Gorse Hall Primary and Nursery School

Child Protection and Safeguarding Policy

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This Policy was adopted November 2020

This Policy is due for review November 2021

Useful contacts

Head Teacher Miss Alexandra Flood alex alex.flood@gorsehall.tameside.sch.uk

Designated Safeguarding Lead (DSL) Headteacher Tel:0161 338 4262

Deputy DSL: Deputy Headteachers- Ms Nazia Suleman and Miss Jane Evans jane.evans@gorsehall.tameside.sch.uk nazia.suleman@gorsehall.tameside.sch.uk

Designated Teacher for Looked after Children – Ms Nazia Suleman

Welfare and Attendance Mentor – Mrs Jane Troy jane.troy@gorsehall.tameside.sch.uk

Chair of Governors Mr Glyn Goodchild- glyngoodchild@gorsehall.tameside.sch.uk

Nominated Governor for Safeguarding and Child Protection Chair of Governing Board

Local Authority Designated Officer – Tania Brown Tel: 0161 342 4398

Email: tania.brown@tameside.gov.uk

Multi Agency Safeguarding Hub (MASH)

Hours – Monday to Wednesday 8.30am to 5pm, Thursday 8.30am to 4.30pm and Friday 8.30am to 4pm Tel 0161 342 4101 Out of hours Tel 0161 342 2222

Early Help Access Point (EHAP) Office hours as above 0161 342 4260

Early Help Assessment Advisors

Katie Legg (East) katie.legg@tameside.gov.uk

Neighbourhood Co-Ordinators

East (Stalybridge, Dukinfield and Mossley) – Jacki Shirley jacki.shirley2@tameside.gov.uk

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

"Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and College staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and Colleges and their staff form part of the wider safeguarding system for children. This system is described in Working Together to Safeguard Children 2018. Schools and Colleges should work with Social Care, the Police, Health Services and other Services to promote the welfare of children and protect them from harm."

Introduction

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our Pupils' welfare is our paramount concern. The Governing Board will ensure that our School will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Here at Gorse Hall Primary and Nursery School we are a community and all those directly connected i.e. staff members, Governors, parents, families and pupils, have an essential role to play in making it safe and secure.

Our Ethos

We believe that at Gorse Hall Primary and Nursery School we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to. We recognise that all adults within our School, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm. Maintain an attitude of 'it could happen here' where safeguarding is concerned. We will work with parents to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Scope

In line with the Law, this Policy defines a child as anyone under the age of 18 years. This Policy applies to all members of staff in our setting, including all permanent, temporary, supply and support staff, governors, volunteers, contractors and external service or activity providers.

Definition

For the purpose of this Policy, Gorse Hall Primary and Nursery School will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring 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.
- Further information around definitions of abuse can be found in Appendix A

For the purposes of this policy, the term **"harmful sexual behaviour"** includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults.

In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2018), and for the purposes of this policy, the term **"'sexual harassment"** is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and

makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term **"sexual violence"** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

For the purposes of this policy, **"upskirting"** refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

The term **"teaching role"** is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision

Legal Framework.

This Policy will have consideration for, and be in compliance with the following legislation and statutory guidance:

Legislation:

- Children Act 1989
- Children Act 2004
- Children and Social Care Act 2017
- Data Protection Act 2018
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- GDPR May 2018
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009, as amended
- Equality Act 2010
- Protection of Freedoms Act 2012
- The Education (School Teachers 'Appraisal) (England) Regulations 2012(as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

Statutory Guidance:

- DfE (2018) Working Together to Safeguard Children
- DfE (2020) Keeping Children Safe in Education
- DfE (2015) What to do if you are worried about a child being abused
- DfE (2018) Information sharing advice for safeguarding practitioners
- DfE (2018) 'Disqualification under the Childcare Act' 2006
- DfE (2015) "The Prevent duty": Departmental advice for schools and childcare providers
- Ofsted's Education Inspection Framework
- Supplementary GuidanceCOVID-19 Safeguarding in schools and colleges and other providers

Local Guidance.

Greater Manchester Safeguarding Partnership guidance
Tameside Safeguarding Children Partnership - Thresholds for Assessment

ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead. (DSL)

The lead person with overall responsibility for child protection and safeguarding is the DSL, Miss Alex Flood. The Deputy Safeguarding Leads are Miss Jane Evans and Ms Nazia Suleman.

The role of the DSL includes but is not limited to:

Managing referrals– the DSL will:

- Refer all cases of suspected abuse to Tameside Public Service Hub and to the Police if a crime may have been committed.
- Liaise with the Deputy Safeguarding Leads about Safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- If early help is appropriate the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment. They will monitor any cases referred to early help and consider referral through MASH to children's services where the situation does not improve (See section 12 on inter agency working on process of making a safeguarding referral).
- Refer cases to the Channel programme where there is a radicalisation concern as required (see appendix E for further information on Prevent).
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

RECORD KEEPING

- Ensure that all safeguarding concerns are logged electronically onto My Concern system by the appropriate member of staff.
- Referrals to the Tameside Safeguarding Hub are electronically sent and written records kept of any telephone referrals. Any safeguarding referrals should be followed up in writing using the Single Referral Form (SARF). Any call that is just for advice will be classed as a consultation and will not be recorded as a contact.
- DSL will maintain a chronology of significant incidents for each child with safeguarding concerns. Updates are automatically chronologically ordered on My Concern software.
- Ensure such records are kept confidentially and securely and separate from the child's educational record. When a child leaves our educational establishment, the DSL will make contact with DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner.
- We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.
- Consideration will be given as to whether it will be appropriate to share any information with the new school in advance of the child leaving.

Inter-Agency working and information sharing.

The DSL will:

- Cooperate with Children's Social Care for enquiries under Section 47 of the Children Act 1989.
- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.
- Ensure that details of social workers for all children who are cared for who attend our school are updated.
- Complete a Record form from multi-agency meetings, be uploaded electronically and be stored confidentially.
- The DSL will know the local arrangements for private fostering (see appendix G for further details)

- New safeguarding partners and child death review partner arrangements are in place in Tameside. Tameside Safeguarding Children Partnership (TSCP) has three safeguarding partners (the local authority; the clinical commissioning group and the chief officer of police) they will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The DSL will ensure they are aware of local policies and procedures promoted by the TSCP.

TRAINING

The DSL will:

Undertake appropriate training, **updated every two years,** and update knowledge and skills at least annually in order to:

- Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness. (See appendix A, B, D for further details on definitions and Appendix H for recognising signs of abuse).
- Be aware of responsibilities under the Prevent Duty (see appendix E for further details).

- Have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.
- Be knowledgeable of the specific needs of children in need (as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.
- Ensure each member of staff has access to and understands the School Safeguarding and Child Protection Policy and procedures, including providing induction on these specific documents to new staff members.
- Organise whole educational establishment child protection training for all staff members regularly (at least every 3 years), and provide updates at least annually. Ensure all staff who miss the training receive this by other means e.g. by joining any other training courses.
- Ensure the School allocates time and resources every year to enable relevant staff members to attend update sessions and training.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.
- Maintain accurate records of staff Induction and training.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

AWARENESS TRAINING

The DSL will:

- Review the Safeguarding and Child Protection Policy and procedures annually and liaise with the Governing Board to update and implement them.
- Make the Safeguarding and Child Protection Policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the School staff in any investigations that ensue.
- Provide updates to the Staff on any changes to Child Protection legislation and procedures and any relevant learning from local and national serious case reviews at least annually.
- Ensure Gorse Hall Primary and Nursery school's child protection policies are known, understood and used appropriately.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

QUALITY ASSURANCE

The DSL will:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (a minimum of once a year).
- Complete an audit annually of the educational establishment safeguarding arrangement at frequencies specified by the Tameside Safeguarding Children Partnership and using the audit tool provided by them.

- Provide regular reports to the governing board detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans.
- Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

DESIGNATED TEACHER FOR LOOK AFTER CHILDREN

The **Designated Teacher** who is responsible for promoting the educational achievement of children who are looked after is **Ms Suleman.** They will work with the Virtual Educational Establishment Head to discuss how available funding can be best used to support the progress of looked after children and meet the need identified in the child's personal education plan. The designated teacher also has responsibility to promote the educational achievements who have left care i.e. been adopted, special guardianship etc.

NOMINATED GOVERNOR

The **nominated governor,** responsible for safeguarding to champion good practice, is The Chair of Governors Mr Glynn Goodchild. They will liaise with the Head teacher and provide information and reports to the Governing Board.

HEAD TEACHER

The **Head teacher,** will ensure that the policies and procedures adopted by the Governing Board are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

GOVERNING BOARD

The Governing Board is collectively responsible for ensuring that safeguarding arrangements are fully embedded within our school's ethos and reflected in our day-to-day practice. They are responsible for ensuring that the Designated Safeguarding Lead is an appropriate member of the school leadership team.

ALL STAFF

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. Staff know that if they have any concerns about a child's welfare they should act on them immediately (See appendix H for more detail on signs of abuse).

All staff are aware of the process for making referrals to children's social care and that statutory assessments under section 17(children in need) and section 47 (a child suffering harm, or likely to suffer significant harm) may follow a referral along with the role they might be expected to play in such assessments.

SUPPORTING CHILDREN

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 (see Appendix C on Domestic Abuse). They may feel helpless, humiliated and some sense of blame. Our School may be the only stable, secure and predictable element in their lives.

We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all pupils by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring a comprehensive curriculum response to e-safety, enabling children and parents/carers.
- To learn about the risks of new technologies and social media and to use these responsibly.
- Relevant issues will be covered through our RSE/PSHE Jigsaw Scheme of work.
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Providing pupils with a number of appropriate adults to approach if they are in difficulties.
- Supporting the child's development in ways that will foster security, confidence and independence.
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures. See Appendix F, I & J for further details on dealing with Peer on Peer Abuse.
- Liaising and working together with other support services and those agencies involved in safeguarding children.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring that all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them.
- Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.
- Take children's wishes and feelings into account when determining what action to take and what services to provide.

- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Be aware of the risk factors of both Child Sexual Exploitation and Criminal exploitation of children (see Appendix B).

- Be aware that children can abuse other children (peer on peer abuse). (See appendix I)

- Be aware of indicators which may signal that children are at risk from or are involved with serious crime.

- Protecting Children, as they are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse this risk is part of our schools or colleges' safeguarding approach.

- Understanding that 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.

RECORD KEEPING

- All child protection and welfare concerns, discussions and decisions made will be recorded in writing and kept in a confidential file and stored securely.

- If a child about whom there have been concerns transfers to another educational establishment all appropriate information, including child protection and welfare concerns, will be forwarded under confidential cover to the pupil's new educational establishment as a matter of priority.

- Good record keeping is an important part of the educational establishment's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

- Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

- The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

SAFER WORKFORCE AND MANAGING CONCERNS ABOUT OR ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

- All staff will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2020.

- We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our educational establishment. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

- Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

- We will ensure that at least one member of every interview panel who conducts an interview has completed safer recruitment training (see Appendix K for more details).

- We have a procedure in place to handle allegations against members of staff, volunteers and supply staff in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2020.* In accordance with local guidance, we adhere to Greater Manchester safeguarding procedures – Managing allegations against staff guidance and Safer Recruitment.

- Any allegation made against a staff member or concern raised about a member of staff, volunteer or visitor will be dealt with by the head teacher. In the case of allegations made against the head teacher the case manager will be the chair of governors.

PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE MADE AGAINST SCHOOL STAFF MEMBERS AND VOLUNTEERS

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

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

We will take all possible steps to safeguard our children and to ensure that the adults in our educational establishment are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2020 are adhered to.

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

- The Headteacher or Chair of Governors will follow the flow chart in Keeping Children Safe in Education 2020. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.
- Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should call the NSPCC whistleblowing helpline on 0800 028 0285.
- The school together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
- The head teacher will ensure that the child and family are kept informed of the progress of the investigation.
- The Human Resource Team will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).

- Human Resource Team will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The head teacher will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.
- We have a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or The Personnel Advisory Team.

- Referrals to Children's Social Care need to be considered when a child is at risk of significant harm and an individual who is working or volunteering with children has: -
    - Behaved in a way that has harmed a child, or may have harmed a child.
    - Possibly committed a criminal offence against or related to a child.
    - Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
    - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
    - When considering the definitions of harm and whether threshold is met for a LADO consultation or referral to the Multi-Agency Safeguarding Hub (MASH), the following guidance provides information about the criteria and process. The examples provided are not exhaustive as the nature of allegations can sometimes be complex, depending on the history of those who are involved.

STAFF INDUCTION, TRAINING AND DEVELOPMENT

All new members of staff including newly qualified Teachers and Teaching Assistants, will be given an Induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, E-Safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, ***Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One and Annex A Further Information September 2020,*** and other related policies. We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

The **DSL** will undergo updated child protection training every two years. In addition to this their knowledge and skills should be updated regularly and at least annually to keep up with developments relevant to the role.

All staff members of the educational establishment will receive appropriate safeguarding and child protection training (whole educational establishment training) which is regularly updated. The **DSL** will provide briefings to the

staff on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required but at least annually.

The nominated Governor for safeguarding and child protection will attend relevant training, this training will be updated every two years.

The school will maintain accurate records of staff induction and training,

CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

- We recognise that all matters relating to child protection are confidential.
- The head teacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child.
- All staff members must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or well-being.
- All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
- It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.
- The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.
- We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.
- The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
- We should be sharing any concerns we have with parents/carers at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents /carers need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
- Be clear about the purpose of sharing confidential information and only share as much as we need to achieve our purpose.

We will try to get consent from parents/carers (or the child, if they have sufficient understanding[1]) to share information, if possible. However, **we do not need consent if we have serious concerns about a child's safety and well-being. If we decide to share information without consent, we should record this with a full explanation of our decision.**

Consent should not be sought from parents or carers (or the child, if they have sufficient understanding**),** if: it would place a child at increased risk of harm; or it would place an adult at risk of serious harm; or it would prejudice a criminal investigation; or it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or required by law or a court order to share information.

Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

[1] Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have the capacity to give or withhold their consent, unless there is evidence to the contrary.

Consent is necessary, for Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents/carers to share information unless we make them aware that there is a specific issue about consent. This will be discussed with a social worker in the Multi Agency Safeguarding hub.

Early help assessments are undertaken with the agreement of the child and their parents or carers.

If we are in any doubt about the need for seeking consent, we will get advice from the DSL or from the Multi Agency Safeguarding Hub (MASH).

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children

INTER-AGENCY WORKING

- We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.
- We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Tameside Safeguarding Children Partnership.
- We will support the Tameside Safeguarding Children Partnership arrangements in supporting our children and families.

EARLY HELP FOR CHILDREN AND FAMILIES

- Most parents/carers can look after their children without the need of help other than from their family or friends. However, some parents/carers may need additional help from our educational establishment or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.
- Our educational establishment will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018* and local guidance, to any child who needs it.
- We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.
- We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.
- At Gorse Hall Primary and Nursey school we work with other agencies to provide the best support we can for our pupils and their families. We work in partnership with the local authority and their early help offer https://www.tameside.gov.uk/earlyhelp/neighbourhoods ,working with other agencies through the neighbourhood multiagency initiative and also the Team Around the School Approach.

OPERATION ENCOMPASS

This school participates in Operation Encompass. We work together with the police to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. (Please see Appendix C)

MENTAL HEALTH

- We will work with arrange of services to identify and support children who may be suffering from mental health issues.
- All staff at Gorse Hall Primary and Nursery School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our child protection policy and speaking to the designated safeguarding lead or a deputy

- Staff however, will observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

Reporting a Safeguarding Concern

- Tameside Safeguarding Children Partnership Threshold Guidance will be used to determine the level of need and the action needed to offer support at an earlier stage or to safeguard a child i.e., does the child and family need help or is the child at risk of harm.
- Tameside Children's Multi-Agency Safeguarding Hub will be contacted if we need support or advice on safeguarding children/young people and/or if we believe that a child/young person is at risk of significant harm (contact details on the first page of this policy).
- All safeguarding concerns will be reported to the Children's Multi Agency Safeguarding Hub using the Multi-Agency Request for Service Form (MARS).
- The safeguarding functions within the Children's Multi-Agency Safeguarding Hub bring together all the multi-agency resources to provide a quick and robust response to safeguarding children at the front door.
- Referrals may also be made for Early Help intervention by completing a MARS, this will enable the school to work with the family and other professionals to provide a coordinated multi-agency package of support.

CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

We will ensure that contractors and providers are aware of our school Safeguarding and Child Protection Policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations who are working with our children have been subject to the appropriate level of safeguarding checks in line with ***Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2020.*** If assurance is not obtained, permission to work with our children or use our educational establishment premises may be refused.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

WHISTLE BLOWING AND COMPLAINTS

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary they will speak with the Head Teacher, the Chair of the Governing Board or with the Local Authority Designated Officer.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

SITE SECURITY

All Staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure.

We check the identity of all visitors and volunteers coming into our school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, parent or anyone else that threatens educational establishment security or leads others i.e. a child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

ONLINE SAFETY

The name of school has an On-Line-Safety policy which includes guidance for all pupils in relation to On-Line-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought.

MISSING FROM EDUCATION

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

At school we have appropriate safeguarding responses to support 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 again.

We will inform the local authority of any pupil who fails to attend educational establishment regularly, or has been absent without the educational establishment's permission for a continuous period of 10 educational establishment days or more, at such intervals as are agreed between the educational establishment and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

We may request more than one emergency contact number for each pupil or student in order to be able to contact more than one responsible adult if a child who is missing education is also identified as a welfare and /or safeguarding concern.

We will follow Keeping Children Safe in Education September 2020 guidance and statutory guidance around children missing from Education.

The following policies and procedures are relevant for the child protection and safeguarding policy and procedure.

- Acceptable Use Policy
- Anti-Bullying Policy
- Attendance and Absence Policy
- Behaviour Policy
- Children Missing from Education Policy and Procedures
- Complaints procedure
- Code of Conduct and Volunteer Policy
- Code of conduct for parents Policy
- E-safety Policy
- Equalities Statement
- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges
- Health and Safety Policy and other linked policies and risk assessments
- Educational Visits Policy and risk assessments
- Physical Education and Sports Guidance
- Positive Handling and Physical Intervention Policy and Guidance
- Photography Policy
- Premises Inspection Checklist
- PSHE Policy
- Remote Learning Policy
- Safer Recruitment Policy and procedures
- SEND Policy
- Sex and Relationship Education Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff code of conduct policy
- Staff Handbook
- Teachers' Standards, Department for Education guidance available on GOV.UK website
- Work Experience Handbook
- Visitor Safeguarding Leaflet

Appendix A

DEFINITIONS

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

Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in **Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (July 2018)** as:

- Protecting children from maltreatment;
- Preventing impairment of children's health and development; updated in KCSIE 2020 to preventing impairment of children's mental and physical health and development:
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Significant Harm
Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states where the question of whether harm suffered by a child is significant turns on the child's mental and physical health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.

CATEGORIES OF ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- Making a child feel worthless, unloved or inadequate
- Only there to meet another's needs
- Inappropriate age or developmental expectations
- Overprotection and limitation of exploration, learning and social interaction
- Seeing or hearing the ill treatment of another, e.g. domestic abuse
- Making the child feel worthless and unloved - high criticism and low warmth
- Serious bullying (including cyberbullying)
- Exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent failing to:

- Provide adequate food, clothing and shelter, including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision, including the use of inadequate care givers
- Ensure access to appropriate medical care or treatment

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

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Children with Special Educational Needs and Disabilities (SEND)

Pupils with special educational needs and disabilities (SEND)
The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.
Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

SPECIFIC SAFEGUARDING ISSUES

Staff should be aware of specific safeguarding issues such as:

- Child missing from education
- Children and the Court Sytem
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child criminal exploitation County Lines (CCE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- E-safety
- 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)
- "Honour-based" violence
- Mental health
- Peer on peer abuse
- Private fostering
- Preventing radicalisation and the Prevent duty
- Self-harm and suicidal behaviour
- Serious violent harm
- Sexting (also known as Youth Produced Imagery)
- Teenage relationship abuse
- Trafficking
- Upskirting

APPENDIX B
Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and other School staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Schools and Colleges will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

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

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant

- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who are absent from school

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance -
https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

Link to DFE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation -
https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance

County lines criminal activity

For the purpose of this policy, "County lines criminal activity" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

APPENDIX C Further Information on Domestic Abuse

The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Emotional

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For further information consult "Domestic Violence and Abuse" https://www.gov.uk/domestic-violence-and-abuse

APPENDIX D Honour Based Abuse

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage

is one entered into without the full and free consent of one or both parties and where

violence, threats or any other form of coercion is used to cause a person to enter into

a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

APPENDIX E PREVENTING **RADICALISATION**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

• Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

• Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

• Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated

safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent duty.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

APPENDIX F Upskirting and Youth Produced Imagery

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Youth Produced Imagery

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

·Significant age difference between the sender/receiver involved

·If there is any external coercion involved or encouragement beyond the sender/receiver.

·If you recognise the child as more vulnerable than is usual.

·If the image is of a severe or extreme nature.

·If the situation is not isolated and the image has been more widely distributed.

·If this is not the first time children have been involved in a sexting act

·If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern, then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

APPENDIX G PRIVATE FOSTERING

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number reasons such as parental ill health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered, you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

APPENDIX H RECOGNISING ABUSE

RECOGNITION – WHAT TO LOOK FOR

Staff members should refer to the detailed information about the categories of abuse and risk indicators in the Tameside Thresholds guidance for further guidance.

In an abusive relationship, the child may:

· appear frightened of their parent(s)

· act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

In an abusive relationship, the parent or carer may:

· persistently avoid child health services and treatment of the child's illnesses

· have unrealistic expectations of the child

· frequently complain about or to the child and fail to provide attention or praise

· be absent

· be misusing substances

· persistently refuse to allow access on home visits by professionals

· be involved in domestic violence and abuse

· be socially isolated

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability and children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs. Communication issues can be a barrier to effective safeguarding.

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN- PEER ON PEER ABUSE

At our educational establishment we believe that all children have a right to attend educational establishment and learn in a safe environment. Children should be free from harm by adults in the educational establishment and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the educational establishment's Behaviour Policy. Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

• bullying (including cyberbullying);

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

• sexual violence, such as rape, assault by penetration and sexual assault;

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

• upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; which

• sexting (also known as youth produced sexual imagery); and

• initiation/hazing type violence and rituals.

Serious violence

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

Safeguarding allegations

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

· is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil

· is of a serious nature, possibly including a criminal offence

· raises risk factors for other pupils in the educational establishment

· indicates that other pupils may have been affected by this pupil

· indicates that young people outside the educational establishment may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse

· violence, particularly pre-planned

· forcing others to use drugs or alcohol

Emotional Abuse

· blackmail or extortion

· threats and intimidation

Sexual Abuse

·indecent exposure, indecent touching or serious sexual assaults

·forcing others to watch pornography or take part in sexting

Sexual Exploitation

·encouraging other children to attend inappropriate parties

·photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

Procedures

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact the Children's Hub or EHA Advisor to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents/carers informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough educational establishment investigation should take place into the matter using the educational establishment's usual disciplinary procedures.

In situations where the educational establishment considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

APPENDIX J SEXUAL VIOLENCE AND HARASSMENT

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

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

Staff will be aware of the importance of:

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

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

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

APPENDIX K SAFER RECRUITMENT

Our educational establishment has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

Our job advertisements and application packs make explicit reference to the educational establishment's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges, September 2020.

At least one member on every short listing and interview panel will have completed safer recruitment training. The head teacher is responsible for ensuring that safer recruitment training is kept up to date.

The head teacher and the nominated governor for child protection are responsible for ensuring that our single central record is accurate and up to date.