



Harrop Fold School
Safeguarding and Child Protection Policy
September 2020

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Key Contacts

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Designated Safeguarding Lead - Michelle Gleeson	michelle.gleeson@salford.gov.uk
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Prevent Lead	samantha.wells@salford.gov.uk
Designated Looked After Children Lead – Carmen Ruscoe	samantha.wells@salford.gov.uk
Designated Mental Health Lead	gemma.stewart@salford.gov.uk
Named Governor for Safeguarding	Helen Watson

Key External Contacts

Local Authority Designated Officer	Emma Ford SSCB, Safeguarding Children and Quality Assurance Unit, Sutherland House, 303 Chorley Road, Swinton, M27 6AY TEL: 0161 603 4350 sscb@salford.gov.uk
Local Authority Children’s Social Services	TEL: 0161 603 4500 EMAIL: worriedaboutachild@salford.gov.uk OUT OF HOURS EMERGENCY: 0161 794 8888 DUTY TEAM TEL: 0161 603 4555
Multi-Agency Safeguarding Hub	TEL: 0161 603 4500 EMAIL: worriedaboutachild@salford.gov.uk
Support and Advice about Extremism	Police Police PPIU TEL: 0161 856 4810 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 Local Authority Emma Ford TEL: 0161 603 4350 EMAIL: sscb@salford.gov.uk PREVENT LEAD: Emma Ford Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
NSPCC’s what you can do to report abuse dedicated helpline	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk

Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gsi.gov.uk
Teaching Regulation Agency	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk

This policy should be considered alongside school child protection procedures and other related policies in school. These are;

- Supporting Pupils with Medical Needs
- Attitude to Learning Policy
- Anti-bullying
- Special Education Needs
- Health and Safety
- E-safety
- Safer Working Practice
- Handling Allegations of Abuse Against Staff
- Whistleblowing
- Safer Recruitment
- Peer on Peer abuse
- FGM

1. Introduction

- 1.1. Harrop Fold School is a high school based at Hilton Lane, Worsley, Salford, M28 0SY. This policy sets out Harrop Fold's commitment to safeguarding and promoting the welfare of children who attend the school.
- 1.2. Our school fully recognises the contribution it can make to protect children and support pupils in school and beyond.
There are three main elements to our Safeguarding Policy.
- (a) **Prevention:**
A positive school atmosphere, teaching and pastoral support to students.
- (b) **Protection:**
By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- (c) **Support:**
To students and school staff and to children who may have been abused.

This policy applies to **all** adults, including temporary staff, supply staff volunteers and governors. The policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; Section 128 of the Education Act 2002; Education and Skills Act 2008 and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need, and their Families' 2000, Information sharing advice for safeguarding practitioners (2018) and 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' September 2020.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We follow procedures set out by Salford Safeguarding Children's Board and take account of all guidance.

www.partnershipinsalford.org/sscb/procedurespolicies.htm

Since 2013 the SSCB has adapted the Greater Manchester procedures.

2. School Commitment

- 2.1. We recognise that high self-esteem, mental and physical health wellbeing, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering harm from abuse or neglect.

Harrop Fold will therefore:

- (a) Adopt the **Salford Standards for Listening** and establish/maintain an ethos where children feel secure, are encouraged to talk and are listened to. These standards are on display in the Safeguarding Office and a copy is available on request.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse.
- (d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. (including when they are online at home)
- (e) Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies.
- (f) Ensure that there are systems in place to ensure parents are encouraged to contribute views and ideas related to developments of the school within the community

3. Framework

- 3.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2013*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- Keeping Safe in Education 2014

- 3.2 The Education and Inspections Act 2006 states, 'all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils'. This Act also gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

- 3.3 Safeguarding is the responsibility of *all* adults and especially those working with children. The development of appropriate multi-agency procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Board (SSCB).

Salford Safeguarding Children Board (SSCB)

SSCB is a multi-agency forum that holds shared responsibility in promoting and safeguarding the children of Salford. Keeping children safe from abuse or neglect, ensuring they grow up in an environment of safe and effective care, enabling them to have optimum life chances is everyone's business.

SSCB has a statutory responsibility to ensure this principle is embedded in the work of each key agency. SSCB members are senior representatives of key statutory agencies and others in Governance roles who have sufficient understanding and knowledge of safeguarding and welfare concerns to commit to agreed actions of their staff groups. SSCB allows for clear lines of accountability.

There are specific areas of focus:

- To ensure all agencies working with children or in services impacting on the welfare of children have safe recruitment practices.
- To provide an analysis and overview of Serious Case Reviews, ensuring lessons learned are devised into action plans and incorporated into agencies practice. Promoting safeguarding as a shared responsibility within agencies in Salford.
- To influence the local planning and commissioning of children's services or services impacting on children's welfare and safety and ensure safeguarding and the promotion of children's welfare is taken into account.
- To monitor the effectiveness of what is done in relation to safeguarding and promotion of children's welfare by partner agencies individually and collectively.

Members of the board

Salford Safeguarding Children Board (SSCB) is made up of members whose role and seniority enable them to commit their organisation/agency to the development and maintenance of effective inter-agency working to safeguard children and young people in Salford. Details of the agencies that make up the board can be found by using the link below.

<http://www.partnersinsalford.org/sscb/abouttheboard.htm>

4. Roles and Responsibilities

4.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Safeguarding and child protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

4.2 The role of the Designated Safeguarding Lead is to:

- Ensure they receive SSCP training to provide them with the knowledge and skills required to carry out the role, including Refresher training at two yearly intervals to keep knowledge and skills up to date and Prevent training.
- In addition to their formal training, as set out above, their knowledge and skills will be updated, (for example via e- bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- Liaise with the local authority, the Schools Early Help Coordinator – Aisling Bishop and Early Help Team and work with other agencies in line with *Working Together to Safeguard Children 2018*. During term time the designated lead and/or a deputy should always be available, during school/college hours, for staff to discuss any safeguarding concerns. It is a matter for the individual school/college and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- Ensure they attend all Designated Person Seminars on behalf of the school (or arranges for the deputy designated safeguarding lead to attend if exceptionally unable to do so themselves).
- Ensure that there is evidence that all staff and governors have read and understood Part One and Annex A of Keeping Children Safe in Education 2020
Ensure that all staff receive regular safeguarding and child protection updates (for example, via email, e- bulletins, staff meetings) as required, but at least annually. This should provide them with relevant skills and knowledge to safeguard children effectively, both on-line and in their daily life
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff. Temporary staff (including supply staff), and volunteers are made aware of the school's arrangements for safeguarding children at commencement of work
- New staff will receive school-based safeguarding and child protection training at induction.

- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that all staff and volunteers are aware of the Greater Manchester and Salford Safeguarding Children Procedures.
- Ensure that the Head Teacher is kept fully informed of any concerns.
- Develop effective procedures to work with the Early Help Team, Children's Social Care and the police, health services and other services to promote the welfare of children and protect them from harm.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, or refer to the Bridge Partnership.
- Liaise and work with Salford's Bridge Partnership over suspected cases of child abuse.
- Ensure that the SSCP Challenge and Escalation policy is shared with all staff and how it is used, by the school, when professional disagreements about a child cannot be resolved
- Liaise with other school staff especially pastoral support staff, school nurses, IT Technicians, SENCOs and Senior Mental Health Leads.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- Submit reports to, and ensure the school's attendance at, child protection conferences contributing to decision making.
- Ensure the school's delivery of actions planned to safeguard the child (e.g. through core group participation).
- Ensure that the school effectively monitors children about whom there are concerns, including notifying the Early Help School Coordinator. It is important to notify Social Care, when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Help promote educational outcomes by sharing, with teachers and school/ college leadership teams, the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced.
- Ensure all staff are enabled and supported to recognise the signs of neglect and understand the impact of neglect on children.
- Ensure all staff are enabled and supported to recognise the signs of child exploitation, whether criminal or sexual, and how to respond.
- Support teaching staff to identify the additional challenges that impact all children with a social worker and the additional academic support and adjustments that they could make to support these children.
- Monitor the well-being, academic achievement and progress of all pupils who have a social worker.
- Understand and supports the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or working on-line at home
- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

5 Designated Looked After Children Lead is Cashel Chilvers

- 5.1 Governing Bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.(refer to the Looked After Children Policy and Procedures for more detail)

- 5.2 The Designated Looked After Children Lead needs to work in partnership with the Designated Safeguarding Lead and the Virtual School Head to ensure the safeguarding vulnerabilities for Looked After Children are appropriately met. In addition the Virtual School Head receives pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. In maintained schools and academies the Looked After Children Designated Lead should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

Governing Bodies

Governing bodies, management committees and proprietors must ensure that they comply with their duties under legislation. They must have regard to the Keeping Children Safe in Education 2020 guidance, ensuring that Safeguarding policies, procedures and training in their schools or colleges are effective and comply with the law at all times

Named Governor for Child Protection Helen Watson (SG Governor)

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their school's or college's safeguarding arrangements. The role of the Named Governor is key to ensuring that the Governing Board fulfils its responsibilities in respect of safeguarding children. The Named Governor should therefore ensure that the school:

- 5.3 Has an effective safeguarding children policy in place and follows local procedures. Policies should be reviewed annually.

- Recruits staff and volunteers in line with safer recruitment processes.
- Has procedures for dealing with allegations of abuse made against staff, including supply staff and volunteers.
- Has a designated senior member of staff for dealing with safeguarding children issues.
- Accesses appropriate safeguarding children training for **all** staff.
- Has the mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.
- Liaises with the The Principal to ensure that deficiencies in safeguarding arrangements are remedied without delay.

Principal

The The Principal has prime responsibility for leading the school in fulfilling the ethos and policies set down by the governing body, including those set out above in the responsibilities for the Named Governor.

In such a role the Principal will ensure that safeguarding is central to whole school policy and practice, embedded in the delivery of the curriculum and in all systems for managing the school.

Part of the means of demonstrating such leadership is in attending SSCB training at least once every 3 years. Such leadership is also demonstrated by embedding safeguarding awareness into the school's organisational development and training programmes.

6. Procedures – Early Intervention

Policies - We follow the Greater Manchester Safeguarding Procedures adopted by SSCP. The procedures provide a framework within which all agencies and professionals can work together to safeguard and promote the welfare of children and young people across Greater Manchester.

<http://greatermanchesterscb.proceduresonline.com>

It is recommended that the school [registers for alerts](#) to automatically receive notification when the manual is updated. The school can also [subscribe](#) to receive free Policy Briefings or Practice Guides.

We take account of local supporting pathway guidance and additional policies from Salford Safeguarding Children's Partnership.

<https://safeguardingchildren.salford.gov.uk/>

7. Procedures - Child Protection

7.1 Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the child protection procedures set out by the Salford Safeguarding Children Board.

7.2 In implementing Harrop Fold School policies and procedures on Safeguarding and Child Protection;

- The Principal will ensure that the policies relating to safeguarding will be implemented and monitored on an on-going basis with annual evaluation of effectiveness and review. The Review will be presented as an annual item to the governing body.
- All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. All staff and governors will be kept informed about the Contextual Safeguarding approaches the school is deploying to safeguard and protect **all** pupils, and especially the most at risk and vulnerable pupils within the school.
- All staff and governors will be kept informed about child protection procedures using a variety of means such as staff meetings, Inset Days, online Safeguarding Briefs, one-to-ones and briefings in various forms.
- At induction new and/or temporary staff should be made aware of and provided with copies of the following policies and procedures within school, with clarity about how safeguarding fits into whole school policy.
 - the child protection policy;
 - the behaviour policy;
 - the staff behaviour policy (sometimes called a code of conduct);
 - the safeguarding response to children who go missing from education;
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
 - Part 1 and Annex A of Keeping Children Safe in Education 2020
- Supply Staff will be made aware of Policy and Procedures through the Information Pack they receive when they report to Main Reception.
- All existing staff including teachers, teaching assistants, administrators, welfare and ancillary staff, will be made aware of and provided with copies of Keeping Children Safe in Education 2020 Part 1 and Annex A as well as any updated school policies and procedures.
- As well as teachers (including supply teachers) all other staff in school, such as teaching assistants, administrators, welfare staff, kitchen staff etc will receive the core training on safeguarding and an induction that is specific to their role; including knowing what to do if there are child protection concerns.
- Parents will be informed of the school's duties and responsibilities under the policy and procedures in a range of ways that reflects diverse ability to use methods of communication. Therefore as well as the use of general methods (such as a Statement in the School brochure or information pack; website features; one-to-one conversations; use of audio facilities, schools Twitter account and Facebook account, consideration should also be given to the ability of parents to access these. For example, our website, one-to-one conversations, midyear admission meetings, etc. A copy of this Policy is also available in our Main Reception.

8. Training and Support

All school staff who do not have designated lead responsibility for child protection are required to undertake SSCP approved training to promote and safeguard the welfare of children and young people every 18 months.

This is currently available through the Whole School Safeguarding Service Level Agreement (SLA) purchased through The School Workforce Development Officer in Children's Services.

As safeguarding is ‘everybody’s’ responsibility, all staff in the school should know who to contact if they are concerned about a child or young person. It is therefore important to ensure all new staff receive appropriate training and induction so that they clearly understand their roles and responsibilities¹.

Designated Safeguarding Lead and Deputy(s) – As a minimum the Designated Safeguarding Lead and Deputies should attend the SSCP 2 day Foundation Course preferably prior or as soon as possible after beginning the role of Designated Person. This training will provide the designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care in the safeguarding continuum.

The Foundation Training should be refreshed every 2 years with the half day SSCP Refresher Safeguarding Update Course. Depending upon the circumstances of the school, Ofsted may require that the Designated Person(s) attend additional Refresher training.

Designated Safeguarding Leads and Deputy Lead(s) are required to keep their knowledge and skills up to date on an annual basis.

The Whole School Safeguarding SLA delivers termly, SSCP approved, two hour seminars which provide suitable updates for designated persons to refresh skills and knowledge. (Schools may have to have purchased the Whole School Safeguarding SLA to be eligible to attend these seminars)

After attending the Foundation Course (or equivalent) the Designated Lead and Deputies should also consider accessing the following courses as relevant to the circumstances of the school, in line with SSCP annual priorities and national priorities.

- Attachment
- Early Help Assessment
- Contextual Safeguarding
- Child Sexual Exploitation
- Communicating with Children
- Core Group
- Online Safety and Mobile Technology
- Child Gambling
- Adolescent to Parent Violence
- Domestic Abuse
- Self Harm
- Female Genital Mutilation, Honour Based Abuse, Breast Ironing, Infant Oral Mutilation
- Neglect
- Parental Mental Health
- Parental Substance Use
- Rapid Response to a Child Death
- Sexual Abuse
- Child Sexual Exploitation
- Preventing Radicalisation/WRAP Workshop
- Equality and Diversity and Sexual Orientation
- Gangs and Youth Violence, Child Criminal Exploitation (CCE) and County Lines
- Violent Crime, including Gangs and Knife Crime
- ‘Upskirting’ which is a criminal offence under The Voyeurism Offences Act - April .2019
- Witchcraft and Spiritual Possession

- Trafficking and Modern Slavery
- Illegal Money Lending
- Safeguarding Healthy Relationships
- Peer on Peer/Child on Child abuse
- Sexually Harmful Behaviour, Sexual Harassment
- Emotional Well Being and Positive Mental Health
- Any additional training or events relating to serious case reviews*

SSCP recommend that the Named Governor for Safeguarding at least accesses basic awareness training and additional training relevant to their role and specific circumstances of the school.

For the latest SSCP courses, seminars and e-learning courses please visit:

<https://safeguardingchildren.salford.gov.uk/professionals/multi-agency-training/courses/>

9. Information Sharing and Confidentiality

Schools must have due regard to the relevant data protection principals which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR)

‘Information sharing and Confidentiality are issues which need to be discussed and fully understood by all those working with children, particularly in the context of child protection’.

- 9.1 Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties **but may be waived in the circumstances set out below**.
- 9.2 In some circumstances, achieving consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.
- 9.3 Where consent cannot be obtained to share information or consent is refused or where seeking it may undermine the prevention, detection, or prosecution of a crime the practitioner must judge from the facts whether there is enough public interest to justify sharing information. A concern in relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.
- 9.4 The Public Interest test means that practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. The decision making process must weigh up what might happen if the information is shared against what might happen if it is not shared. Schools should identify their scheme of delegation for such decision making. However it should also be clear that every practitioner has a professional responsibility to share information without delay when there are concerns about harm to a child and GDPR regulations should never be a barrier to Safeguarding Children and Young People

Further guidance on information sharing and for staff who have to make decisions about sharing information can be found at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

10. Records and monitoring

Well-kept records are essential to good child protection practice. Harrop Fold School is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. All records relating to individual Child Protection and Safeguarding concerns are held securely with limited access to only the DSL, DDSL and Principal. All concerns are logged onto CPOMS

Past concerns for children, and what happened in response to the concerns can be very important information for staff members who may have concerns for the child at a late time.

Record Retention – Child Protection records must be retained by all educational establishments until the child's 25th Birthday, unless the records are transferred to a new establishment when the child leaves.

At the point where a student is transferring to another educational establishment, all formal records should be sent within 15 working days

Recording/Reporting Concerns

When Staff have concerns they will communicate with they will og all concerns ontop schools CPOMS system. In the event this system is not vworking, paper referral forms can be found in reprographics.

- Safeguarding Team are base in S3
- Safeguarding meetings provide the opportunity for an exchange of information and concerns between DSL and colleagues.
- Monitoring of students is done via CPOMS

11 Child Protection Conferences

The Child Protection conference is a meeting to discuss concerns about the care of a child. Its main purpose is to see whether the child is at risk of harm and, if so, to agree what needs to be done to reduce this risk. The Conference can decide to make the child the subject of a Child Protection Plan.

Children are made the subject of a Child Protection Plan when they are thought to be at risk of harm. This might be from physical abuse, sexual abuse, emotional abuse or neglect. It helps to keep a check on the work being done with these children. The Plan contains basic details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people.

The Designated Safeguarding Lead will advise school staff on the preparation of reports for child protection conferences, participation in core groups and carrying out specific tasks with the child and family as identified in the child protection plan.

Further advice and support for school staff on participating in child protection meetings is also available from the Salford Children's Services Safeguarding Unit on 0161 603 4350.

Supporting students at risk

Our school recognises that children who experience harm through abuse, neglect or through witnessing domestic violence may find it difficult to develop a sense of self worth and to view the world in a positive way.

Our school fosters a culture of safety through the development of an Anti Bullying Policy where children and young people feel confident to report any incidents of bullying including cyberbullying, homophobic, biphobic and transgender bullying

This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. In response there may be steps taken to consider suspension or exclusion from school. Such steps should be taken in the context of considering the needs of the child; where appropriate an Early Help Assessment should be carried out (with the consent of the parent/carer and/or young person).

The CAF team and CAF duty are available for support on 0161 6034239. It is also advisable to contact the CAF team prior to starting a Early Help Assessment to see if a previous Early Help or Family Assessment has already been completed.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm

Harrop Fold will endeavour to support students through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued;
- (c) The implementation of school behaviour management policy.
- (d) The implementation of a Peer on Peer Abuse policy
- (e) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (f) Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;
- (g) A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child's best interests to do so;
- (h) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

Children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. Our Governing Board (and proprietors) are committed to ensuring the safeguarding and child protection policy reflects the fact that additional barriers can exist when recognising abuse amongst this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers".
- Students with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Students with SEND are more likely to be abused by their peers. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - being more prone to peer group isolation than other children
 - communication barriers and difficulties in overcoming these barrier

Children and young people who are privately fostered can also sometimes require additional support. For more information about this see <http://www.partnersinsalford.org/sscb/privatefostering.htm>

Mental Health

All staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Harrop Fold staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, by referring to the Designated Safeguarding Lead.

Other specific safeguarding issues are:

- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Bullying including cyberbullying
- Domestic violence
- Drug and alcohol
- Fabricated or induced illness
- Faith abuse
- Honour based abuse
 - child and early forced marriage
 - female genital mutilation (FGM),
 - breast ironing
 - infant oral mutilation
- Illegal money lending and debt bondage
- Child gambling - including on-line
- Gangs, youth violence and county lines
- Gender-based violence/violence against women and girls (VAWG)
- Voyeurism – including ‘upskirting’
- Mental health
- Online Safety and sexting
- Teenage relationship abuse
- Trafficking
- Nitrous-oxide and vaporised alcohol misuse.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

This school monitors attendance carefully and will address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Strategies in place to actively encourage disaffected and disengaged young people to re engage with education opportunities within the school.
4. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
5. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a) leave school to be home educated
 - b) move away from the school’s location
 - c) remain medically unfit beyond compulsory school age
 - d) are in custody for four months or more (and will not return to school afterwards); or
 - e) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Staff in this school will be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including racial bullying and cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

This school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

12 We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;. Through the implementation of our school Statement of Core Values the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism All staff seek have due regard to the need to prevent people from being radicalised and drawn into terrorism and extremism, including Right Wing Extremism. To achieve this, we will draw upon The Prevent Duty Guidance, DfE Guidance "Keeping Children Safe in Education, 2020"; and specifically Home Office Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", EFT 'Prevent for FE and Training and DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and "Education Against Hate" on-line resources

When operating this policy, we will use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas'.

Staff will have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideologies. Being drawn into terrorism includes not just violent but non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit.

All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc.

Concerns should be referred to the Designated Child Protection Person who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. <https://safeguardingchildren.salford.gov.uk> provides further information.

The Department for Education has launched a helpline for anyone concerned about a **child who may be at risk of extremism**, or about extremism within an organisation working with children and young people. Email: counter.extremism@education.gsi.gov.uk. Telephone: 020 7340 7264.

13. Safer Schools, Safer Staff

- School staff will be advised about ensuring safe practice. All staff should be directed to consider the information at <https://safeguardingchildren.salford.gov.uk/professionals/safe-working-practices/> This includes information about the importance of safer recruitment and best practice in providing a safe environment for children and young people.
- The school will make available to school staff information about 'counselling' and/or giving advice to children/young people about sexual matters.
- The school will ensure opportunities for staff to share perspectives and experiences with practitioners from other agencies².
- The school will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority.
- The school will follow the new statutory guidance as of 31st August 2018 on disqualification by association. However staff will be reminded that their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school and that school will be informed of any changes in their circumstances that may have implications for the safeguarding of the children. Staff will also be reminded that they may be considered to pose a risk of harm to children if, even out of school, they have behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Staff will be made aware of the current SSCP procedures for dealing with allegations of abuse against staff.
- The school will make staff aware of the arrangements in respect of the following issues:
 - What steps has the school taken to reduce the possibility of abuse by school staff and anyone else working within the school setting?
 - How are staff made aware of what to do if they have concerns about the behaviour/conduct of the Head Teacher or other members of staff (including supply staff) and volunteers?
 - That where the school is not the employer of a member of staff (including supply teachers and volunteers) the school will ensure allegations are dealt with appropriately and will liaise with all relevant parties, employers and agencies including the local authority designated officer (LADO) to determine a suitable outcome.

If staff are concerned about the way safeguarding is carried out in the school they should refer to the Whistle-blowing Policy and that a whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed

² Child protection and safeguarding are multi-agency responsibilities. These responsibilities are best discharged when practitioners have a good understanding of each other's role. Such opportunities can be provided by SSCP training or, for example, by schools arranging for occasional meetings with other agencies in their locality.

WHISTLE BLOWING

Whistle blowing encourages and enables employees to raise serious concerns **within** the organisation rather than overlooking a problem or 'blowing the whistle' outside. Employees are often the first to realise that there is something seriously wrong. However, they may not express their concerns as they feel that speaking up would be disloyal to their colleagues or to the organisation.

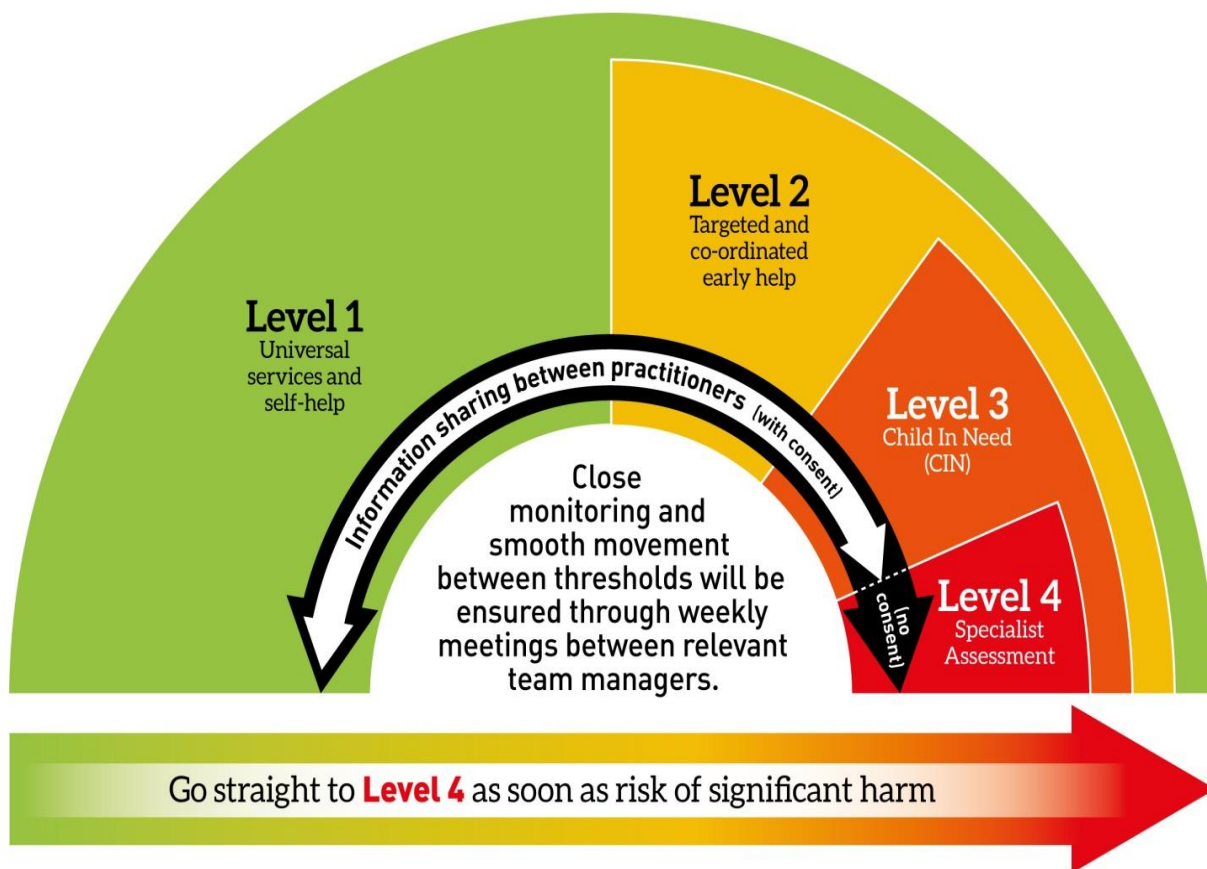
Harrop Fold School has a whistle blowing Policy which can be found on the School Staff Drive and the Schools Website.

The aim of the Policy is

- To encourage you to feel confident in raising concerns and to question and act upon concerns about practice.
- To provide avenues for you to raise concerns in confidence and receive feedback on any action taken.
- To ensure that you receive a response to your concerns and that you are aware of how to pursue them if you are not satisfied.
- To reassure you that you will be protected from possible reprisals or victimisation if you have a reasonable belief that you have made a disclosure in good faith.

<http://www.salford.gov.uk/thresholds.htm>

Salford Thresholds of Need and Response



If you are worried about a child contact The Bridge Partnership on **0161 603 4500** or email **worriedaboutachild@salford.gov.uk**

School Child Protection Procedures

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Practitioners in schools who are concerned about a child's welfare or who believe that a child is or may be at risk of harm from abuse or neglect should pass any information to the Designated Safeguarding Lead in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 3): The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Designated Safeguarding Lead is: Michelle Gleeson

Deputy Designated Safeguarding Lead is: Lauren Harvey & Carmen Ruscoe

It is these colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their Designated Lead who will assist in determining the most appropriate next course of action. The multi agency Bridge Partnership team can also be consulted, where you will be able to speak to a qualified social worker if necessary for support and advice.

Staff should never:

- Do nothing/assume that another agency or practitioner will act or is acting.
- Attempt to resolve the matter themselves alone.

What should the Designated Safeguarding Lead consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - ♦ In or by the school or by accessing universal services
 - ♦ By undertaking a Early Help Assessment without referral to the Bridge Partnership
 - ♦ By working with the child, parents and colleagues?
- What resources are available to the practitioner and the school and what are their limitations?
- Is the level of need such that a referral needs to be made to the Bridge Partnership which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Section 47 Child Protection referral)
- What information is available re: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be? For example has the parent/carer denied that there is a problem and failed to co-operate with the school in resolving the issue?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other practitioners, recording etc)

Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

Rules of confidentiality mean that it may not always be possible or appropriate to feedback to staff who report concerns to them. Such information will be shared on the statutory 'need to be involved' basis only and the Designated Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

Thresholds for Referral to the Bridge Partnership

In making a decision about whether a referral to the Bridge Partnership may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

(i) Is this a Child In Need?

Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- (a) They are unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) Their health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) They are disabled.

(ii) Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need' and when to refer

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services
 - By undertaking a Common Assessment (CAF), without referral to The Bridge
 - By working with the child, parents and colleagues?
- What resources are available to the practitioner and the school and what are their limitations?
- Is the level of need such that a referral needs to be made to The Bridge which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm)? (Section 47 Child Protection referral)
- What information is available re: Child, Parents, Family & Environment?

- What information is inaccessible and, potentially, how significant might this be? For example has the parent/carer denied that there is a problem and failed to co-operate with the school in resolving the issue?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other practitioners, recording etc)

Thresholds for Referral to The Bridge

In making a decision about whether a referral to RIAT may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

(iii) Is this a Child In Need?

Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- His health or development is likely to be impaired, or further impaired, without the provision of such services;
- He is disabled.

(iv) Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- is the subject of an Emergency Protection Order;
- is in Police Protection; or where they have
- reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

The ODSL will seek advice from The Bridge to discuss concerns and whether a referral is required.

Making Referrals to CSC (Guidance for the Designated Child Protection Person)

(i) Child in Need/Section 17 Referrals

- Where a Family or Early Help Assessment already exists, the DCP should send this with the referral to the Bridge Partnership assessment to Bridge along with any Team around the Family minutes.
- This is a request for assessment/support/services and, as such, you ***must obtain the consent*** of the parent(s) (and child/young person where appropriate). This should also be identified on the Assessment form.
- Where a parent/carer/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

Child Protection/Section 47 Referral

- Make a telephone call to the Bridge Partnership and forward for consideration.
- If a Family Assessment exists this should be forwarded to the Bridge Partnership as soon as possible, and certainly within 48 hours along with any Team around the Family minutes..

- You ***do not require the consent*** of a parent or child/young person to make a child protection referral
- A parent should, ***under most circumstances, be informed*** by the referrer that a child protection referral is to be made. **The criteria for not informing parents are:**
 - (a) Because this would increase the risk of significant harm to a child(ren); or
 - (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

Fear of jeopardising a working relationship with parents because of a need to refer is **not** sufficient justification for not making a referral nor for not telling them that you need to refer. Lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the Family Assessment and in any telephone contact with the Bridge Partnership.

Bridge Partnership Responses to Referrals and Timescales

In response to a referral, the Bridge Partnership may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting ;
- Provide support services under Section 17;
- Undertake an social work assessment(completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)

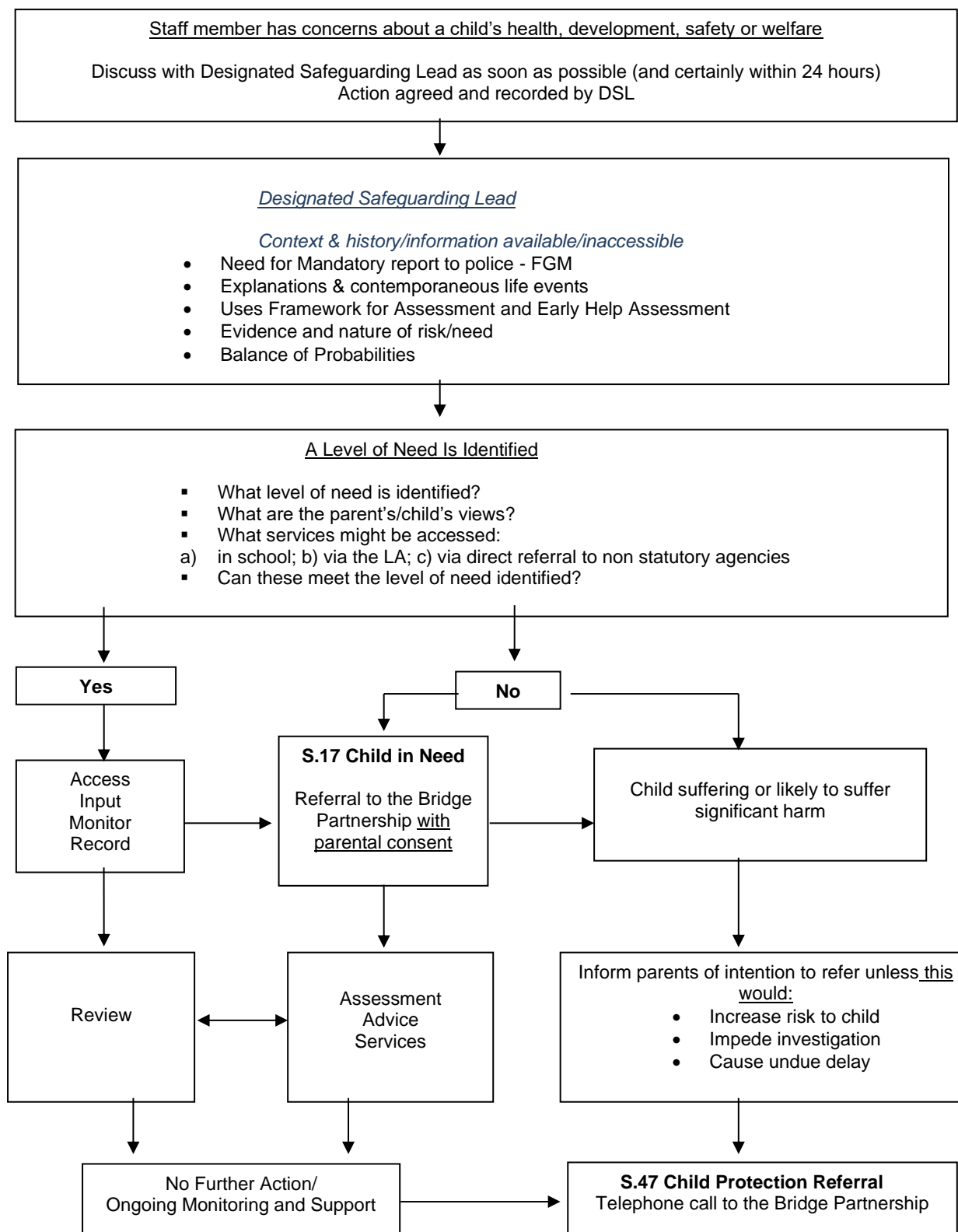
Feedback from the Bridge Partnership

The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A Designated Safeguarding Lead should expect to receive written confirmation about action following any referral within 7 days. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child or children in a vulnerable position, you should ask to speak to a Duty Social Worker, or the relevant Team Manager.

Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Working Together 2018 definitions of abuse?
- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child(i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

Taking action on child welfare/protection concerns in school



Talking and listening to children

If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Child Protection Person).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).
- Use of signers or interpreters

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Student Development Team immediately
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and the Bridge Partnership will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager or consult directly with the Bridge Partnership.

If you do need to ask questions, what is and isn't OK?

- **Never** ask closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

What is abuse and neglect?

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. **Abuse is a form of maltreatment of a child.** Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g via the internet). They may be abused by an adult or adults, or another child or children.

Definitions of child abuse

There are four types of child abuse.

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

Physical abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

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

Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are:

- physical (for example, hitting, kicking, theft)
- verbal (for example, racist or homophobic remarks, threats, name-calling)
- emotional (for example, isolating an individual from the activities and social acceptance of their peer group)

The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

Signs of abuse

Recognising child abuse is not easy. Sometimes the signs are not obvious and sometimes signs that appear to be indicative of abuse can be due to other causes. Therefore it is very important that you use these signs to help you think about the concerns you have and how you will describe these when making a referral or consulting with the Bridge Partnership team.

These definitions and indicators only serve as a guide to assist you. Remember that children may exhibit some of these indicators at some time, and that the presence of one or more is not necessarily proof that abuse is occurring. There may be other reasons for changes in behaviour such as bereavement, significant changes in family relationships, including the birth of a new baby in the family or problems between parents/carers.

It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do, however, have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The social worker or police officer will always want to understand your concerns about the child in the context of the child's development and relationships.

The following information should help you to be more alert to the signs of possible abuse and to provide the necessary information when reporting your concerns.

Physical Abuse

Most children in daily life will collect cuts and bruises. But each child is different and any perceived injuries should be interpreted in light of:

- the child's medical and social history
- the child's developmental stage
- the explanation given for the injury

Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and often on the front of the body.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks.

The physical signs of abuse may include:

- Bruising, marks or injuries on any part of the body that are unexplained or not consistent with the explanation given for them
- Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place some time later)
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds
- Multiple burns

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- fear of further enquiries being made
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather, or to participate in games or swimming
- depression
- withdrawn behaviour
- running away from home or school

Emotional Abuse

Emotional abuse can be difficult to identify, as there may be no outward physical signs.

There may be a developmental delay due to a failure to thrive and grow – but this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care.

Children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional Abuse can occur when Domestic Abuse happens in the presence of children. Hearing or seeing domestic abuse can have a traumatic effect on children.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour or presentation which can indicate emotional abuse include:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Extreme shyness or passivity
- Running away, stealing and lying
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress
- Reporting parental violence or discord (i.e. exposure to domestic violence)

Sexual Abuse

Sexual abuse is known to take place against children and young people of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present.

Children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- repeated urinary infections
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour or presentation which can also indicate sexual abuse include:

- any allegation by the child of sexual abuse
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares and severe or persistent sleep disturbance
- running away from home
- sexual knowledge beyond their age or developmental level; preoccupation with sexual matters
- sexual activity through drawings, language or play
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise but it has some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant or frequent hunger, sometimes stealing food
- constantly dirty or 'smelly'
- loss of weight, or constantly underweight
- inappropriate clothing for the conditions.
- Frequent diarrhoea
- Untreated illnesses, injuries or physical complaints

Changes in behaviour or presentation which can also indicate neglect may include:

- frequent tiredness
- overeating
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Bullying

Bullying is not always easy to recognise as it can take a number of forms

Persistent bullying can result in:

- depression
- low self-esteem
- shyness
- poor academic achievement
- isolation
- threatened or attempted suicide

Signs that a child may be being bullied can be:

- coming home with cuts and bruises
- torn clothes
- asking for stolen possessions to be replaced
- losing dinner money, travel passes etc
- falling out with previously good friends
- being moody and bad tempered
- wanting to avoid leaving their home
- aggression with younger brothers and sisters
- doing less well at school
- sleep problems
- anxiety
- becoming quiet and withdrawn

Child Sexual Exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex A of Keeping Children Safe in Education.

Indicators of child criminal and sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;

- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.
- suffering from changes in emotional well-being;

Relating to CSE

- children who suffer from sexually transmitted infections or become pregnant

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Annex A of ‘Keeping Children Safe in Education 2020’ contains additional information about specific forms of abuse

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Specific Safeguarding Issues

Children missing from education

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

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

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

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

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

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

FGM

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to 'at risk' or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

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

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

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication
 -

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

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

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

The DSL will:

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

Preventing radicalisation

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

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

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

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter

- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

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

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

Checking the identity and suitability of visitors

Adapt this section to reflect procedures in your setting.

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

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

Visitors are expected to sign the visitors' book and wear a visitor's badge.

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

Greater Manchester Safeguarding Children Procedures Manual

2. Information Sharing and Recording

2.1	Policy for the Secure Handling of Protected Information	Updated
2.3	Data Protection, Information Sharing and Confidentiality	Updated
2.4	Retention of Records	Updated
2.5	Photographing Children	Updated
2.6	Electronic and Digital Recording of Meetings and Conversations	
2.7	Use of Social Media Sites by Staff	New

5. Children in Specific Circumstances

5.1.1	Bullying	
5.1.2	Safeguarding Children as they Become Adults Guidance	
5.2.1	Concealed Pregnancies	
5.2.2	Sleep Safe Guidance	
5.2.3	Bruising Protocol for Immobile Babies and Children	
5.3.1	Children of Alcohol and Substance Misusing Parents and Carers	
5.3.2	Children of Parents with Learning Difficulties	
5.3.3	Children of Parents with Mental Health Difficulties	
5.3.4	Dealing with Persistent Non-Engagement with Services by Uncooperative Families	
5.3.5	Safeguarding Children from Dangerous Dogs	
5.3.6	Domestic Violence and Abuse	Updated
5.3.7	MARAC	
5.3.8	Neglect	Updated
5.4	Complex/Organised Abuse	
5.4.1	Institutional, Organised or Multiple Abuse	
5.4.2	Children Affected by Gang Activity or Serious Youth Violence	
5.4.3	Threat to Life	
5.4.4	Children who are Victims of Modern Slavery, Trafficking and Exploitation	Updated
5.4.5	Safeguarding Children and Young People Vulnerable to Violent Extremism	
5.5	Custodial Settings	
5.5.1	Safeguarding Young People in the Secure Estate	

- 5.5.2 **Guidance for Working with Children who have a Parent (or Significant Family Member) in Prison**
- 5.5.3 **Children Visiting Custodial Settings**
- 5.6 Education**
- 5.6.1 **Children Missing Education**
- 5.6.2 **Elective Home Education**
- 5.7 E-Safety**
- 5.7.1 **Safeguarding Children and Young People Online** Updated
- 5.7.2 **E-Safety Working Practices for Staff**
- See also:
 - **Manchester's Minimum Standards for E-Safety;**
 - **Bolton Safer Working Practices.**
- 5.8 Harmful Practices Linked to Faith or Culture**
- 5.8.1 **Abuse Linked to Spiritual and Religious Beliefs**
- 5.8.2 **Female Genital Mutilation Multi-Agency Protocol** Updated
- 5.8.3 **Forced Marriage and Honour Based Violence**
- 5.8.4 **Breast Ironing**
- 5.9 Health and Hospitals**
- 5.9.4 **Fabricated or Induced Illness**
- 5.9.5 **Young People and Self-Harm**
- 5.9.6 **Children with Disabilities and Complex Needs**
- 5.9.7 **Mental Capacity**
- 5.9.8 **Deprivation of Liberty**
- See also:
 - **Children Living Away from Home;**
 - **Fabricated or Induced Illness;**
 - **Female Genital Mutilation Multi-Agency Protocol;**
 - **Bruising Protocol for Immobile Babies and Children;**
 - **Non-Therapeutic Infant Male Circumcision Services in Greater Manchester;**
- 5.10 Children Living Away From Home/Missing**
- 5.10.1 **Children Living Away from Home**
- 5.10.2 **Children Missing from Home and Care - A Standardised Approach to Dealing with Missing and Absent Children and Young People Across Greater Manchester** Updated
- 5.10.4 **Privately Fostered Children**
- 5.10.3 **Homeless 16 and 17 Year Olds**
- 5.10.5 **Safeguarding Young People in the Armed Forces**

5.11 Sexual Abuse/Activity

5.11.1 Safeguarding Children and Young People Abused Through Sexual Exploitation

5.11.2 Working with Sexually Active Young People Under the Age of 18

5.11.3 Harmful Sexual Behaviours Presented by Children and Young People Updated

5.11.4 Adults who Disclose Childhood Sexual Abuse Updated

5.11.5 Child Sexual Abuse in the Family Environment Updated

6 Managing Individuals who Pose a Risk of Harm to Children

6.1 Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers Updated

6.2 Managing Allegations of Abuse Made Against Adults Who Work with Children and Young People Updated

6.3 Risks Posed by People with Convictions Against Children, including Bail Arrangements for Adults Charged

Operation Encompass- Processes and Procedures

(To be added upon completion and agreement)

Annex 7

Operation Encompass

Designated Safeguarding Lead

Michelle Gleeson

Deputy Key Adult (if different to the Deputy DSL)

Carmen Ruscoe

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident in which a child or young person has been involved in or been exposed to an incident of domestic violence or abuse, the police will inform the key adult (usually the designated safeguarding lead) in school prior to 9.00 am before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable silent or overt support to be given to the child according to their needs.

AIMS

Operation Encompass does not replace or supersede existing safeguarding processes or protocols, rather it seeks to support these operationally. The Protocol will be followed in conjunction with Salford's Safeguarding Children Board/Salford Safeguarding Partnership.

By sharing information under the Encompass model, children and young people who are experiencing domestic abuse will have access to responsive support after a domestic abuse incident. The school will receive information when:

- Police have been called out to a domestic abuse incident
- The child is present in the household at the time of the incident
- The child is of school age

Sharing this information in a timely manner via Operation Encompass enables the provision of immediate early intervention through silent or overt support, dependent upon the needs and wishes of the child.

SILENT SUPPORT EXAMPLES	OVERT SUPPORT EXAMPLES
<ul style="list-style-type: none"> • Flexible application of school rules for example uniform, homework etc. • Understanding and flexibility in expectations in terms of:- <ul style="list-style-type: none"> - Behaviour - School Work • Opportunities for one-to-one time with teacher to provide opportunities to talk for example ‘helping with a job’ • Review lesson plans to ensure appropriateness for the child on the day • Systems for spare uniform, lunch etc. • Child knowing who they can talk to • Checking collection arrangements at the end of the school day 	<ul style="list-style-type: none"> • Using tools to understand child experiences, for example 3 Houses. More resources are available here. https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/early-help-assessment-and-taf/voice-of-the-child/ • Talking to parents • Use the Early Help Assessment process to access additional support • Develop safety planning with the child • ‘Healthy Relationships’ class sessions (EG Real Loves Rocks) • Consult with the School Coordinator

LEGAL REQUIREMENTS - INFORMATION SHARING AND STORAGE

Section 11(2) of the Children Act, 2004 requires Local Authorities and the Police to safeguard and promote the welfare of the children. This enactment provides conditions under the Data Protection Act 2018 by which personal and sensitive personal data may be lawfully shared.

Personal data sharing must be proportionate, necessary but not excessive, and must be balanced with the consideration of privacy rights under the Human Rights Act. It must take into account any duty of confidentiality owed. A public interest in disclosure must outweigh an individual’s right to privacy.

The basis on which sharing of information of this type may be justified by police is section 11(2) Children Act 2004 which requires that policing bodies (together with a number of other specified public bodies) discharge their functions having regard to the need to safeguard and promote the welfare of children.

This duty however, will be considered in line with the provisions of the Data Protection Act 2018 and the right to private and family life under Article 8 of the European Convention on Human Rights.

This protocol has been developed taking into account the duty to safeguard children and the requirements of the most recent [Information Sharing – Advice for providing safeguarding services to children, young people, parents and carers 2018](#)

It is recognised that the handling of such confidential and sensitive information needs to be dealt with in a way that is proportionate and appropriate to the needs of the child or young person. To address this, the school has identified a Key Adult and a deputy to handle the confidential and sensitive information.

The Encompass information is stored in accordance with the requirements for the storage of safeguarding/child protection files. Where a child already has such a record, Encompass information will be included within the record.

The Key Adult will be the person available each day to receive the details of the incident and assess the type of support needed for the child.

ROLES AND RESPONSIBILITIES

POLICE

Police officers will attend a domestic incident, manage the immediate risks, and complete the Domestic Abuse Stalking Harassment (DASH) risk assessment at the scene of the incident. The DASH risk assessment will not be shared with the school, rather a short summary will be provided by the police with respect to the child or young person and will include: -

- The name, age, date of birth, home address and school attended of the child.
- The time/ date/location of the incident and details of those involved in the incident, their relationship to the child and the child's involvement in the incident.
- An overview of what happened during the incident and the outcome.

This information will be disseminated via email to the school by the officer attending the incident, prior to retiring from duty. The officer will then place a line on the DAB (Domestic Abuse) record within IOPS (Integrated Operating Police Operating System) acknowledging that the information has been sent.

Incidents occurring on Friday, Saturday, Sunday or Bank Holiday will be reported to the school during these times and will be available on the next working morning for the Key Adult.

Notifications to the Key Adult will continue to be made during the school holiday periods, however, it is recognised that an immediate response cannot be made. This information will be used to understand any significant issues for the child on their return to school.

A disclosure will be made in respect of all children aged between 4 and 17 years who are in full-time education. Police will maintain a record of the log number, and the school to whom it has been disseminated and the date of dissemination.

SCHOOLS' RESPONSIBILITY

The School will identify the Key Adult and Deputy responsible for the OE information in the school. (This role is best placed with the Designated Safeguarding Lead and their deputy as both have received training in child safeguarding).

The school's Key Adult or Deputy will check the notifications each morning.

The The Principal and Key Adult will ensure that there is a sufficiently trained deputy to receive the information in the Key Adult's absence.

The School's Encompass mailbox will be checked every morning and reviewed as needed, as notifications of incidents can be made at any time, dependent on when a domestic abuse incident occurs.

The school will record the information received from the police using the same processes used to store child protection records within the school. The school will also record the outcomes and impact of any actions taken or put in place.

The schools is aware that in the event of any domestic homicide or serious case review the documents may be required for disclosure purposes.

Child Absence Following an Incident

Where a notification is made and a child is not in school, the school will consider the following:

- The school will review the information within the police notification in the context of what is already known about the child, giving consideration to any safety or welfare concerns that have been recorded prior to receiving the police information.
- The school's key adult will call home and follow up as per attendance protocols. Consideration should be given to undertake a home visit, with another member of staff.
- Where the /Key Adult in the school cannot contact the parents or carer, and have not received notification why the child is absent, the next steps will be considered and actions may include: -
 - **Home Visit** – After undertaking a risk assessment, the school may consider, at the discretion of the Head Teacher, carrying out a home visit to see the child. Subsequently, if concerns or risks to the child's safety are identified during the home visit, referrals to Children's Social Care and the Police may need to be made.
 - **Referral to Children's Social Care** - Dependent upon the circumstances of the incident and the parental response to contact, the Key Adult (following discussion with the Designated Safeguarding Lead where required) will make a referral to the Bridge.
When the child returns back to school, the key adult will revisit the offer of parent/child support.

Working with Parents

The school is signed up to the protocol to raise parents' awareness of Encompass. (See Appendix letter to parents and carers)

Many victims who experience domestic abuse want to tell someone about their experiences and are looking for help. Being involved with Encompass may mean that more parents who are experiencing domestic abuse are likely to contact the Key Adult as a source of support. The majority of support to parents will take the form of a listening ear and signposting to local Domestic Abuse services. There may be occasions however, when the information received by the Key Adult requires immediate direct action; either because the risk to the parent and child is immediate and high, or because the parent is asking for help to leave the violence.

Where there is an immediate risk of harm to the parent and/or the child the police will be contacted, and **in an emergency, this will always be 999.**

Where a parent is seeking help and support to flee abuse or to take other measures to protect themselves, contact can be made with Victim Support or SIDASS using the following details:

Tele number: 0300 303 0162 or 0161 200 1950

Email: northwest.vcu@victimsupport.cjsm.net

SIDASS; <http://salfordwomensaid.org/sidass/>

If there is uncertainty around a referral to Victim Support/SIDASS contact should be made with the Bridge Partnership 0161 603 4500

Multi-agency Risk Assessment Conference (MARAC) and Encompass

MARAC is a victim-focused meeting where information is shared on the highest risk cases of domestic abuse between criminal justice, health, children's services, education, housing practitioners, IDVAs (Independent Domestic Violence Advocate) as well as other specialists from the statutory and voluntary sectors. The aim of MARAC is to share information, understand the level of risk to the individual and relevant others (including children) and develop a risk management plan. MARAC meets every week in Salford.

There may be occasions where parents of children notified to schools via the Encompass process have been referred to MARAC. Where the school identifies that they may have additional and relevant information to share with MARAC, the school will contact the Bridge Partnership.

Will the Police refer to Bridge Partnership every time they attend a DA callout where a child is present?

Police agreed referral criteria with Bridge Partnership;

A referral to Children's Services needs to be actioned by the attending Officer in respect of Domestic Abuse incidents (recorded as a DAB on IOPS - Integrated Operating Police Operating System) when:

A crime has been submitted & a child was present at/normally resides at the address

OR This incident is the 3rd reported incident in last 12 months

OR It is a child caller to Police/Emergency Services

OR When either the victim or perpetrator is known to be pregnant

OR When there is a child abuse marker (CA) on the address

OR The incident involves a perpetrator subject to licence or Community Order

OR If previous incidents were referred to the Bridge Partnership - even if the Police Officer did not consider that any of the above criteria were met.

The remaining DV incidents are DV incidents where no crime is alleged, i.e. verbal argument only and the other listed criteria are not realised. Therefore, once Encompass has become live, Police will only be sending a notification through Encompass and not to the Bridge Partnership social care.

Operation Encompass will notify schools of all incidents and therefore schools will be able to build up a picture of the context a child is living in.

Encompass Parents Awareness Letter (template)

Dear Parent/Carer,

Re: Operation Encompass

The school has been given the opportunity to take part in a project that will run jointly between schools and Greater Manchester Police.

Operation Encompass has been designed to provide early reporting to schools, i.e. prior to 9 .00 a.m. on the next school day, of any domestic abuse incidents that occur outside of school, but which might have an impact on a child attending school the following day. During the school term this information will be shared on school days. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. At *insert school name* our Key Adult is *insert details*. They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to support children and their families. Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident.

We always endeavour to offer the best support possible to our pupils and believe that Operation Encompass is going to be beneficial and supportive for all concerned; children and families

Some information about Encompass is included in this letter but if you would like more information about this new initiative, details can be viewed online at *insert details* or you can contact our Key Adult at school *insert details*.

Thank you for your continued support

Chair of Governors

Head Teacher

Operation Encompass – Key Adult Responsibilities and Checklist

Name: Date

School:


Completed:


Review Date:


Responsibility	School Comment	Achieved
The Key Adult has attended the Encompass briefing and is part of the Senior Leadership Team with Child Protection responsibility.		
The Key Adult must ensure that they have access to the Encompass mailbox along with a deputy in case of absence.		
Encompass records are managed and stored in the same way as other Child Protection records, in a permission restricted electronic folder or secure and locked cabinet/drawer.		
The Key Adult can identify a person who can deputise in their absence; the deputy is confident in understanding all aspects of the Encompass model.		
The Key Adult will ensure that all teaching staff understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other Child Protection information given by other partners such as Social Care.		
The The Principal/Key Adult will inform parents that the school is part of Encompass, using the exemplar letter template provided, which can be amended to meet the school's individual requirements.		
The The Principal/Key Adult will inform the Governing Body that the school is part of Encompass and the Governor with responsibility for Safeguarding should have a working knowledge of the project and impact within the school.		
The Key Adult will include information about Encompass in the school's prospectus and safeguarding policies, thus ensuring that all parents are informed of the school's involvement.		
The Key Adult will include information about Encompass on the school's website.		



Operation Encompass Police Log Sheet


Police Reference Number (FWIN - Force Wide Incident Number)		Date	
Child's name and age & DOB			
Date and time of incident Address			
Circumstances of incident:			
Additional school information including other Encompass contacts:			
Actions taken and Impact: 			


- **Anti-bullying (including cyber ,homophobic and gender based bullying)**
http://greatermanchesterscb.proceduresonline.com/chapters/g_bullying.html?zoom_highlight=bullying


GM_Partnership_5.1
.1 Bullying.docx
- **Peer on Peer / Child on Child Abuse** (July 2020 updated policy embedded)


Peer on Peer Abuse
Policy Salford Sept22
- **Special Education Needs**
http://greatermanchesterscb.proceduresonline.com/chapters/p_ch_with_disabilities.html?zoom_highlight=disabilities


GM_Partnership_5.9
.6_Children with Dis
- **Health and Safety**
- **Online Safety and Mobile Technology (including Monitoring and Filtering policy)**
http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_yp_online.html?zoom_highlight=online+safety



GM_Partnership_5.7 E_Safety_SaferWork
.1 Safeguarding Chi ingPractices.pdf
- **Appropriate use of technology**
- **Safer Working Practice**
- **Educational Visits Policy**
- **Handling Allegations of Abuse Against Staff**
http://greatermanchesterscb.proceduresonline.com/chapters/p_man_allegations.html?zoom_highlight=safes+working


GM_Partnership_6.2
Managing Allegatio
- **Whistleblowing**
Updated Policy due for release
- **Safer Recruitment**
http://greatermanchesterscb.proceduresonline.com/chapters/p_safe_rec.html?zoom_highlight=safes+Recruitment


GM_Partnership_6.1
Safe Recruitment, Sc
- **PSHE**

- **Children Missing Education**

<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/school-attendance-behaviour-and-welfare/children-missing-education/>

https://greatermanchesterscb.proceduresonline.com/chapters/p_ch_missing_educ.html



GM_Partnership_5.6
.1 Children Missing



Children_Missing_Ed
ucation_-_statutory_

- **Child Sexual Exploitation**

http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ab_sexual_exploit.html?zoom_highlight=child+sexual+exploitation

<https://safeguardingchildren.salford.gov.uk/professionals/child-sexual-exploitation-and-missing-from-home/>



GM_Partnership_5.1
1.1 Safeguarding CY

- **Child Criminal Exploitation**

- **Gang Activity/Serious Youth Violence**



GM_Partnership_5.4
.2Children Affected

- **Human Trafficking and Modern Slavery**

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



GM_Partnershop_5.
4.4 Children Victims

- **Female Genital Mutilation FGM**

http://greatermanchesterscb.proceduresonline.com/chapters/p_fgm.html?zoom_highlight=fgm



GM_Partnership_5.8
.2 Female Genital Mi



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- **Prevent Duty**

http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_vio_ext.html?zoom_highlight=radicalisation



GM_Partnership_5.4
.5 Safeguarding CYP 1



GM_Partnership_11.
Local Contacts.doc

- **Emotional Well Being/Mental Health / Suicide/ Self Harm policies**

https://greatermanchesterscb.proceduresonline.com/chapters/p_suicide_self_harm.html



GM_Partnership_5.9
.5 Young People anc

- **Healthy Relationships/SRE**



Relationships_Educ RSE_secondary_sch RSE_primary_school
ation__Relationship ools_guide_for_parents_guide_for_parents

- **Self Harm Policy**



SelfHarmPolicy&Appendices.zip

- **Search and Confiscate Policy**



Salford_SearchConf
iscationPolicyFebruæ

- **Resolving Professional Disagreements, Effective Challenge and Escalation Policies**



GM 3-.5 Resolving Effective-challenge-
Professional Disagre and-escalation-proc

NB This list is not exhaustive