



Chantlers

Primary School

A World of Possibilities

Chantlers Primary School

Child Protection & Safeguarding Policy

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Statement of Intent

Chantlers Primary School is committed to safeguarding and promoting the welfare of all children, both inside and outside of the school premises, in line with the duty placed on the school by section 175 of the Education Act 2002.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise unacceptable behaviour.
- Identifying and making provisions for any pupil that has been subject to abuse. Ensuring that members of the governing body, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

At Chantlers Primary School, safeguarding encompasses child protection, safer recruitment, managing allegations against a member of staff, as well as the school's approach to the Team Around the Family (TAF) process and Early Help Family Support (EHFSP). It is also supported by the school's approach to behaviour management, response to managing bullying, care and control, of children who are absent from school, the use of technology (e-safety) in school and health and safety procedures. These are documented in separate policies.

Throughout the school's work, it has a clear commitment to supporting families. Chantlers Primary School aims to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of its children.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information to keep children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect the safety of children.

The Senior DSL is **Philip Barlow** (Headteacher).

In the absence of the Senior DSL, child protection matters will be dealt with by **Stephen Lea** (Deputy Headteacher), **Daniel Hughes** (Assistant Headteacher), **Andrew Robinson** (Assistant Headteacher) and **Lorna Tracey** (Pastoral Manager and Deputy DSL). Online safety **Mark Sharp** (ICT Manager).

The named governor for safeguarding/child protection is **Mike Cardwell**.

All staff play a central and significant role within this policy and procedures relating to safeguarding children and supporting families. All verbal conversations have to be recorded in writing using CPOMS on the designated PC, located in the ICT Suite as soon as the concern is noted, but within an hour. The DSL and Deputy DSL should be included in all notifications and verbally told.

All the above post-holders have the status and authority within the school's management structure to carry out the duties of the role.

All school staff are reminded regularly of who these key post-holders are. This is supported by posters in school on 'The Safeguarding Boards.' (Appendix 1 and Appendix 5)

1. Definition

- 1.1. For this policy, Chantlers Primary School will define 'safeguarding and protecting the welfare of children' as:

- Protecting pupils from maltreatment, inside, outside, the home or on-line.
- Preventing the impairment of pupils' health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

2. Legal framework

2.1. This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

3. Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act of 2014
- The Sexual Offences Act of 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)

4. Statutory guidance

- DfE (2023) 'Working together to safeguard children'
- DfE (2024) 'Keeping children safe in education' (updated 2024)
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2023) 'The Prevent duty'
- HM Government (2014) 'Multi-agency practise guidelines: Handling cases of Forced Marriage' (2023)

5. Roles and responsibilities

5.1. The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.

- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2023'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the local authority (LA) as part of the inter-agency safeguarding procedures established by the Bury Integrated Safeguarding Partnership (BISP).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the BISP with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the Headteacher or other Governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board-level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role holder's job description – there should always be a cover for the DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. Guarantee that there are procedures in place to handle allegations against other pupils.
- Make sure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide and to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a senior staff member (Miss Hall) to promote the educational achievement of looked-after children (LAC) and ensure that this person has undergone appropriate training.

- Ensure that the DSL works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly concerning the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check and upon appointment receive appropriate safeguarding training to enable them to ensure that the school's Safeguarding Policies and procedures are effective.

5.2. The Headteacher has a duty to:

- Safeguard pupils' well-being and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2024 part 1 and Annexe A guidance at induction.

5.3. The DSL has a duty to:

- Refer all cases of suspected abuse to Children's Social Care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed. Refer cases of radicalisation to the Channel program.
- Liaise with the Safeguarding governor to inform them of safeguarding 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 members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessments where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how LAs 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 and Safeguarding Policy and procedures – this will be discussed during the staff induction process. Be alert to the specific requirements of children in need, including those

with special educational needs and disabilities (SEND) and young carers.

- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with the BISP to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is transferred and signed for when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.
- Supervision in place for DSL's half termly to support discussions around casework management

NB. *The school will determine what's available' means, for example, it may be appropriate to be accessible by other means such as by telephone.*

5.4. Other staff members have a responsibility to:

- Safeguard pupils' well-being and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, and understand their role in it. Act as the lead professional in undertaking an early help assessment, where necessary, knowing that early help related to any concerns
- Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to make decisions about individual children, in collaboration with the DSL or the SDSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.
- Be aware of and understand the procedure to follow if a child confides they are being abused or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Equalities Policy.
- Have a responsibility to disclose any implications including about their family members or associates that may affect them working with or safeguarding children.
- Has a duty to check that any lettings follow guidance on KCSIE with regards to anyone using the school premises has a Safeguarding Policy.

Monitoring & Filtering

- The school has a monitoring & filtering system provided by Securly
- The Headteacher (SDSL) and the IT Manager are responsible for managing any alerts sent through from Securly and investigating those.
- The Headteacher is alerted directly if any are related to staff.
- The system is reviewed annually and will be reviewed in December 2024.
- All harmful and inappropriate websites/apps/software are blocked by Securly and Google Workspace (both monitored by the IT Manager). Any breaches are highlighted to the Headteacher and IT Manager who fully investigate all notifications.

6. Inter-agency working

- 6.1. Chantlers Primary School contributes to inter-agency working as part of its statutory duty.
- 6.2. The school will work with Children's Social Care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- 6.3. The school recognises the importance of information sharing between professionals and local agencies to effectively meet pupils' needs.
- 6.4. In light of the above, staff members are aware that while the Data Protection Act 1998 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- 6.5. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- 6.6. The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

7. Abuse, neglect and exploitation

- 7.1. All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.

- 7.2. All members of staff will also be aware of child-on-child abuse, most likely to include actions such as bullying, gender-based violence, sexual assaults and sexting.
- 7.3. All staff will be aware of the actions involving child-on-child abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's Anti-Bullying Policy.
- 7.4. All staff will be aware of the behaviour linked to drug-taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
- 7.5. All staff will be aware that children who witness domestic abuse are also victims of it. Domestic abuse can be physical, sexual, financial, psychological or emotional and being a victim can have a lasting impact on children including on their relationships.

8. Types of abuse, neglect and exploitation

- 8.1. **Abuse:** a form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- 8.2. **Physical abuse:** a form of abuse that 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.
- 8.3. **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 from 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.

- 8.4. **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27). There is now a dedicated help line to provide children and adults who are potential victims of sexual abuse in schools with appropriate support and advice. The dedicated helpline number is 0800 136 663.
- 8.5. **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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 8.6. Safeguarding also includes any of the following, and safeguarding action may be needed to protect children and learners from:
- Neglect
 - Exploitation
 - physical abuse
 - sexual abuse
 - emotional abuse
 - bullying, including online bullying and prejudice-based bullying
 - racist, disability and homophobic or transphobic abuse
 - gender-based violence/violence against women and girls
 - radicalisation and/or extremist behaviour
 - child sexual exploitation and trafficking
 - the impact of new technologies on sexual behaviour, for example, sexting
 - teenage relationship abuse

- substance misuse
- Contextual Safeguarding
- issues that may be specific to a local area or population, for example, gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- Upskirting
- fabricated or induced illness
- poor parenting, particularly with babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

9. Child Protection

9.1. In incidents where a child makes an allegation or a disclosure the member of staff concerned **will**:

- Remain calm.
- Listen carefully to all the child has to say.
- Ensure the child is safe, comfortable and not left alone.
- Reassure the child that they are not to blame.
- Ask open questions that will encourage the child to speak in their own words.
- Make any observable judgement.
- Do not ask leading questions that put words into the child's mouth.
- Not make promises that cannot be kept for example promising not to tell anybody else.

9.2 When staff receive a disclosure or notice something that leads them to suspect that abuse may have taken place, the information is recorded on CPOMS following the 'Note of Concern' (purple guidance) (Appendix 2). The DSL must be alerted to this as soon as possible but within an hour. If the DSL is absent, then DDSL or the most senior member of SLT who is in charge on that day

should be alerted. If physical abuse is suspected, a 'skin map' must be used to record on CPOMS the site and the extent of any injury that has been noticed. These records should include all the required information:

- The date and time of the observation/disclosure.
 - Full information including verbatim accounts when possible of the incident.
 - Comments about the child's appearance, behaviour, emotional state and actions.
- 9.2. When staff are receiving a disclosure from children, they must follow the Chantlers Primary School procedures complete the 'Note of Concern' (purple guidance) and record it on CPOMS following that format.
- 9.3. When technology is involved, the school retains the evidence provided by the young person and/or their family (for example screenshots, emails, text messages) and uses it to support the 'CPOMS Note of Concern'. Staff should not view any images.
- 9.4. The school will not search on mobile phones or computers to gain further information. Instead, the school will seek advice from the police.
- 9.5. Upon receiving the 'Note of Concern' on CPOMS, the DSL follows the procedures endorsed by Bury Integrated Safeguarding Partnership, which are described in the flow-chart and step-by-step action that is displayed around the school (Appendix 3). Action should be taken within the same working day and as early as possible.
- 9.6. Where abuse is suspected, a referral will be made to Social Care or MASH by the DSL. The expectation is that a verbal referral will be supported in writing, usually by the completion of a MASH referral form in line with local procedures. The supporting documentation should be emailed to the duty team who will decide the outcome of the referral.
- 9.7. The content of the referral will be discussed with parents/carers *where this is appropriate*. Advice may be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse, fabricated illness, forced marriage or FGM are suspected. Staff are aware that they **must not** discuss any issues with parents/carers unless they are told to do so by the DSL.
- 9.8. Social Care will then lead the process that could involve the children going onto child protection plans or for assessment by the Advice and Assessment Team. If a referral is passed to the Advice and Assessment Team, they will determine the best course of action and which professionals are best placed to deal with the issues.

- 9.9. No attempt should be made by school staff to investigate cases of suspected abuse. No child should be touched, checked or examined. Medical intervention if urgent or life-threatening is permitted.
- 9.10. Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others may negate or contaminate evidence.
- 9.11. At Chantlers Primary School, it is expected that staff will cooperate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. This is not the responsibility of the school unless directed to do so by the relevant authorities. On very rare occasions other members of staff may have to make a referral. If a staff member finds themselves in this position, they should follow the guidance in Appendix 4.

10. Supporting Victims / Witnesses of Abuse

- 10.1. Victims and witnesses may feel helpless, humiliated and guilty. Children may not feel ready, or know how to tell someone they are being abused and/or they may not recognise their experiences as harmful. At school, their behaviour may become challenging and defiant or they may be withdrawn, in these instances, staff may exercise professional curiosity. The school understands that it may be the only predictable element in the lives of children at risk and as such, the school will endeavour to support the pupil, following any agreed child protection plan, through:
- The content of the curriculum
 - The school mission statement promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
 - The school's Behaviour Policy is aimed at supporting vulnerable pupils and encouraging a Restorative Approach. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred.
 - Establishing effective relationships, and liaisons with other agencies that support the pupil such as social services, child and adult mental health services, education welfare services and educational psychology services.
 - Notifying social services if there is an unexplained absence of more than two days for any pupil who is on the child protection register.
 - Ensuring that, when a pupil with safeguarding concerns leaves, their information is transferred to their new school immediately and that the child's social worker is informed.
- 10.2. Recognising that children come from multi-cultural backgrounds and developing policies that ensure the school embraces:
- Diversity in religion and faith

- Diversity of race
- Diversity of ethnicity
- Diversity of gender and sexual orientation
- The disability equality duty

10.3. This policy is to be used in conjunction with the Bury Safeguarding Procedures 'Procedures and Useful Documents' issued by Bury BSB found online at BISP.

11. Issues of Child Protection

The following safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency.

Some members of some communities hold beliefs that may be common within particular cultures but which are against the laws of England. Chantlers Primary School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are noted in the following sections.

Female genital mutilation (FGM)

For this policy, 'female genital mutilation', commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.

Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There is a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff needs to be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrew from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'

- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

Staff must look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear
- FGM Helpline – 0800 028 3550

Teachers will not examine pupils, so they will rarely see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

FGM is also included in the definition of honour-based violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

Forced marriage

For this policy, a 'forced marriage' is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school and displaying a decline in punctuality

- An obvious family history of older siblings leaving education early and marrying early
- In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

Child sexual exploitation (CSE)

For this policy, child sexual exploitation is defined as 'a form of sexual abuse where children are sexually exploited for money, power or status'.

CSE can take many forms, but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

Chantlers Primary School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in the exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional well-being
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional well-being
- Misusing drugs or alcohol

Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

The LA and all other necessary authorities will then bring the matter to a conclusion. The school will cooperate as needed.

12. Preventing radicalisation

- 12.1. Chantlers Primary School is committed to contributing to community cohesion and reducing the likelihood that its children may become radicalised. To support this process, school staff report any concerns they have about the children in this respect to the DSL in

school using 'CPOMS'. The DSL will seek guidance from BISP online and will then contact relevant personnel for further advice and support.

12.2. The following guidance has been provided by the Local Authority.

- Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.
- Chantlers Primary School will actively assess the risk of pupils being drawn into terrorism.
- Staff will be alert to changes in pupils' behaviour which could indicate that they may require help or protection.
- Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel program. The school will work with the BISP as appropriate.
- The school will ensure that they engage with parents/carers and families, as it is in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.
- Any concerns over radicalisation will be discussed with a child's parents/carers unless the school has reason to believe that the child would be placed at risk as a result.

13. Prevent Awareness Training

13.1. The DSL has undertaken Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

14. Risk indicators

14.1. Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society.

14.2. Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging
- Indicators of vulnerability through personal circumstances:
 - Migration
 - Local community tensions
 - Events affecting their country or region of origin alienation from UK values

- A sense of grievance triggered by personal experience of racism or discrimination

14.3. Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice Feelings of failure Rejection of civic life
Indicators of vulnerability through criminality:
- Experiences of dealing with the police Involvement with criminal groups

15. Making a judgement

15.1. When making a judgement, the staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for extremist activities (for example using closed network groups, accessing or distributing extremist material, contacting covertly using Skype or instant messaging services)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of a racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others? Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?

- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or another person in the pupil's life has extremist views or sympathies?

15.2. Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

15.3. Any member of staff who identifies such concerns, as a result of the observed behaviour or reports of conversations, will report these to the DSL.

15.4. The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

16. Channel program

16.1. Safeguarding children is a key role for both the Chantlers Primary School and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

16.2. In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Headteacher or DSL will contact the Channel Programme on 0161 227 3545 or MASH (see Appendix 4), gmchannel@manchester.gov.uk and or childwellbeing@bury.gov.uk (on-line form) <https://www.bury.gov.uk/social-care-and-support/child-care-and-support/report-a-child-at-risk>

16.3. The DSL will also support any staff making referrals to the Channel programme.

16.4. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their

vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

- 16.5. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Chantlers Primary School.
- 16.6. The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.
- 16.7. All individuals will be required to give their consent before any support through the Chanel Programme is provided.

17. Extremist speakers

The Guest Speaker Policy prevents speakers who may promote extremist views from using the school premises.

18. Building children's resilience

18.1. Chantlers Primary School will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their safety and well-being.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law-making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

19. Resources

19.1. Chantlers Primary School will utilise the following resources:

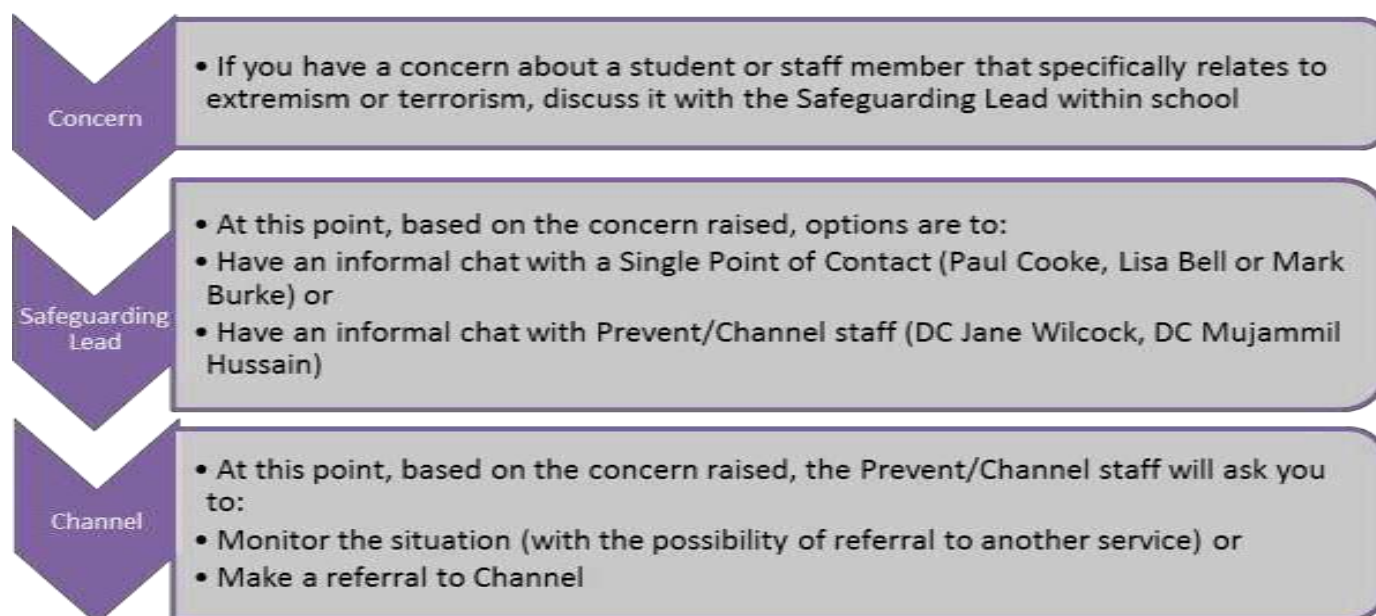
- The BISP and MASH
- Advice and Assessment Team
- The local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline
- The Channel awareness programme
- Educate Against Hate website

The following guidance has been provided by the Local Authority.

If anyone has a concern

As in any situation, if a staff member or other involved person judges that there is an imminent danger – call 999.

In other circumstances, the process below should be followed:



Bury Contacts

- Paul Cooke –Strategic Lead, Schools, Colleges and Academies – 0161 253 5674
- Gina Andrews Safeguarding Lead for Schools - 0161 253 5811 - mobile 07974604223
- The Prevent lead – Chris Woodhouse C.Woodhouse@bury.gov.uk awaiting contact numbers
- CTPNW Triage Team – 0161 856 6362 channel.project@gmp.police.uk
- GM Channel Team – 0161 224 3545 gmchannel@manchester.gov.uk
- The GM Channel coordinator – Adam Cierpinski adam.cierpinski@manchester.gov.uk
- MASH - 0161 253 5678 childwellbeing@bury.gov.uk
- MASH – Out-of-hours duty team 0161 253 6606
- Bury LADO - Mark Gay/Donna Green – 0161 253 5382, 07583 877 250.
- Bury Integrated Safeguarding Partnership (BISP) – 0161 253 6153
- DfE’s dedicated helpline - 020 7340 7264
- Bury Police Station - 0161 856 8181

20. Unexplained or Persistent Absence

- 20.1. A child absent from school is a potential indicator of abuse, neglect and exploitation, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- 20.2. Staff will monitor pupils who are absent from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures. Chantlers Primary School will inform the LA Admissions Team of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

21. Admissions register

- 21.1. Pupils are placed on the admissions register at the beginning of the first day that is agreed upon by the school, or when the school has been notified that the pupil will first be attending. At least two emergency contact numbers are requested and held on the system for all pupils admitted to the school.
- 21.2. On the first day of absence, the school makes a first-day absence response call and subsequently tracks the absence of all children daily.
- 21.3. The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- 21.4. The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.
- 21.5. Staff will monitor pupils who do not attend school on the agreed date and will notify the LA Attendance Officer at the earliest opportunity.
- 21.6. If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
 - The full name of the parent/carer with whom the pupil will live
 - The new address
 - The date from when the pupil will live at this address
- 21.7. If a parent/carer notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
 - The name of the new school
 - The date on which the pupil first attended, or is due to attend, that school

- 21.8. When a pupil moves to a new school, the school will use the internet system to secure school transfer to securely transfer pupil data. To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, following the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
- Have been taken out of school by their parents/carers, and are being educated outside the national education system, for example, home education.
 - Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
 - Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has indicated.
 - Have the intention to continue to attend the school after ceasing to be of compulsory school age.
 - Have been in custody for more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
 - Have been permanently excluded.
- 21.9. The school will also remove a pupil from the admissions register where the school and LA have been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
- 21.10. If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
- The full name of the pupil
 - The full name and address of any parent/carer with whom the pupil lives
 - At least two contact telephone numbers are required for all pupils and kept on file.
 - The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
 - The name of the pupil's new school and the pupil's expected start date there, if applicable
 - The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)
- 21.11. The school will work with the LA to establish methods of making returns for pupils back into the school.
- 21.12. The school will highlight the LA where they have been unable to obtain necessary information from parents/carers, for example where an address is unknown.

- 21.13. The school will also highlight any other necessary, contextual information, including safeguarding concerns.
- 21.14. The school will maintain ongoing responsibility for safeguarding any pupil that attends alternative provision and will obtain confirmation that providers have undertaken satisfactory safer recruitment checks in line with DFE KCSIE (2024).

22. Pupils with special educational needs and disabilities (SEND)

- 22.1. The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect or understanding what constitutes inappropriate online activity in this group of pupils.
- 22.2. 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 disproportionately impacted by things like bullying, without outwardly showing any signs.
 - Communication barriers may exist, as well as difficulties in overcoming these barriers.
- 22.3. When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.
- 22.4. Disabled children have the same human rights to be safe from abuse and neglect, to be protected from harm and to achieve Every Child Matters outcomes as non-disabled children. Disabled children do, however, require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes about disabled children and unequal access to services and resources and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (Safeguarding Children, DCSF, July 2009).
- 22.5. Chantlers Primary School will ensure that its disabled children are listened to and responded to appropriately where they have concerns regarding abuse. To do this, the school will ensure that its staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a child.

23. Private Fostering

- 23.1. A private fostering arrangement is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

- 23.2. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents. It does not include great aunts or uncles, great grandparents or cousins.
- 23.3. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not doing so is a criminal offence.
- 23.4. While most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect or are involved in trafficking, child sexual exploitation or modern-day slavery.
- 23.5. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools must inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
- 23.6. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself must inform the local authority of the private fostering arrangements.
- 23.7. On admission to Chantlers Primary School, the school will take steps to verify the relationship of the adults to the child who is being registered.

24. Underage marriage

- 24.1. In England, young people cannot legally marry until they are 16 years old (without the consent of their parents or carers) or have sexual relationships.

25. Ritualistic Abuse

- 25.1. Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

26. Sexually Active under 18 years old

- 26.1. It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships.
- 26.2. The protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services.
- 26.3. Chantlers Primary School will ensure the school's policy for managing this issue links to the available protocol.

27. Honour-Based Violence (HBV)

- 27.1. Honour-based violence 'is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'.
- 27.2. It is important to be alert for signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, and unreasonable restrictions at home.
- 27.3. Where it is suspected that a child/young person is at risk from HBV, Chantlers Primary School will report these concerns to the appropriate agency to prevent this form of abuse from taking place.

28. Trafficked Children

- 28.1. Child trafficking involves moving children across or within national or international borders for exploitation.
- 28.2. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud.
- 28.3. When Chantlers Primary School is made aware of a child suspected of or being trafficked/exploited, the school will report its concerns to the appropriate agency.

29. Domestic Abuse

- 29.1. The Government defines domestic abuse as 'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality.'

- 29.2. Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place or if the child sees, hears or experiences domestic violence. The school's policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse.
- 29.3. Chantlers Primary School will follow its safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.
- 29.4 Chantlers Primary School subscribes to Bury Encompass. All information is recorded on CPOMS and is only accessible by the nominated adults Mr Barlow, Mr S Lea and Mrs L Tracey.

30. Child Criminal Exploitation

County Lines/Criminal Exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked to transport drugs. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years; can still be exploitation even if the activity appears consensual; can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

31. Violence Against Women and Girls (VAWG) VAWG

This is defined as any act of gender-based violence that results in or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

VAWG is the umbrella term that brings together multiple forms of serious violence such as crimes committed in the name of "honour"; domestic abuse; female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL to refer to appropriate agencies.

32. Changes to Smoking Laws

- 32.1. Chantlers Primary School is a no-smoking site.

32.2. Smoking in Cars

On October 1, 2015, it became illegal to smoke in a car or other vehicle when someone under the age of 18 is present.

32.3. eCigarettes

From October 1, 2015, it became to be an offence to sell nicotine-inhaling products, e-cigarettes, nicotine cartridges or nicotine refill substances, to a person under the age of 18.

It is also an offence to buy or try to buy tobacco products and relevant nicotine products, effectively eCigarettes, nicotine cartridges or nicotine refill substances, for a person under the age of 18.

33. Concerns about a pupil – not Child Protection

33.1. Concerns about a pupil do not include those in immediate danger and so must be handled differently. However, Early Help provides help and support as soon as we see problems starting to occur

33.2. If a staff member has any concerns about a pupil, they will log this on CPOMS (following yellow guidance) and also raise this with the DSL, DDSL and SLT or, if necessary, refer the case to the SEND Coordinator or Pastoral Manager to consider specialist or early help services.

33.3. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible through a notification on CPOMS.

33.4. The Early Help Social Worker will meet with the referrer and will decide on what further support is appropriate.

33.5. Staff are required to monitor a referral and outcome.

33.6. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

33.7. If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

- All concerns, discussions and decisions made, as well as the reasons for those decisions, will be recorded on CPOMS.
- If a pupil is in immediate danger, a referral will be made to Children's Social Care and/or the police straight away.
- Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account and that there are systems available for pupils to provide feedback and express their views.
- An inter-agency assessment will be undertaken where a child and their

a family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs from escalating to a point where intervention would be needed.

34. Concerns about staff members and Safeguarding Practices

- 34.1. If a staff member has concerns about another member of staff then this will be raised with the Headteacher.
- 34.2. If the concern is with regards to the Headteacher, this will be referred to the Chair of Governors.
- 34.3. Any concerns regarding the safeguarding practices at Chantlers Primary School will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.
- 34.4. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- 34.5. Any allegations of abuse made against staff members will be dealt with following the school's Allegations of Abuse against Staff Policy.

35. Managing allegations against members of staff or volunteers

- 35.1. All Chantlers Primary School staff are aware that they must report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headteacher. They are also informed of the purpose of the Whistleblowing Policy.
- 35.2. If the concerns are about the Headteacher, staff are aware that they report the matter to the Chair of Governors.
- 35.3. When an allegation has been made against a member of staff, the Headteacher will consider whether the allegation suggests that the individual has:
 - Behaved in a way that has harmed, or may have harmed a child.
 - Possibly committed a criminal offence against or related to a child.
 - Behaved in a way that indicates that s/he is unsuitable to work with children.
- 35.4. If any of the above may have happened, the Headteacher must record the concerns, and contact the Local Area Designated Officer (LADO) to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to complete related forms or treat the matter internally via other policies (for example disciplinary/capability). For additional information about the process, the school will refer to HR services.

35.5. Chantlers Primary School recognises its duty as a school to refer colleagues to the Disclosure and Barring Service (DBS) under section 35 of the Safeguarding and Vulnerable Groups Act (2006) for their consideration of whether a colleague should be barred from the children's workforce. The school would make a referral when both conditions set out in the Referral Guidance provided by the DBS on [click here](#) are met.

36. Allegations of abuse against other pupils – child-on-child abuse (sexual violence and harassment)

- 36.1. All staff will be aware that pupils are capable of abusing their peers, and will never tolerate abuse as 'banter', 'just having a laugh' or 'part of growing up'.
- 36.2. The school will respond to and manage any reports of sexual violence and/or harassment in line with the guidance in KCSIE 2022.
- 36.3. The school is aware that child on child abuse can be manifested in many different ways, bullying (including cyberbullying), gender-based violence, sexual violence and sexual harassment, upskirting, (taking a picture under a person's clothing without them knowing, to view their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm which is now a criminal offence. DfE,2019a,) physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and gender issues, such as girls or boys being sexually touched or assaulted, and children being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.
- 36.4. All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with following the procedures outlined in the school's Behaviour Policy. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it will never be dismissed as normal behaviour.
- 36.5. The DSL will be informed of any allegations of abuse against other pupils, who will record the incident on CPOMS and decide what course of action is necessary, with the best interests of the pupils in mind at all times, taking into account the child(ren) feeling(s) and wishes.
- 36.6. If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police.
- 36.7. The DSL will decide which safeguards, if any, are necessary for the pupils, for example, counselling support or immediate protection.
- 36.8. In all cases, parents/carers will be informed of the incident and how it is being managed unless doing so would put the pupil at further risk of harm.

- 36.9. To prevent child on child abuse, the school will educate pupils about abuse, its forms, the importance of discussing any concerns, what they can do to stay safe, what constitutes unreasonable pressure from peers to engage in inappropriate or risk-taking behaviour and to understand the meaning of consent and respecting others, through the curriculum, assemblies and PSHE lessons regularly.
- 36.10. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (RSHE) and group sessions, in line with DfE guidance and the national curriculum school will ensure that pupils know how to report feeling unsafe and know that their concerns will be taken seriously and treated confidentially.
- 36.11. Responding to reports of sexual violence/harassment (see Appendix 6).

37. Online Safety (see also Section 5.4)

- 37.1. Chantlers Primary School will ensure that suitable filtering systems are in place to prevent children from accessing terrorist and extremist material, following the school's E-Safety Policy. The effectiveness of these systems will be reviewed regularly.
- 37.2. The use of mobile phones by staff and pupils is closely monitored by the school, following the Media Device Policy.
- 37.3. The school will ensure that the use of filtering and monitoring systems does not cause 'over-blocking' that leads to unreasonable restrictions as to what pupils may be taught regarding online teaching.
- 37.4. The school will regularly reinforce the importance of online safety with both children and parents by way of communicating any concerns to them, advising on the school website and updates about known risks.

38. Safer recruitment

- 38.1. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity.
- 38.2. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
- Are responsible daily for the care or supervision of children.
 - Regularly work in the school at times when children are on the premises.
 - Regularly come into contact with children under 18 years of age.
 - Staff undertaking recruitment will have undertaken Safer Recruitment Training.

- On-line searches may be carried out as part of our due diligence.

39. Pre-employment checks

- 39.1. The governing body will assess the suitability of prospective employees by:
- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
 - Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
 - Obtaining a separate barred list checks if an individual will start work in regulated activity before the DBS certificate is available.
 - Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Teacher Services System.
 - Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
 - Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Government website will be followed. [click here](#) The person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
 - Checking professional experience and qualifications as appropriate.
- 39.2. A DBS certificate will be obtained from candidates before or as soon as practicable after the appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives permission.
- 39.3. An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.
- 39.4. An enhanced criminal records DBS check will be carried out for each member of the governing body.
- 39.5. The school will refer to the DBS as anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- 39.6. For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that

an EEA professional regulating authority has imposed.

40. Barred list check

- 40.1. An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.
- 40.2. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months before the appointment.
- 40.3. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

41. References

- 41.1. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved before confirmation of employment.
- 41.2. References will be sought on all short-listed candidates, including internal ones, before the interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- 41.3. Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.
- 41.4. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

42. Volunteers

- 42.1. No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- 42.2. An enhanced DBS certificate with a barred list check will be obtained for all new volunteers in a regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- 42.3. An enhanced DBS certificate will be obtained for new volunteers, not in regulated activity.
- 42.4. The school will consider obtaining an enhanced DBS certificate with a barred list check for existing volunteers who provide pastoral care.
- 42.5. Unless there is cause for concern, the school will not request a DBS certificate with a barred list check for other unsupervised volunteers who are continuing with their current studies, as the volunteer should already have been checked.

- 42.6. A risk assessment will be undertaken for volunteers not engaged in a regulated activity when deciding whether to seek an enhanced DBS check.
- 42.7. The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.
- 42.8. The school will ensure that any contractor or employee of a contractor working on the premises has been subject to the appropriate level of DBS check.
- 42.9. Contractors without a DBS check will be supervised if they have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- 42.10. DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in The Data Protection Act 1998.
- 42.11. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

43. Single central record (SCR)

- 43.1. The school keeps an SCR that records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.
- 43.2. The following information is recorded on the SCR:
 - An identity-check
 - A barred list check
 - An enhanced DBS check
 - A prohibition from teaching check
 - A check of professional qualifications
 - A check to determine the individual's right to work in the UK
 - Additional checks for those who have lived or worked outside of the UK
- 43.3. For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.
- 43.4. If any checks have been conducted for volunteers, this will also be recorded on the SCR.
- 43.5. Any Section 128 checks for maintained governors.

44. Staff suitability – Disqualification from Childcare Act 2018 Amendment.

- 44.1. Schools must ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations Act in connection with relevant childcare provisions.
- 44.2. To conform with this legislation, all staff at Chantlers Primary School are required to complete a Childcare Disqualification Declaration and sign to confirm that the statement provided is accurate and true and that in understanding their responsibilities to safeguard children, they will notify the Headteacher immediately of anything that affects their suitability under the Disqualification from Childcare Amendment 2018.
- 44.3. Failure to notify will be a serious matter and may lead to disciplinary action being taken, including a dismissal.
- 44.4. It is important to note that in gathering information to make these decisions, the Headteacher ensures that he acts proportionately and minimises wherever possible the intrusion into the private lives of staff and members of their household.
- 44.5. Further information on the Disqualification from the Childcare Amendment 2018 can be found on the school's network.
- 44.6. All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.
- 44.7. A person may be disqualified if they:
 - Have certain orders or other restrictions placed upon them. Have committed certain offences.
 - Live in the same household as someone who is disqualified under one or two of the above reasons (Disqualification from Childcare 2018 Amendment).
- 44.8. A disqualified person will not be permitted to continue working at the school unless they apply for and are granted a waiver from Ofsted.
- 44.9. The school will provide support with this process.

45. Training

- 45.1. All members of staff are trained in all statutory elements of Safeguarding as part of their induction process. These include Child Protection, Staff Code of Conduct, Identity and Role of the DSL, CME Procedures, Behaviour Policy, and KCSIE 2024. Besides all this, there are weekly briefings sent out, monthly safeguarding updates, and online safety training provided by The Key.
- 45.2. The induction pack will be updated on a term basis and will be in line with advice from the BISP and DfE.

- 45.3. All staff have to complete The Key Safeguarding online training as part of their induction.
- 45.4. All staff members will also receive regular safeguarding and child protection updates as required, but at least termly.
- 45.5. Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.
- 45.6. The DSLs will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role.
- 45.7. The DSLs will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.
- 45.8. If the school appoints a deputy DSL, they will undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.
- 45.9. Online training will also be conducted for all staff members as part of the overall safeguarding approach.
- 45.10. The following staff are first aid trained:
Ms A Ward, Mrs M Harrison, Mrs C McGill, Mrs S Manock, Miss N Kay, Mrs L Hartley, Mrs C Allen, Mrs E Darbyshire, Miss S Mackenzie, Mrs A Murray, Mrs C Bassett, Miss E Rigby, Miss S Thompson, Mrs L Burgess, Miss H Jones, Miss N Tong, Mrs J Abbey, Mrs J Dale, Miss H Fowler, Mrs L Challinor, Miss D Harrop, Miss L Meers, Mrs E Farrell Mr G Evans, Miss J Lindsay
- 45.11. E-Safety – Social Media Guidance. (see additional policies)
- 45.12. All Chantlers Primary School staff are aware that they must protect themselves, their children and the families they serve. Chantlers colleagues and their employer concerning e-safety. BISP Social Media Guidance has been shared and an up-to-date agreed policy is in place. All staff received training in February 2022 on E-Safety.
- 45.13. Mr K Grundy leads Curriculum Computing across the school. Mr M R Sharp (School IT Manager) is also DSL trained and responsible for the Infrastructure and E-Safety reporting.
- 45.14. All staff were given Level 1 Safeguarding Training on 1st September 2024.
- 45.15. All training is signed for and recorded on Integris/CPOMS and located in the Training Section of the Safeguarding folder.

45.16. As part of the school's Induction, all staff are given a copy of the Staff Code of Conduct. This is also found in the Safeguarding Files based in the SBM office and on the shared staff drives. All staff must abide by the contents of the code.

46. REVISED Safer Working Practices (2022)

Keeping Children Safe (2024) states that schools must have a staff code of conduct. Many schools based their code on a guidance document issued in 2009: Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education. This document was archived by the government.

This document has now been updated by the Safer Recruitment Consortium made up of NSPCC, the Lucy Faithfull Foundation, the National Association of Special Schools and the Child Protection in Education Foundation.

The guidance has been brought up-to-date with all the changes to legislation and guidance, and now includes new sections on:

- Educational visits
- Personal Living accommodation including an onsite provision
- Overnight Supervision and Examinations
- Curriculum (sensitive topics)
- Whistle-blowing

A copy of the revised guidance can be downloaded from: [click here](#)

47. The wider safeguarding agenda

47.1. This policy and procedure should also be read in conjunction with the following:

- Behaviour management including anti-bullying and harassment
- Care and Control
- Health and Safety
- Restrictive Physical Intervention
- Managing Attendance
- Community Cohesion
- Record Retention Guidelines for Schools
- Managing Medical Conditions
- Special Educational Needs and Disability
- Gender Equality
- Race Equality
- Attendance
- Complaints
- Curriculum
- Drug and Substance Misuse
- Educational Visits
- First Aid
- CC Outreach and family support guidance

- Governing Body and Committee Papers
- Home School Agreement
- Intimate care/changing
- Social Media
- Administration of Medicines
- Use of Cameras and mobile phones in EY
- HR policies agreed by the Governing Body

48. Serious Case Reviews

- 48.1. Chantlers Primary School is committed to taking account of any recommendations that are made from local and national serious case reviews.
- 48.2. The school is aware that it could become involved in a Serious Case Review and it is committed to supporting the process. As such, the school will ensure that the files and records that pertain to a child involved in an incident that may lead to a Serious Case Review are preserved in school and we will co-operate with the representatives from the BISP who are undertaking the review.

49. Information for Parents/Carers

- 49.1. It is made very clear to all parents/carers that all Chantlers Primary School staff are legally obliged to follow up on any concerns they may have around child protection. A statement to this effect (Appendix 5) is included in welcome information, and school admission forms, it is on the school website and forms part of the home-school agreement. The school also displays its commitment to safeguarding on its Safeguarding Boards. (Appendix 6).

50. Confidentiality/Records

- 50.1. All child protection records are kept securely on CPOMS. The DSL, Deputy DSL and SLT have access to these. When necessary, they may be shared with other relevant members of staff. This is only done on a need-to-know basis and all staff have individual passwords. The system is password protected and in the event of electronic failure, all data is securely stored at an external data centre.
- 50.2. Any information provided by Project Encompass will be securely stored on CPOMS and only accessed by the nominated adults.
- 50.3. GDPR is not a barrier to transferring records. When required we should share relevant information before a child starts another school to protect or prevent them so that the new

school can make suitable arrangements before they start.

50.4. All records are sent and where physical records are delivered signatures are required by the receiving parties.

51. The views of the children

51.1. The views of the children are very important to the school. The school ensures that its children know that the staff are always prepared to listen to them. Children are made aware that they can report any concerns verbally and/or through any member of staff. Mrs Lorna Tracey is the person for children to talk to. They also complete an anonymous questionnaire (age-appropriate) annually that specifically asks them to report how safe they feel in the school. The findings are used to inform the school development plan, curriculum developments and specific interventions for individual children.

52. The views of the staff

52.1. The views of the staff are very important to the school. The school ensures that its staff know that leaders are prepared to listen to them. Staff are aware that they should report any concerns verbally and/or written. Staff also complete an anonymous questionnaire annually that specifically asks them to report how safe they feel and how safe they feel the children are in the school. The findings are used to inform the school development plan, curriculum developments and specific interventions for individual children.

53. Safeguarding Audit

BISP recommend that all schools undertake the self-evaluation SECTION 175 Self Audit and the outcomes of such are reflected in developments/training/priority actions within Chantlers Primary School. As a result, an annual action plan is produced to reflect the school's commitment and priorities for Safeguarding. The annual action plan and annual report for Safeguarding are shared with the Governing body. An external audit was conducted in the Spring Term 2019, by Kerry Dawson.

54. Reporting to the Governing Body

54.1. Chantlers Primary School's Governing Body oversees the Headteacher's sound maintenance of all safeguarding procedures in line with this policy and procedure. The Headteacher has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body. Governors receive regular updates on safeguarding including an annual report from the Headteacher.

54.2. The Governing Body will advise the Headteacher of its views on specific issues that will promote safeguarding in the school. This may for example be around promoting a parental understanding of the agenda.

54.3. The Governing Body does not discuss any individual cases and never requests to see individual pupil records, although they do ask the Headteacher to explain the effectiveness of the policies and procedures.

55. Monitoring and review

DfE (2020) Keeping Children Safe in Education, p.19

This policy is updated annually by the designated safeguarding lead – the Headteacher.

Any changes made to this policy by the Headteacher – the designated safeguarding lead will be communicated to all members of staff. As part of the Annual Review, process staff will be consulted and their opinions integrated into the policy if relevant.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction program.

The next scheduled review date for this policy is September 2025.

All staff are made aware of this policy regularly and sign to say they have read and understood its contents.



Signed:

Date: September 2024

Appendices

Appendix 1

Safeguarding in Chantlers Primary School

The Senior Designated Lead is Mr Philip Barlow (Headteacher).
Mr Barlow is DSL trained and has completed all training. This is documented within the Safeguarding file. (If you require to see this please ask).

In his absence, the following people will assume responsibility:

Mrs Lorna Tracey (Pastoral Manager and Designated Senior Lead).
Mrs Tracey is DSL trained and has completed all training. This is documented within the Safeguarding file. (If you require to see this please ask).

Mr Stephen Lea (Deputy Headteacher), in the absence of the Headteacher
Mr Daniel Hughes (Assistant Headteacher)
Mr Andrew Robinson (Assistant Headteacher)
The above are all DSL Trained and have completed all training documented in the Safeguarding file and on their training record, (If you require to see this please ask).

Chantlers' Child Protection / Safeguarding Governor is Mr Mike Cardwell.

All staff are presently trained in Restrictive Physical Intervention.

E-Safety:

Mr Mark Sharp (School IT Manager) monitors E-Safety.
Mr Sharp is DSL trained and has completed all training. This is documented within the Safeguarding file. (If you require to see this please ask).

Appendix 2

Purple Guidance that should be documented on CPOMS

Please ensure that the following information and format are recorded if you have any serious concerns about a pupil.

Pupil Name	Full name including any known as names.		
Day/Date/Time	The day/date/time this happened.	DoB	Full date of birth.
Member(s) of staff noting concern		Who was involved?	
Reported to: Which staff are you copying in? Do they all need to know?		Date/Time report completed: The time you are reporting it.	

Concern (Please describe as fully as possible)

This should be factual.
None of your opinions – I think etc.
Should contain what the child said.
Should document word for word the conversation you had.
Is a skin map needed?

Should include the context and how did you become aware of the concern?
Was it an observation or a disclosure? What was said?

Should list any actions you have taken – Include any discussions with parents or other professionals in chronological order.

Date	Person taking action	Action

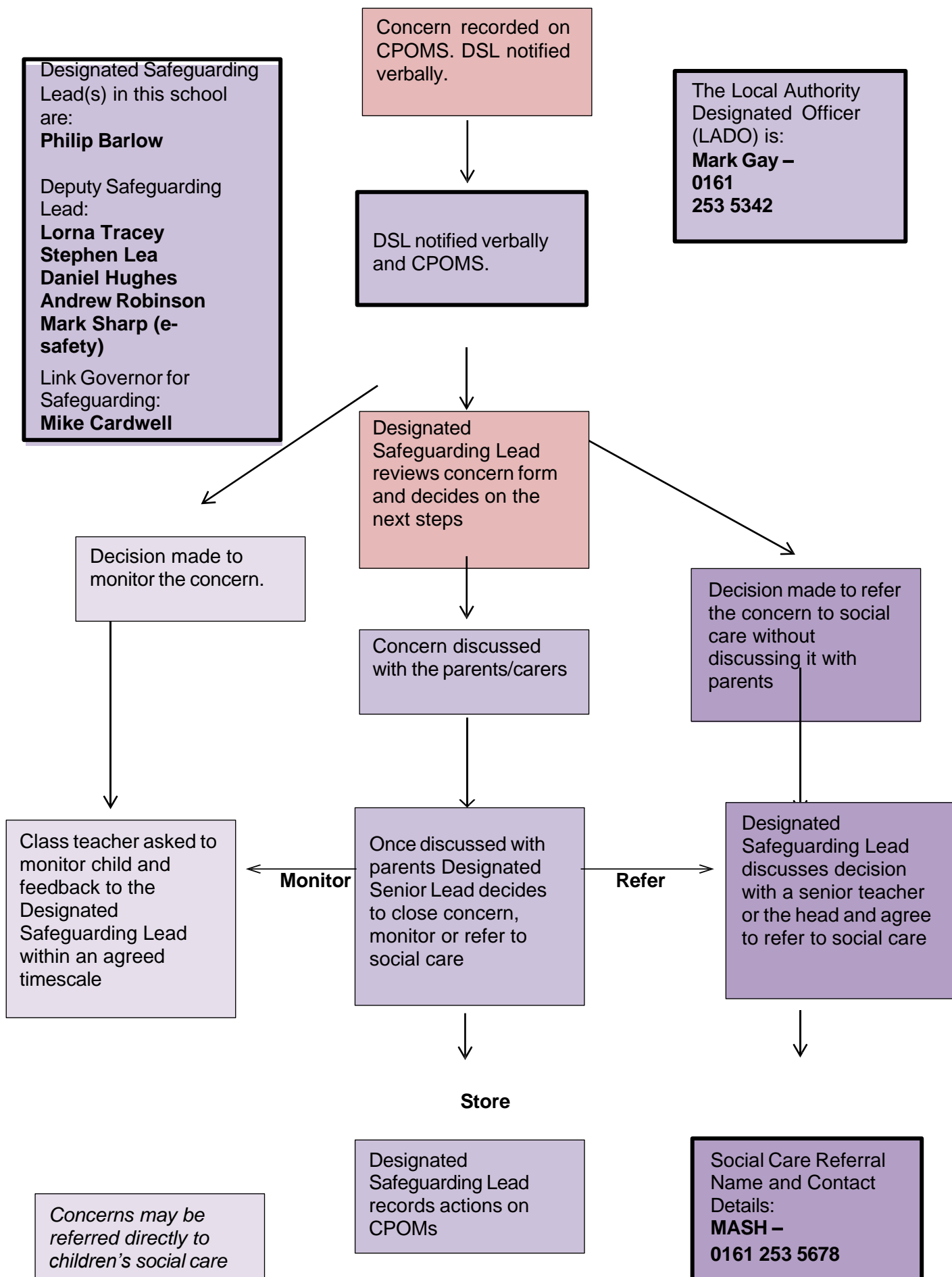
Further Action: This will be completed in the action box on CPOMS you will need to check this, in case you have to follow up on something.

continue to monitor complete CAF convene TAC refer to social care/police

Would you like feedback about this concern? Yes or No Date is given by DSL.

Appendix 3

Flowchart for raising safeguarding concerns about a child



Appendix 4

A step-by-step action plan enabling staff to respond to a child protection concern in the absence of DSL, DDSL and any other Senior Staff.

1. If the child needs urgent medical attention, obtain this first as a matter of urgency. We are committed to sharing our concerns with the parents/carers only if this is appropriate before referral. If this discussion may be inappropriate (when you have good reason to suppose that the discussion may place the child at further risk or jeopardise a police investigation (or in such instances as sexual abuse, Forced Marriage, FGM fabricated or induced illness has taken place), immediately seek advice from the HT (senior DSL) or the Duty Social Worker at MASH, 0161 253 5678 or out of hours emergency duty team 0161 253 6606.

2. If after talking to the child's parents/carers (where appropriate) you remain concerned, make a child protection referral.

To do this:

- Telephone the MASH duty social worker (0161 253 5678) or the out-of-hours duty team (for emergencies only) on 0161 253 6606
- Be prepared to give the following details:
- Your name, address, contact number and your role.
- As many details about the child as you can, including name, date of birth, address etc.
- What you have been told, or what has been observed.
- The action you have taken so far.

3. Children's Social Care will then advise you on what to do next. Make sure you are clear about what you have to do before you end the phone call so that you can keep the child informed about what will happen next.

Keep accurate, dated and timed records of what you have seen, heard and done.

Remember to use the child's words in any recording that you make.

Make sure your name is legible on any documents.

Make sure all records are timed and dated and pages numbered.

Follow up any referral phone calls to Social Care with a MASH inter-agency referral form and send it to the person you have spoken to detailing the main points of the conversation and send it to childwellbeing@burygov.uk or complete the Bury MBC on-line form <https://www.bury.gov.uk/social-care-and-support/child-care-and-support/report-a-child-at-risk>

Make sure that you are clear before ending your call about whether the parents/carers should be aware of the completion of the MASH inter-agency referral form.

Remember that if you are making a Child Protection referral it should not be discussed with the parents if it is for sexual abuse, fabricated illness, FGM and Forced Marriage.

Appendix 5

Safeguarding children in our school is the responsibility of everyone.

As such, all the staff in our school have to safeguard and promote the welfare of children. This duty is placed upon the school by Section 175 of the Education Act 2002.

This means that we have a Designated Officer for Child Protection.

In our school, this is **Mr Philip Barlow**.

In his absence, this responsibility is assumed by **Mrs Lorna Tracey, Mr Stephen Lea, Mr Daniel Huges or Mr Andrew Robinson**.

If we are concerned that a child may be at risk from significant harm (abuse) or is being abused, the school is required to refer their concerns to Social Care and the police if necessary. In some circumstances, this may happen without the consent or knowledge of parents/carers.

The school also has a responsibility to act upon other concerns that they may have about a child's welfare in circumstances where there are no suspicions of child abuse. Examples of this may be when a child is demonstrating inappropriate behaviour, is involved in bullying, is failing to come to school or where difficulties at home are having an effect on the child's well-being. However, this list is by no means exhaustive.

In Bury, there is an expectation that the school will always discuss these issues with parents/carers before deciding upon a course of action to support the child and where it is deemed appropriate to do so. However, on some occasions, it is our legal duty to refer this directly to Social Care and/or the Police.

Our school has a safeguarding policy that explains all the above in much more detail. If you would like to read the policy, please contact the school or access it in the policy section of the school website.

Declaration:

I have read and understood this statement and have access to the school's safeguarding children policy.

Signed:	(parent/carer)
of	(child's name)
Date:	

Appendix 6

Responding to reports and Child on Child Abuse (sexual violence/harassment)

There are four likely scenarios that the DSL will consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the DSL may take the view that the children concerned do not require early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and by providing pastoral support.
- Whatever the response, it will be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions will be recorded on CPOMS.

2. Early help

- In line with 1 above, it may be decided that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.
- Full details of the early help process are in Chapter One of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.
- Whatever the response, it will be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions will be recorded on CPOMS.

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, a referral to local children's social care will be made.
- At the referral to the children's social care, stage parents or carers will be informed, unless doing so is going to put the child at additional risk). Any such decision will be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved need protection or other services.
- Where statutory assessments are appropriate, the designated safeguarding lead or a deputy) will work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and where appropriate, the alleged perpetrator and any other children that require support.

- The School will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 275 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, and any other children directly involved in the safeguarding report and all children at the school will be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) will be prepared to refer again if we believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) will consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- The designated safeguarding lead (and their deputies) must be clear about the local process for referrals and follow that process.
- When a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take the welfare, rather than criminal justice, approach.
- At this stage, the school will inform parents or carers unless doing so is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school will consult the police and agree on what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters to local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, the school or college must continue to engage with specialist support for the victim as required.
- Whatever the response, it should be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.
- After recent government action to tackle the issues raised by testimonies given on the Everyone's Invited Website, NSPCC has been commissioned to run the helpline which we will publicise in school and on our website – 0800 136 663. This number is for children and young people who are victims of sexual abuse, adult victims, parents and carers of victims and professionals working with children and young people. It is to report or share incidents that have happened both in and outside of educational settings.

Appendix 7

All the staff in our school are committed to safeguarding all our children.

We will strive to:

- Create and maintain a safe learning environment for our children.
- Identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate.
- Develop our children's understanding of how to keep themselves safe.

Signed:

Headteacher: 

Chair of Governors: