeguarding
(Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

We ensure that appropriate filters and monitoring systems are in place to ensure effective teaching with regards to online teaching and safeguarding.

11.0 Dealing With Concerns Or Disclosures Regarding A Child Or Young Person

All staff and volunteers must be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse including child sexual exploitation
- Neglect

These categories are described in more detail in Annex A and Part One of Keeping Children Safe in Education and signs indicating the possibility of abuse are described in Annex D. The abuse may be instigated by one or more adults, and/or other children and young people.

If staff members have any concerns about a child (as opposed to a child being in immediate danger – see following paragraph) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the local Safeguarding Children Board.

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. https://www.gov.uk/**report-child-abuse**-to-**local-council** directs you to your local children's social care contact number.

If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the Designated Safeguarding Lead (DSL) immediately so that children's social care can be informed and the necessary protective measures implemented.

A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** the staff is aware of the signs and behaviour which **may** indicate abuse.

Female Genital Mutilation

If a member of staff discovers that an act of female genital mutilation appears to have been carried out on a girl under the age of 18, they must report this to the police and report this to the designated person immediately.

All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for safeguarding matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.

The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), immediately. The member of staff must provide the Designated Safeguarding Lead (DSL) with a signed, dated written record of the concern/disclosure, using the agreed school pro forma.

The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

The Designated Safeguarding Lead (DSL) must place the concern on the school's safeguarding file for the child (creating one if necessary).

When the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), has been informed, he/she shall make the decision whether or not to refer the concern to Children's Social Care. On the question of how to decide whether to refer to Children's Social Care, reference should be made to LA's Children's Social Care "*A Child Centred System Understanding Thresholds*".

Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

- **Has suffered significant harm; or**
- **Is likely to suffer significant harm.**

All referrals to Children's Social Care must be made in writing using the Multi Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised.

The Multi Agency Support team will be consulted when there is uncertainty about whether to refer.

Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the Multi Agency Support

Additional referral guidance is provided in Annex E.

If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

12.0 Confidentiality

Safeguarding information should be treated as confidential and only shared as part of the agreed school and Local Safeguarding Children Board (LSCB) protocols.

All staff/volunteers in the school have a responsibility to share relevant information about the protection of children with other professionals.

Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

13.0 Communication with Parents / Carers

Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Children's Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case allegations of abuse made against other children, we will normally notify the parents of all the children involved.

14.0 Pupil Information and Record Keeping

The school will take sensible steps to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The school will require parents and carers to provide accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Plan or subject to a care plan
- the name and contact details of the child's or family's G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information through its Management Information System.

The Recording Form in the event of a safeguarding concern will be kept for the duration of the child's school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead (DSL) at the receiving school. The school will retain a receipt for the records signed by the receiving school.

The information contained will be regarded as confidential. Any request for access to the information by non-Local Authority Safeguarding Children Board agencies (e.g. Solicitor, investigating agent) will be referred to the Head Teacher/Designated Safeguarding Lead (DSL) who is advised to seek legal advice before acting.

15.0 Safer Recruitment

The school will comply with the guidance set out in Part 3 of *Keeping Children Safe in Education.*

Although not a statutory requirement, at least one member of every appointments panel will have gained accreditation through Safer Recruitment training.

West Didsbury CE Primary School is committed to safer recruitment and safeguarding students. In addition to obtaining the DBS certificate, anyone who is appointed to work at West Didsbury will require an additional check to ensure they are not prohibited from teaching. For staff in management roles, an additional check is required to ensure they are not prohibited under Section 128 provisions.

See Annex I – for further details

16.0 Dealing With Allegations Regarding School Staff Or Volunteers

The procedure documented within the Trust's Dealing With Allegations of Abuse Against Staff must be used in any case where it is alleged that a member of staff or a volunteer at the school has:

- behaved towards a child or children 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 s/he is unsuitable to work with children

The Governing Body and School Leaders ensure there are procedures in place to handle allegations against teachers, head teachers, volunteers and other staff. Such allegations should be referred to the designated officer(s) at Manchester Local Authority by one of the designated safeguarding leads.

- LADO, the Local Authority Designated Officer. Details are below:

Local Authority District Officer (LADO) is Jacqueline Shaw 0161 234 1214 or j.shaw2@manchester.gov.uk

See Annex J for more information about allegations made about a member of staff

16.1 Whistleblowing

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, please refer to the school's whistleblowing policy. General guidance can be found at: Advice on whistleblowing. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call : 0800 028 0285 or Email: help@nspcc.org.uk

16.2 Allegations of abuse made against other children

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

Is serious, and potentially a criminal offence

Could put pupils in the school at risk

Is violent

Involves pupils being forced to use drugs or alcohol

Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

You must tell the DSL and record the allegation, but do not investigate it

The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

Challenging any form of derogatory or sexualised language or behaviour

Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

Ensuring pupils know they can talk to staff confidentially by living out Belonging, Believing and Becoming and building trusting relationships.

17.0 Guidance And Procedures Relating To Activities And Services (phones/photos/ internet)

In the course of preventing abuse to children, the school has established guidance and procedures related to activities and services:

Personal Mobile phones

Staff are not permitted to make/receive calls/texts during contact time with children or in a space where children are present. Emergency contact should be made via the school office. Phones should be on silent or switched off and out of sight (e.g. in a drawer, stockroom or handbag) during class time. It is also advised that staff security protect access to functions of their phone. Staff are not at any time permitted to use recording equipment on their mobile phones, for example: to take recordings of children, or sharing images. Legitimate recordings and photographs should be captured using school equipment such as cameras and ipads. Staff should report any usage of mobile devices that causes them concern to the Head of School.

We recognise that mobile phones provide a useful means of communication on offsite activities. However staff should ensure that mobile use on these occasions is appropriate and professional (and will never include taking photographs of children). Personal mobile phones should not be used to make contact with parents during school trips – all relevant communications should be made via the school office. Where parents are accompanying trips they are requested not to use mobile phones at all for any purpose, except in the case of emergency. This is to ensure they are not distracted from their role of helping to look after the children. Parents must never take any photographs of children during a school trip.

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of children and young people. The school will make full use of current best practice and follow guidelines from, for example the DfE and other professional organisations to fully protect the safety of its children.

When using professional photographers or inviting the press to a school activity, the school will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to children or one-to-one photo sessions at events

Parents, carers and spectators intending to photograph or video at an event will be required to follow the school's guidelines regarding the appropriateness of photographs.

Children and their parents will be advised to report any concerns to the event organiser or member of staff. Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.

Staff use of pupil images: conscious that there is a need to safeguard children, will make prudent use of pupil images obtained as a normal part of school life. The transmission of any images of pupils will be carefully reviewed, seeking the approval of the Head of School or Head of EYFS beforehand.

Organised photographic opportunities

The majority of promotional and press releases will be organised through the school's senior leadership team. These are generally agreed by both parties in advance. The school will undertake not to use a child's image unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.

The Internet

The school operates secure access to the internet through its internet provider, preventing access to inappropriate web sites, chat rooms and social networking sites. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which will be monitored. Any member of staff discovered to have accessed or placed inappropriate material on the internet will be subject to the ICT and Acceptable Use Policy (AUP) Policies and Procedures.

The school will follow current DfE guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet.

Visitors and Site Security

The school will extend a warm welcome to all parents, carers and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls, will ensure that all pupils are fully protected from any malign influences or abuse.

Collaboration with the Local Authority

The school will share information about pupils and their families in a secure and sensitive manner, to protect the safety, well-being and learning of each pupil. The CAF and eCAF will form an important element of this communication. The school will endeavour to take advantage of the Local Authority's expertise too, for example, through the use of personnel such as the Pupil Tracking Officer, and others.

18.0 Monitoring And Evaluation

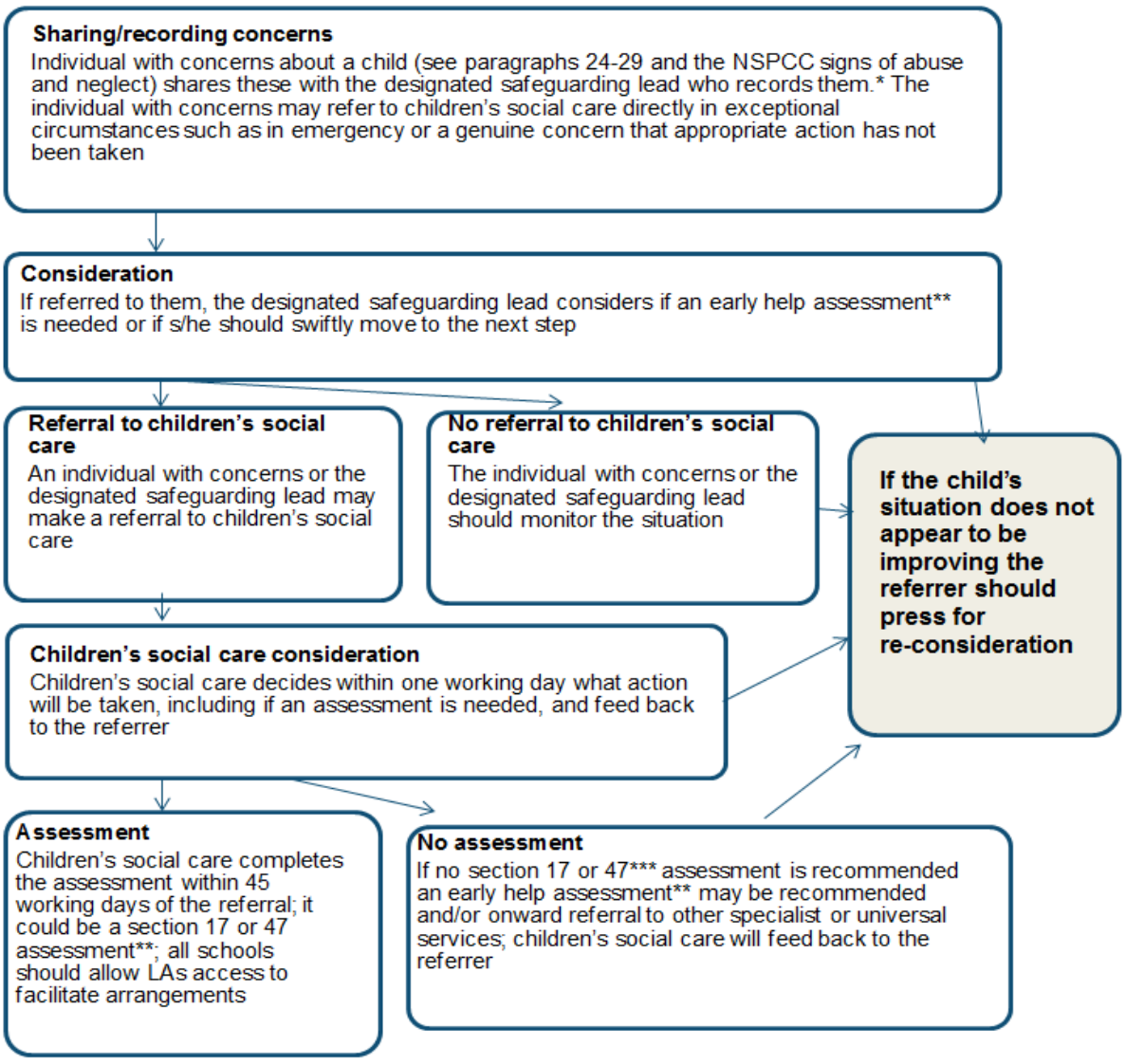
This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance by the **Executive Headteacher.**

19.0 Approval By Governors

This policy and plan has been formally approved and adopted by the Governing Body at a formally convened meeting.

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

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



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

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act

1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children for more information.

ANNEX A

Types of abuse and neglect

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

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

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

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

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

Specific safeguarding issues

6. 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. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) –
- bullying including cyberbullying
- Children missing from education
- Child missing from home or care
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) –
- forced marriage

- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- 'Honour based' violence
- mental health
- Missing children and adults strategy
- private fostering
- preventing radicalisation
- Relationship abuse
- sexting
- relationship abuse
- trafficking

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

Are at risk of harm or neglect

Come from Gypsy, Roma, or Traveller families

Come from the families of service personnel

Go missing or run away from home or care

Are supervised by the youth justice system

Cease to attend a school

Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local

authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

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

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

The girl's family having a history of practising FGM (this is the biggest risk factor to consider)

FGM being known to be practised in the girl's community or country of origin

A parent or family member expressing concern that FGM may be carried out

A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of

coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others

- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge. If the visitor has a DBS that has been checked they will receive a badge on a blue band but if not they will get a badge on a red band. Anyone wearing a red band will never have unsupervised access to our children.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will phone the parents/ carers and all the nominated emergency procedures. If the parent has just been held up then we will keep the child safe in school with a member of staff. If we cannot get hold of the parents or any other emergency contact we will keep the child safe in school with a member of staff or in kids club until we manage to contact a parent/carer and the child is picked up safely. Should we be unable to contact anyone and the child still be at school when we close up for the evening we will contact social services.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child were to go missing through the school day we would ensure that they were not on the premises and then inform parents and the emergency services.

ANNEX B: Role of the Designated Safeguarding Lead (DSL)

Keeping Children Safe in Education defines the role in the following terms.

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead (DSL) are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
    - The designated officer(s) for child protection concerns (all cases which concern a staff member),
    - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
    - Police (cases where a crime may have been committed).
- 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.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The Designated Safeguarding Lead (DSL) should receive appropriate training carried out every two years in order to:
    - 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's child protection policy and procedures, especially new and part time staff.
    - Be alert to the specific needs of children in need, those with special educational needs and young carers.

- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- 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.

Raising Awareness

- The Designated Safeguarding Lead (DSL) should ensure the school or college's policies are known and used appropriately:
  - Ensure the school or college's child protection policy is reviewed annually 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.
  - Link with the Local Safeguarding Children Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding

    Manchester Safeguarding Children Board website details: www.manchesterscb.org.uk
  - 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.

Annex C:

Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. 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;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

UK Safer Internet Centre: appropriate filtering and monitoring

Guidance on e-security is available from the National Education Network-NEN. Buying advice for schools is available here: buying for schools.

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

https://www.pshe-association.org.uk/

https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

ANNEX D: Indicators of Abuse

NB. This guidance is provided as a useful reminder of the indicators of abuse but should be always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four categories of abuse, which may result in a child becoming subject of a Child Protection Plan. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse including Child Sexual Exploitation
- Neglect

Possible indicators of Physical Abuse

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Possible indicators of Emotional Abuse

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes

- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging.

Possible indicators of Sexual Abuse

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD
- Anorexia, bulimia

- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks

Possible indicators of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging.

ANNEX E: REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a safeguarding concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you form the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.

- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

MAKING A DECISION

Further guidance on making a decision is provided in the LA Children's Social Care, A Child Centred System Understanding Thresholds document.

ANNEX F: Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to DSL/DDSL if they have a safeguarding concern about a child in our schools.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.
Was there an injury? Yes / No Did you see it? Yes / No
Describe the injury:
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No
Was anyone else with you? Who?
Has this happened before? Did you report the previous incident?
Who are you passing this information to? Name: Date: Position: Time:
Your signature: Date:

Action taken by DSL

Referred to…?

Attendance Improvement Officer | Police | School Nurse | Children's Services | Integrated Youth Service | Parents | Other

☐ ☐ ☐ ☐ ☐ ☐ ☐

Parents informed? Yes / No (If No, state reason)

Feedback given to…?

☐ Pastoral team ☐ Tutor ☐ Child ☐ Person who recorded disclosure

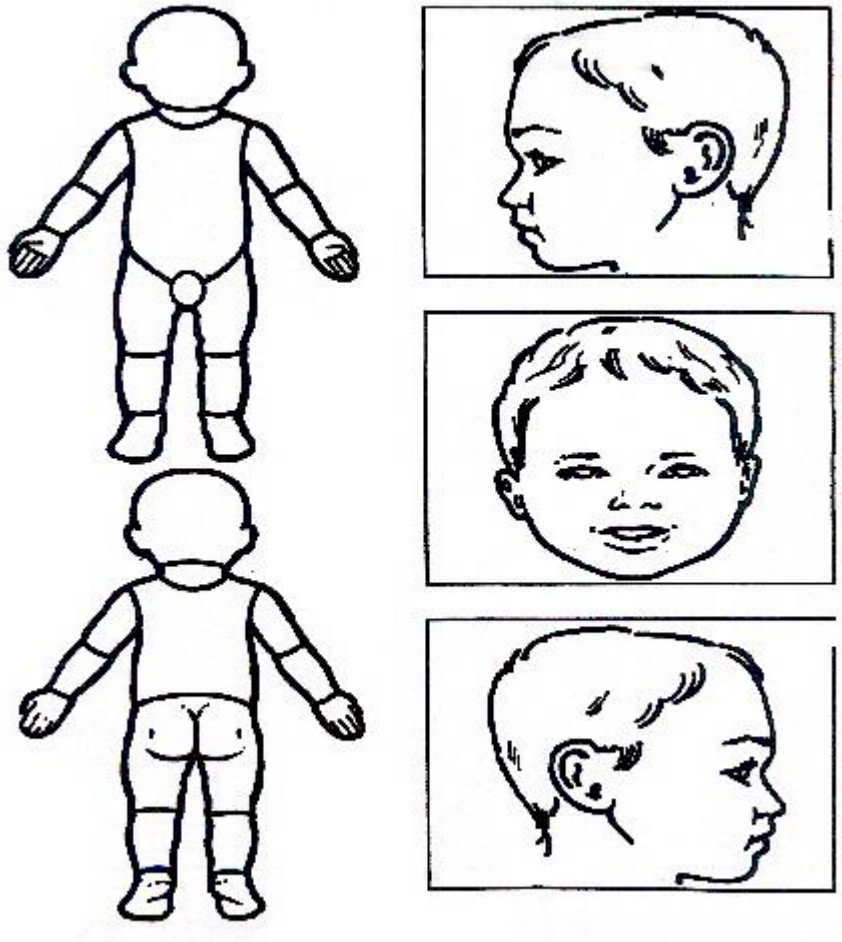
Further Action Agreed:
e.g. Academy to instigate a Family Support Process, assessment by Children's Services

Full name:

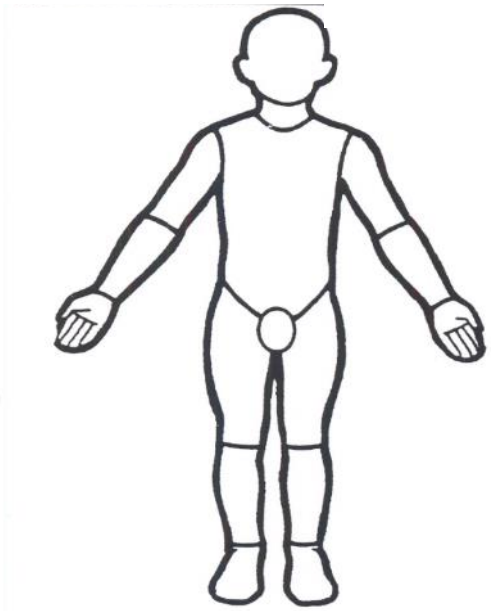
DSL Signature:

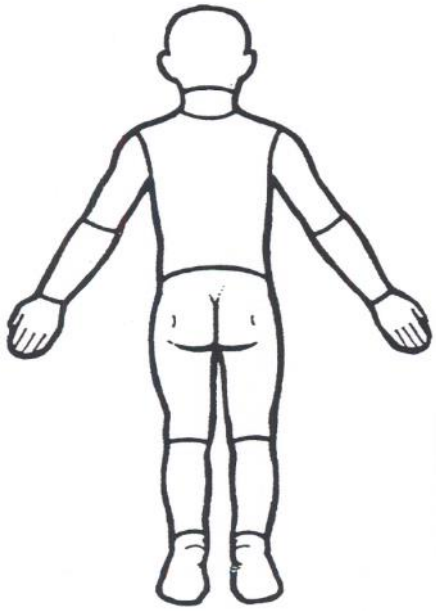
Body Map

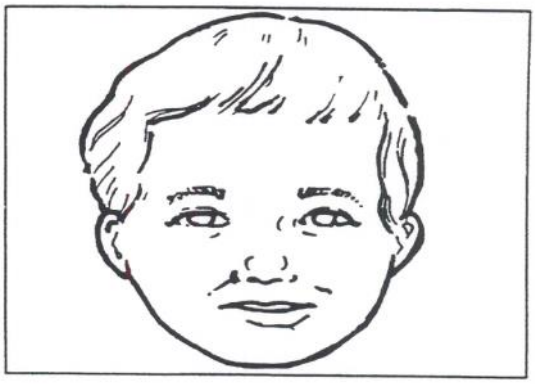
Young Child

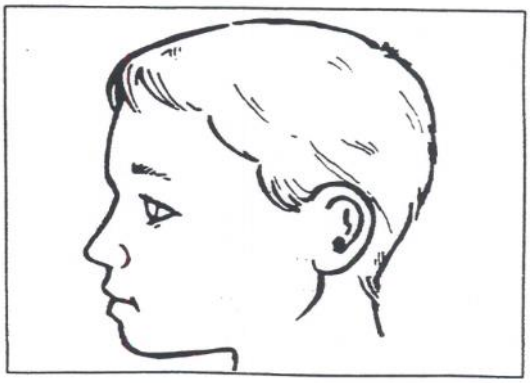


Older Child









ANNEX G: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our schools we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to safeguarding, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the designated safeguarding lead. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head of School. If an allegation is made about the Head of School you should pass this information to the Chair of the Local Governing Body and/or Chief Executive of the Trust. Alternatively, you can contact the Local Authority Designated Officer

The people you should talk to in the school are:

Designated Safeguarding Lead: Hannah Large

Location of office: Room on the corridor next to the school office

Contact Number: 0161 448 1611

Deputy Designated Safeguarding Lead: Emilie Smith

Location of office: Staff work room opposite the staffroom

Contact Number: 0161 998 3663

Safeguarding Governor: Tracy Marshall

Contact Number: 0161 446 4150

At West Didsbury CE Primary School we strive to safeguard and promote the welfare of all of our children.

ANNEX I: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors and Directors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and local governors will have the following checks:

- Section 128 direction
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

ANNEX J: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the St James and Emmanuel Academy Trust.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the head of school (or chair of governors where the head of school is the subject of the allegation) – the 'case manager' – will take the following steps:

Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. This will include Trade Union support and possibly medical support.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the St James and Emmanuel Academy Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the head of school, or executive head of school in the case of an allegation against the head of school, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the

police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified

The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

ANNEX H: KEY CONTACTS

Role	Name	Contact details
Designated Safeguarding Lead	Hannah Large	0161 448 1611
Deputy Designated Safeguarding Leads	Emilie Smith	0161 448 1611/ 0161 445 7144
Named Safeguarding Governor	Tracy Marshall	0161 446 4150
LA Multi Agency Safeguarding Team	Manchester Contact Centre Contact Officer	0161 234 5001
Local Authority Designated Officer (LADO)	Jackie Shaw	0161 234 1214
Local Safeguarding Children Board (LSCB)	MSCB	http://www.manchesterscb.org.uk/
Local Police contact	Carol O'Brien 5092	Elizabeth Slinger Road Station 0161 856 4973
LA's Children's Social Care - A Child Centred System Understanding Thresholds	Lynda Karalis 0161 234 7482	