



SAFE- GUARDING POLICY

2023-24

Last reviewed- September 2023

Next review- September 2024

Reviewed by- Chair of Trustees

CONTENTS

SECTION 1- SCHOOL COMMITMENT- INFORMATION FOR ALL STAFF AND GOVERNORS

- 1- SAFEGUARDING IS EVERYONE'S PRIMARY RESPONSIBILITY
- 2- POLICY AIMS
- 3- DEFINING SAFEGUARDING
- 4- EQUALITY STATEMENT
- 5- ROLES AND RESPONSIBILITIES (CONTACT DETAILS)
 - 5.1 ALL STAFF
 - 5.2 THE SAFEGUARDING TEAM
 - 5.3 ROLE OF THE DSL
 - 5.4 THE GOVERNING BODY
 - 5.5 THE HEADTEACHER

SECTION 2- THE ROLE OF THE SAFEGUARDING TEAM

- 6. OUR ROLE IN THE PREVENTION OF ABUSE
- 7. CONFIDENTIALITY
 - 7.1- RECORD KEEPING, INFORMATION SHARING AND GDPR
 - 7.2 WORKING WITH PARENTS AND OTHER AGENCIES TO PROTECT CHILDREN
 - 7.3 MULTI AGENCY WORK
- 8. LEGISLATION AND GUIDANCE UNDERPINNING THIS POLICY
- 9. POLICY DETAILS
 - 9.1 A LISTENING ORGANISATION
 - 9.2 TYPES OF ABUSE
 - 9.2.2 PHYSICAL ABUSE
 - 9.2.3 EMOTIONAL ABUSE
 - 9.2.4 SEXUAL ABUSE
 - 9.2.5 NEGLECT
- 10. PROCEDURE TO FOLLOW
- 11. CONCERNS ABOUT A PUPIL
 - 11.1 EARLY HELP, CHILD IN NEED, CHILD AT RISK
 - 11.2 EARLY HELP
 - 11.3 A CHILD IN NEED

- 11.4 A CHILD AT RISK
- 11.5 CONTEXTUAL SAFEGUARDING
- 11.6 PUPILS AT RISK OF IMMEDIATE HARM
- 12. PUPILS AT RISK OF RADICALISATION
- 13. CHILDREN WHO ARE ABSENT FROM EDUCATION FOR PROLONGED PERIODS AND OR REPEATED OCCASIONS
- 14. CHILD EXPLOITATION
 - 14.1 CHILD CRIMINAL EXPLOITATION
 - 14.2 CHILD SEXUAL EXPLOITATION
 - 14.3 MODERN SLAVERY
- 15. CHILD ON CHILD ABUSE
- 16. ONLINE SAFETY
- 17. FILTERING AND MONITORING
- 18. HONOUR BASED ABUSE
- 19. SERIOUS VIOLENCE
- 20. PRIVATE FOSTERING
- 21. CHILDREN POTENTIALLY AT GREATER RISK OR HARM
- 22. SAFEGUARDING SEND PUPILS
- 23. SAFEGUARDING AND MENTAL HEALTH
- 24. CHILDREN WITH FAMILY MEMBERS IN PRISON
- 25. HOMELESSNESS
- 26. DOMESTIC ABUSE
- 27. OPERATION ENCOMPASS
- 28. CHILD ABDUCTION
- 29. DEALING WITH ALLEGATIONS AGAINST A PUPIL
- 30. PUPIL INFORMATION
- 31. TRANSFER OF FILES
- 32. CONCERNS ABOUT A MEMBER OF STAFF AND LOW-LEVEL CONCERNS
- 33. HOW TO RAISE A CONCERN ABOUT AN ADULT
 - 33.1 WHAT HAPPENS WHEN AN ALLEGATION HAS BEEN MADE?
 - 33.2 HOW AN INDIVIDUAL WILL BE TREATED IF AN ALLEGATION HAS BEEN RAISED AGAINST THEM?
 - 33.3 SELF-REFERRAL

34. WHISTLEBLOWING

SECTION 3- MANAGEMENT OF SAFEGUARDING

35. RISK ASSESSMENTS

36. EXTERNAL VISITORS

37. SAFER RECRUITMENT

38. STAFF TRAINING

39. STAFF CODE OF CONDUCT

40. RESPONSIBILITIES OF STAFF MEMBERS

41. RESPONSIBILITIES OF DESIGNATED SAFEGUARDING LEAD

42. PARTNERSHIPS WITH OTHERS

43. GOVERNANCE ARRANGEMENTS FOR SAFEGUARDING

44. CHILD PROTECTION RECORDS

SECTION 4- APPENDIX

APPENDIX A- DEFINITIONS AND INDICATORS OF ABUSE

APPENDIX B- DEALING WITH A DISCLOSURE OF ABUSE

APPENDIX C- REPORTING FORM

APPENDIX D- PUPIL SUPPORT PLAN

APPENDIX E- CHILD EXPLOITATION PARTNERSHIP ASSESSMENT AND DECISION-MAKING TOOL

APPENDIX F- CHILD, PARENT AND PROFESSIONAL DETAILS

APPENDIX G- ASSESSMENT OF RISK AND VULNERABILITY

APPENDIX H- BODY MAP GUIDANCE

APPENDIX I- Physical harm report

SAFEGUARDING POLICY

“The true believer is one from whom people are safe with their lives and health”

Prophet Muhammad PBUH

The particulars of our school’s arrangements to safeguard and promote the welfare of pupils at Sapience Girls Academy (SGA) is in accordance with the guidance issued by the Secretary of State. This policy applies to all adults, teaching staff, support staff, including Governors, parent helpers, volunteers, supply staff, visitors working on or behalf of Sapience Girls Academy as well as young people in the setting.

SECTION 1- SCHOOL COMMITMENT- INFORMATION FOR ALL STAFF AND GOVERNORS**1. SAFEGUARDING IS EVERYONE’S PRIMARY RESPONSIBILITY**

1.1 As a school, Sapience Girls Academy (SGA) recognises its moral and statutory responsibility to safeguard and promote the welfare of all its pupils and other students enrolled. Every contractor or volunteer who assists at the school is under a general legal duty:

- To protect children from abuse
- To be able to identify welfare concerns among pupils and to identify pupils who need additional support
- To be aware of the school’s child protection procedures, to know how to access them and to follow them
- To keep a record of any significant event, complaint or conversation
- To report any matters of concern to the Designated Safeguarding Lead (DSL)

1.1.2 This document gives very clear instructions upon what you should do if you hear or see anything that gives you concern that a pupil at the school may be at risk of harm.

1.1.3 Everyone at SGA should always maintain an attitude of **‘it could happen here’** where safeguarding is concerned. When dealing with the welfare of a pupil, you must always act in the best interests of the pupil. You must understand your responsibility to safeguard children and you must appropriately share any concerns that you may have about a pupil.

1.1.4 You should be prepared to identify any pupil that is a **‘Child in Need’** or would benefit from **‘early help’**, providing support as soon as a problem emerges. In the first instance you should discuss your concerns with the Designated Safeguarding Lead, who may also liaise with other professionals to support early identification and an early help assessment. Such cases will be kept under constant review and consideration will be given to a referral to the Oldham Safeguarding Children Partnership if the pupil’s situation is not improving.

1.1.5 There is an important distinction between action required to ensure the welfare of children who need additional support and urgent action to safeguard children who have suffered or are likely to suffer significant harm. If a child is in immediate danger or is at risk of harm, a referral to Oldham Safeguarding Children Partnership and / or the police should be made immediately. Anyone can make a

referral although the Designated Safeguarding Lead should be informed as soon as possible that a referral has been made.

2. POLICY AIMS

This policy applies to Sapience Girl's Academy and is designed to ensure the welfare of pupils and visiting young people both at the school and on authorized activities away from the institution, such as trips and expeditions. The policy is reviewed and updated annually (as a minimum).

We operate our processes in the best interests of our pupils. Where there is a safeguarding concern, we will try to ensure, where possible, that the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. We manage this by encouraging pupils to be open and frank about their concerns, and providing support from the safeguarding team or other responsible adults in all child protection matters.

3. DEFINING SAFEGUARDING

3.1 Safeguarding and promoting the welfare of children is defined in the Department for Education's Keeping Children Safe in Education (September 2023) as-

- **Protecting children from maltreatment;**
- **Preventing impairment of children's mental and physical health or development;**
- **Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;**
- **Taking action in the best interests of the child to ensure the best outcomes.**

3.2 Every pupil should feel safe and protected from any form of abuse which, in this policy, means any kind of physical abuse, emotional abuse, sexual abuse or neglect. All children have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs. No child or group of children should be treated any less favourably than others in being able to access services which meet their particular needs.

3.3 Through our PSHCE curriculum, assemblies and tutorials we facilitate a culture of safeguarding. Pupils are encouraged to gain an understanding of what constitutes acceptable or unacceptable behaviour on the part of adults or other pupils. We support them in developing their own self-confidence and assertiveness, including awareness of the age of consent and abuse of trust. They are informed about this policy and of the various sources of help available at the school. Pupils are also made aware of external sources of support, including Childline and the NSPCC.

4. EQUALITY STATEMENT

Some pupils have an increased risk of abuse, and additional barriers can exist for some pupils with respect to recognising or disclosing the experienced abuse. We are committed to anti-discriminatory practices and recognise pupil's diverse circumstances. We ensure that all pupils have the same protection, regardless of any barriers they may face. We give special consideration to pupils who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of Female Genital Mutilation (FGM), sexual exploitation, criminal exploitation, forced marriage, or radicalisation
- Are asylum seekers, refugees or migrants

Additionally, according to the recent updates in the Equality Act, paragraph 89, the school is aware it may take **proportionate positive action** to deal with particular disadvantages affecting pupils, with particular protected characteristics in order to meet their specific needs. For example, if there is evidence of gender-based discrimination, subjecting pupils to sexual violence or harassment, the school would consider taking positive action to support and safeguard such pupils. The school also has a responsibility to make reasonable adjustments for disabled children and young people.

5. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is everyone’s responsibility. This policy applies to all staff (including those not directly employed by this school), volunteers, and school governors. Our policy and procedures also apply to extended school and off-site activities. Our Designated Safeguarding Lead (DSL) is Miss Kishwar Naaz. She is the first point of contact for any safeguarding matter. If she is not available, you should contact the Deputy DSL as listed below. If for any reason, contact fails and you are concerned that a pupil is in immediate danger please contact Children’s Services directly (details below).

DESIGNATED SAFEGUARDING LEAD (DSL)	
Name- Kishwar Naaz	Email- Headteacher@sgacademy.org.uk
Role- Headteacher	Phone- 0161 652 8563
DEPUTY DESIGNATED SAFEGUARDING LEAD (DDSL)	
Name- Skeena Bibi	Email- deputyhead@sgacademy.org.uk
Role- Deputy Headteacher	Phone- 0161 652 8563
GOVERNING BODY (Where the concern is about the Headteacher)	
Mr Mohammed Zahid (Chair of Governors)	mohammadzahid@sgacademy.org.uk
Mr Saqib Ilyas (Safeguarding Officer)	saqibilyas@sgacademy.org.uk
EXTERNAL CONTACTS	
Oldham Safeguarding Children Partnership	PRIMARY CONTACT David Devane Safeguarding Advisor for Education Rock Street Centre, Rock Street, Oldham, OL1 3UJ Tel: 0161 770 8868 Mob: 07753715566 Email: david.devane@oldham.gov.uk

	<p>Dr Henri Giller- Independent Chair Henri.Giller@oldham.gov.uk</p> <p>Rick Bolton- Interim Partnership Business Manager Ric.Bolton@oldham.gov.uk</p> <p>Lisa Morris- Partnership Business Manager Lisa.Morris@oldham.gov.uk</p>
Multi Agency Safeguarding Hub (MASH)	<p>adult.mash@oldham.gov.uk (adults) child.mash@oldham.gov.uk (children) TEL: 0161 770 7777</p>
Early Intervention Panel	<p>Referral central switchboard number is 0161 716 3000. eip@UVandCentral@Oldham.gov.uk</p>
Attendance concerns	<p>Anne Clark Inclusion Manager Oldham Council Civic Centre TEL: 0161 770 6630 Email: Anne.Clark@oldham.gov.uk</p>
LADO	<p>LADO- Colette Morris Office: 0161 770 8870 Mobile: 07583 101 863 Email: colette.morris@oldham.gov.uk LADO Support Officer: Catherine Leach Office: 0161 770 8081 Email: catherine.leach@oldham.gov.uk</p>
Out of Hours Emergency	<p>0161 770 6936</p>
PREVENT	<p>Prevent lead – Bruce Penhale TEL: 0161 770 4196 Channel Co-ordinator – Mike Walker TEL: 0161 770 3675 Community Co-ordinator (supporting activity to counter extremism) – Joanne Horton TEL: 0161 770 8789</p>

5.1 ALL STAFF

- All staff will read and understand part 1 and Annex A of the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education (KCSIE 2023) and review this guidance at least annually.

All staff will be aware of:

- Our systems that support safeguarding, including Guidance for Safer Working Practice, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to pupils who are absent from education.
- The early support process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to external agencies, duty, advice and for statutory assessments that may follow a referral, including the role they might be expected to play. Wherever possible, staff are expected to speak to the DSL, deputy DSL (DDSL) first to agree on a course of action. In the absence of a DSL or DDSL being available, staff must not delay in directly contacting the duty and advice team or the police if they believe a child is at immediate risk of significant harm.
- We work in partnership with other agencies in the best interests of the children. Requests for service to children’s social care duty and advice team should (wherever possible) be made by the Designated Safeguarding Lead. Where a pupil already has a child protection social worker, we will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a pupil tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school’s recording systems. The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM) and radicalisation.

5.2 THE SAFEGUARDING TEAM

The safeguarding team is formed of the designated safeguarding lead (DSL) and the deputy designated safeguarding lead (DDSL).

Our DSL is **MISS KISHWAR NAAZ (HEADTEACHER)**. The DSL takes primary responsibility for the safeguarding, child protection and welfare of all staff and pupils. This includes online safety, and understanding the filtering and monitoring systems in place. The DSL also supports and trains staff members to carry out their safeguarding duties, and will liaise closely with children’s social care and other relevant services. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can also be contacted out of school hours if required via email through headteacher@sgacademy.org.uk.

When the DSL is absent, the deputy designated safeguarding lead **MRS BIBI (DEPUTY HEADTEACHER)** will step in to provide the required support.

The safeguarding team will be required to-

- Create a strong culture of safeguarding amongst staff and pupils, ensure all members of the school are aware that **'safeguarding is everyone's responsibility'**.
- Provide advice, training and support to staff on child welfare and child protection matters.
- Work closely with local Oldham Safeguarding Partnership, to take part in strategy discussions with local safeguarding leads and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment and monitoring of pupils.
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where Female Genital Mutilation has been identified.
- Kishwar Naaz (Headteacher) will ensure that all staff involved in direct case work of vulnerable pupils, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- The deputy DSL will also keep the Head teacher informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- We will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as team around the family meetings (TAF).
- Provide reports as required for meetings. If we are unable to attend a meeting, a written report will be sent.
- Respond to Operation Encompass notices when required.
- Where a pupil in school is subject to an inter-agency child protection plan or any multiagency risk management plan, the designated safeguarding lead will contribute to the preparation, implementation and review of the plan as appropriate.

5.3 ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The full responsibilities of the DSL are set out in Annex C of Keeping Children Safe in Education (KCSIE 2023). All designated safeguarding leads and deputy safeguarding leads must read and comply with this (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf).

5.4 THE GOVERNING BODY

- All members of the Governing body and school proprietor will complete the required, appropriate safeguarding and child protection (including online) training.
- The governing body will approve this policy at each review and hold the Headteacher to account for its implementation.
- The governing body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing body. The DSL cannot also be the lead governor with responsibility for child protection. This must be monitored by another member of the governing body to ensure complete accountability, and prevent conflict of interest.

- If an allegation of abuse is made against the Headteacher, the Chair of Governors will act as the 'Case Manager' to investigate the matter.
- The governing body, along with the school's senior leadership team, is responsible for ensuring and obtaining written assurances from any relevant school lettings and alternative/off-site providers and provisions that their safeguarding arrangements are secure and in keeping with Keeping Children Safe in Education (KCSiE).
- The full responsibilities of the governing body are set out in Part Two of KCSiE – The management of safeguarding. All governing bodies should read Part Two of KCSiE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5.5 THE HEADTEACHER

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the designated safeguarding lead has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'Case Manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the school maintains and upholds a strong culture of safeguarding.

6. OUR ROLE IN THE PREVENTION OF ABUSE

Sapience Girls Academy plays a crucial role in preventative education. Preventative education is a whole school approach to prepare our pupils for life in Modern Britain, and establishes a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment, discrimination and prejudice linked to fundamental values. Therefore, we actively identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

SGA understands the importance of delivering an effective safeguarding curriculum which includes:

1. Healthy and respectful relationships
2. Boundaries and consent
3. Stereotyping, prejudice, and equality
4. Body confidence and self-esteem, wellbeing and resilience
5. How to recognise an abusive relationship, including coercive and controlling behaviour
6. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
7. What constitutes sexual harassment and sexual violence and why these are always unacceptable

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being. The importance of cultivating a sound safeguarding culture is emphasised in KCSiE. Paragraph 82 states, 'Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.'

Other statements reinforce this stance: 'Good safeguarding requires a continuing commitment from governing bodies, proprietors, and all staff to ensure the safety and welfare of children is embedded in all of the organisation's processes and procedures, and consequentially enshrined in its ethos.' (Paragraph 324).

Therefore, safeguarding will permeate every aspect of school life. Relevant issues will be addressed through the PSHCE, RSE, enrichment and pastoral curriculum. Form time, debate club, assemblies, and enrichment days will provide an open platform for pupils to raise awareness for various safeguarding concerns such as online bullying, sexting, child sexual exploitation (CSE), child criminal exploitation (CCE), gangs, youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, anti-bullying and more.

7. CONFIDENTIALITY

Confidentiality is an issue that needs to be recognised and understood by all those working with pupils particularly in the context of safeguarding. SGA recognises that the only purpose of confidentiality in this regard is to benefit the pupil. Staff, volunteers, and visitors to the school should never promise a pupil that they will not tell anyone about an allegation or disclosure, and must pass any cause for concerns immediately to the DSL.

7.1 RECORD KEEPING, INFORMATION SHARING AND GDPR

Timely information sharing is essential for effective safeguarding. School staff will be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.'

SGA will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being. All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing or electronically. Information will be kept confidential and stored securely. Records will include-

1. A clear comprehensive summary of the concern
2. Details of how the concern was followed up and resolved

3. A note of any action taken, decisions reached and the outcome

The storing and processing of personal data is governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018. SGA will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply. Staff may have access to special category personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

7.2 WORKING WITH PARENTS AND OTHER AGENCIES TO PROTECT CHILDREN

Parents and carers should be aware that SGA will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect, or other forms of harm, staff have no alternative but to follow the Oldham Safeguarding Children's Partnership procedures and contact the duty and advice team to discuss their concerns. In keeping with Keeping Children Safe in Education (KCSiE) and Children missing education, statutory guidance for local authorities. We will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in cases there are welfare concerns at the home.

Generally, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the designated safeguarding lead. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the pupil. Parents/carers are informed about our safeguarding policy through website, pupil induction and weekly parent updates. A safeguarding and child protection statement is shared in the school foyer/reception area.

7.3 MULTI-AGENCY WORK

We will co-operate with the Oldham Safeguarding Partnership in accordance with the requirements of the Children Act and allow access to pupil and child protection records for them to conduct section 17 or section 47 assessments. In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguarding children and promote their welfare.

8. LEGISLATION AND GUIDANCE UNDERPINNING THIS POLICY

At SGA we work within a legislative framework that seeks to safeguard and promote the welfare of all children. This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2023, Working Together to Safeguard Children (WTTSC 2018-updated July 2022), sexual violence and sexual harassment between children in schools and colleges (2017-updates September 2021) and the procedures set out by our Local Safeguarding Children partnership.

The policy conforms to locally agreed inter-agency procedures developed by the Oldham Safeguarding Partnership. It is available to all interested parties on our website and on request from the main school

office. It should be read in conjunction with other relevant policies, procedures and Keeping Children Safe in Education 2023. Our safeguarding policy has also been developed in accordance with the principles established in the following:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school <https://www.legislation.gov.uk/uksi/2014/3283/schedule/part/3/made>
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children <https://www.legislation.gov.uk/ukpga/1989/41/contents>
- General Data Protection Act (2019) Guide to the General Data Protection Regulation <https://www.gov.uk/government/publications/data-protection-act-2018-overview>
- Data Protection Act <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children <https://www.legislation.gov.uk/ukpga/1974/53>
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf
- Statutory Guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019) <https://www.saferrecruitmentconsortium.org/>
- Oldham Safeguarding Children Partnership Procedures <https://www.olscb.org/professionals/policies/>
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016) <https://www.gov.uk/government/publications/children-missing-education>
- The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

Overview of legislation

- The Children Acts 1989 and 2004
- The Education Act 2002
- Independent School Standards Regulations 2014 (ISSRs) – statutory regulations
- Working Together to Safeguard Children (July 2018) (WTSC) – statutory guidance
- The revised Prevent duty guidance for England and Wales (July 2015) – statutory guidance
- The use of social media for online radicalisation (July 2015) – non-statutory guidance
- Disqualification under the Childcare Act 2006 (June 2016) – statutory guidance

- UK Guidance for Child Internet Safety (August 2016) (UKCCIS)
- Keeping Children Safe in Education (September 2022) (KCSIE) – statutory guidance
- Children Missing in Education (September 2016) – statutory guidance
- Independent Schools Inspectorate: Commentary on the Regulatory Requirements (Jan 2017)
- Sexual Violence and Sexual Harassment between Children in Schools and College (May 2018) – non-statutory guidance
- Voyeurism (Offences) Act 2019

Key Documentation

- Keeping Children Safe in Education (DfE 2023)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf
- Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf
- What To Do If You're Worried A Child Is Being Abused (DfE 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Child Sexual Exploitation: Definition and Guide for Practitioners
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Disqualification Under the Childcare Act 2006
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>
- Prevent Duty Guidance for England and Wales
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- DBS Identification Checking Guidelines
<https://www.gov.uk/government/publications/dbs-identity-checking-guidelines>
- The Use of social media for Online Radicalisation (Home Office, 2015)
<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>
- Promoting Fundamental British Values Through SMSC
<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc>
- Regulated Activity in Relation to Children (DfE 2016)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739154/Regulated_Activity_with_Children_in_England.pdf
- Teacher Status Checks- Employer Access Online
<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>
- Guidance for the Employment of Overseas Applicants
<https://www.gov.uk/guidance/employing-someone-from-outside-the-uk>

- Guidance for the Employment of Overseas Trained Teachers
<https://www.gov.uk/guidance/recruit-teachers-from-overseas>
- Government guidance on forced marriage
<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible>
- Statutory Guidance PACE Code C 2019 on the “Appropriate Adult”
<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible#:~:text=An%20appropriate%20adult%20is%20not,the%20person's%20rights%20and%20entitlements.>

Useful Sites

- UK Safer Internet Centre
<https://saferinternet.org.uk/>
- Educate Against Hate
<https://www.educateagainsthate.com/>
- Home Office PREVENT e-learning
<https://www.educateagainsthate.com/resources/home-office-prevent-awareness-e-learning/>
- ThinkuKnow
<https://www.thinkuknow.co.uk/>
- County Lines ToolKit for Professionals
<https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>
- London Grid for Learning “Undressed” advice on being tricked into getting undressed online
<https://undressed.lgfl.net/>
- Supporting Practice in Tackling Child Abuse
<https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>
- Harmful Online Challenges and online hoaxes
<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>

This policy also takes into account the policy and practice of the Metropolitan Borough of Oldham, particularly the inter-agency safeguarding procedures set up by the Oldham Safeguarding Children Partnership (OSCP). This policy should be read in conjunction with our other policies such as our Behaviour Policy, Anti-Bullying policy, our Safer Recruitment policy, our Staff Code of Conduct, our Attendance policy and our Recruitment of ex-Offenders policy.

9. POLICY DETAILS

9.1 A LISTENING ORGANISATION

We take a child-centred approach and try to ensure that pupils have a voice and are able to express any concerns that they may have. You are reminded that it **could happen here** and that we must always take the concerns of pupils seriously. **Safeguarding trumps everything else** – you must without fail make time to listen to any pupil who shows signs of distress or wishes to confide in you.

9.2 TYPES OF ABUSE

9.2.1 Abuse involves maltreatment of a child. The definition of child abuse is wide in order to cover all forms of cruelty that children may endure in their lives. 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. Abuse can happen online. They may be abused by an adult or adults or by another child or children.

Abuse can take four main forms:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

9.2.2 Physical Abuse

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

9.2.3 Emotional Abuse

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

9.2.4 Sexual Abuse

Sexual abuse involves forcing or enticing a 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. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

9.2.5 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 health or development. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

10. PROCEDURES TO FOLLOW

10.1 We follow specific procedures to protect children who are suffering harm or at risk of suffering harm as a result of physical, sexual, and/or emotional abuse or neglect in accordance with Section 157 of the Education Act 2002.

10.2 If you are informed of any incident or have a strong suspicion of physical, emotional or sexual child abuse or neglect (including attempts to radicalise or coerce individuals to hold extreme political or religious views) occurring in the school, outside the school linked to members of school staff and their families or to a pupil of the school at home or outside the school, you must report this the same day to the **DSL (Kishwar Naaz)**. In the absence of the DSL, the immediate report should be made to the **Deputy DSL (Skeena Bibi)**. If the allegation concerns a member of staff the matter must be reported immediately to the **DSL and Headteacher (Kishwar Naaz)**. If the allegation or suspicion is about the Headteacher, the report should be made to the **Chair of governors (Mohammed Zahid)** or directly to the **Local Authority Designated Officer (LADO)** without informing the Headteacher.

10.3 Child abuse includes abuse of a pupil by a staff member or other adult, abuse at home which a pupil reports to staff, abuse by a stranger outside the school, and abuse of one pupil or pupils by another pupil or group of pupils.

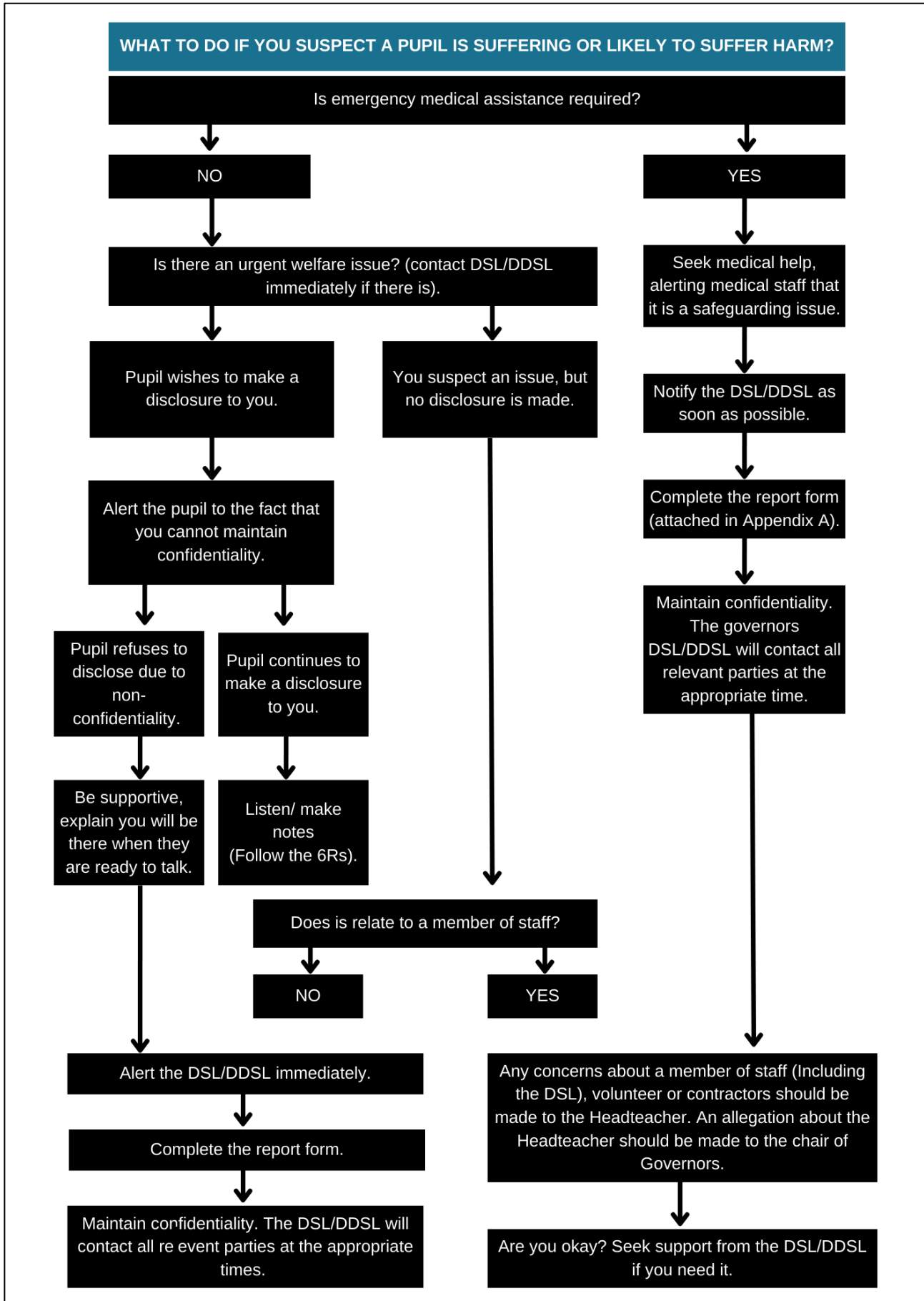
10.4 School staff (including the DSL) must not investigate reports of abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved should not be interviewed by school staff beyond the point at which it is clear that there is an allegation of abuse.

10.5 If someone tells you about an allegation of physical, sexual, emotional abuse or neglect you must follow the procedure below in 6.5 (the 'Six Rs'). You should record in writing all concerns, discussions and decisions (together with reasons) made under these procedures. You should use our Reporting Form (Appendix A) for this purpose. This record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence. The record should be signed by the person writing it.

10.6 At Sapience Girls Academy, we recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10.7 Our reporting processes allow all children, including those that may be LGBT, to feel that they have a trusted adult who they can be open with. They know they can speak to any of the people whose pictures and names are on the notices around the school building and can access the pastoral worry box (the pastoral team), as well as the DSL (Kishwar Naaz) or any of the SLT team members.

10.8 WHAT TO DO IF YOU SUSPECT A PUPIL IS SUFFERING OR LIKELY TO SUFFER HARM



10.9 THE 6 R'S YOU MUST REMEMBER

READY

- A pupil may wish to talk to you at any point, if this involves safeguarding you must be prepared to listen immediately.
- Do not ask the pupil to come back later or to make an appointment.

RECEIVE

- The pupil has chosen you- you are in a position of trust.
- Listen carefully to what they say.
- Do not show shock or disbelief.
- Take it seriously.

REASSURE

- Tell the pupil that they have done the right thing by speaking out.
- **Do not compromise confidentiality-** you have a duty to refer. You can, however, state that information will only be shared with the people who need to know.
- Alleviate guilt- the pupil is not to blame and they did the right thing by approaching you for support.

RESPOND

- Do not ask leading questions (eg- did X do this to you?) or interrogate them.
- Do not criticise the alleged perpetrator.
- Do not ask the pupil to repeat the matter to another member of staff.
- Explain that you need to talk to the DSL.
- **Do not investigate the matter yourself.**

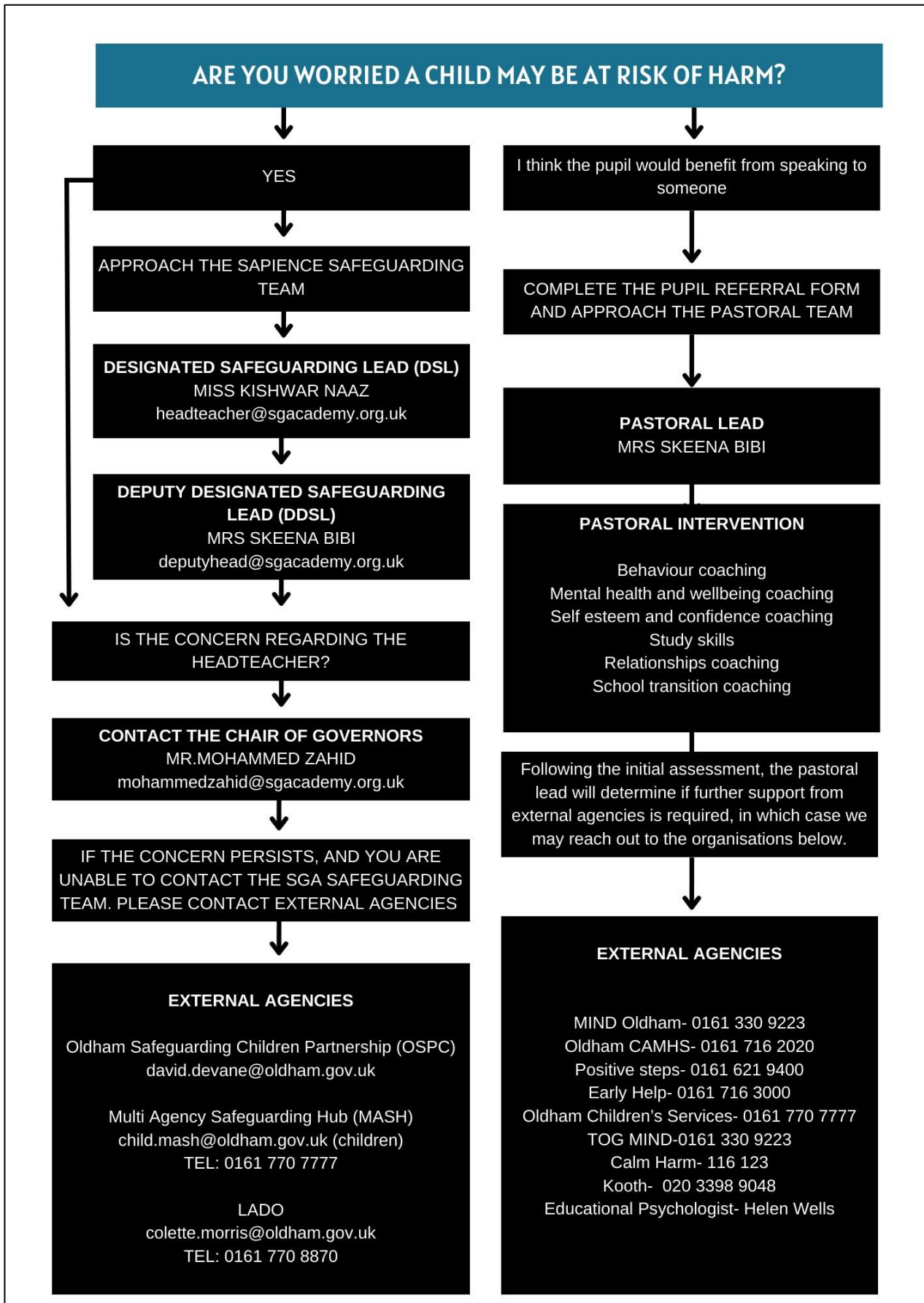
RECORD

- Make brief notes if you can during the meeting, or if not, immediately afterwards.
- Keep your original notes.
- Record the date, time, place and the specific words used by the pupil.
- Record statements and actions, rather than your interpretation.

REPORT

- Immediately contact the school DSL/ Headteacher as appropriate.
- You can use the reporting form provided in the staffroom (attached in Appendix A), as the DSL may have to make your record available to Children's services.

10.10 SAFEGUARDING PROCEDURE FLOWCHART



11. CONCERNS ABOUT A PUPIL

11.1 EARLY HELP, CHILD IN NEED, CHILD AT RISK

Concerns about a pupil may fall into one or more of several categories, of which the most important are as follows:

11.2 EARLY HELP

Some pupils may benefit from early help, and you are expected to try to identify such pupils where possible. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, if you consider that a pupil may benefit from early help you should discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Oldham Safeguarding Children Partnership referral thresholds. The DSL will liaise with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, this will be arranged by OSCP who will allocate an Early Help worker to the child.

Any pupil may benefit from early help, but you should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Was a young carer, or who has siblings who have taken on the primary carer role;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement or association with organized crime groups;
- Is frequently missing;
- Is misusing drugs or alcohol;
- Is at risk of modern slavery, trafficking or exploitation;
- Is from a family where circumstances are presenting challenges for the child, such as substance abuse, adult mental health problems, domestic abuse or a family member in prison;
- Was previously in care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalized or exploited; or
- Is a privately fostered child.

When we complete an Early Support Assessment

- The information required to evidence that more targeted or statutory services are needed will be better informed by conducting a detailed, high-quality assessment
- If it is not clear who is best placed to provide the support an early support assessment (ESA) will be requested before accepting a referral
- If additional support is required from the Early Support Service, then a referral will be accepted without an early support assessment (ESA) to prevent delay in offering support

- Monitoring of referrals made without assessments will be routinely reported to the Oldham Safeguarding Children Partnership to promote improvement in assessment practice within all partner agencies
- If the referral is relating to a family where there is an existing team around the family meeting (TAF) an early support assessment (ESA) should have already been completed and should be included with the referral

11.3 A CHILD IN NEED

A **child in need** refers to a pupil whose circumstances may require them to have extra support in order for them to live a life which does not compromise their ability to fulfil their potential. These pupils will be referred to OSCP and will benefit from additional support which should be put in place as soon as a problem is identified. The school or the OSCP team may also refer to external agencies for further advice and support.

11.4 A CHILD AT RISK

A child at risk is a pupil who is at risk of significant harm (which may or may not be abuse). Such cases will be referred to OSCP immediately in accordance with the procedures outlined in this policy.

11.5 CONTEXTUAL SAFEGUARDING

Our school recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. This extra-familial harm can take a variety of different forms which can include sexual exploitation, criminal exploitation and serious youth violence. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care (and if appropriate, the police) as part of any referral undertaken.

11.6 PUPILS AT RISK OF IMMEDIATE HARM

If you believe that a pupil is in immediate danger or at risk of harm, you should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of you becoming aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, you should inform the DSL as soon as possible that a referral has been made. You should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. The school's local Safeguarding Partnership is the Oldham Safeguarding Children Partnership.

Specific concerns about immediate harm may arise where pupils are engaged in close on- to-one teaching for instance in games coaching, individual support lessons, drama or in one-to-one situations with tutors or other school staff. Immediate harm may also occur when they're at home.

12. PUPIL AT RISK OF RADICALISATION

12.1 We are fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

12.2 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 'Extremism' is defined in the Prevent strategy as vocal or active opposition to fundamental British values.

12.3 Signs of radicalisation: There is no single way of identifying an individual who is likely to be susceptible to extremist ideology. It can happen in many different ways and settings. Background factors may contribute to vulnerability and are often combined with influences such as family, friends or online, and with particular needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, you should be alert to changes in a pupil's behaviour which could indicate that he may be in need of help or protection. You should use your professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately. Such cases may involve a referral to the Channel programme or to children's social care depending on the level of risk. Channel is a voluntary programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

12.4 We recognise that some pupils may be in danger of being drawn into terrorism or other forms of extremism and carry out appropriate risk assessment. This may involve consultation with local partners, such as the police, about the potential risk in the local area. Such risk assessment is discussed with the DSL and the Deputy DSL to ensure our safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism. The Risk Assessment is regularly reviewed.

12.5 We take appropriate measures to ensure that visiting speakers are vetted and that they are always accompanied while on school premises. Pupils are encouraged to critically assess the information they receive and oversight ensures that the ideas disseminated are aligned with the values of the school and fundamental British values.

12.6 Working in partnership: The DSL will maintain existing partnership arrangements and keep open lines of communication with the local Safeguarding Children Partnership.

12.7 Staff training: The DSL and the Deputy DSLs have undertaken Prevent awareness training and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff have been made aware of the Prevent duty through training. Full details of the Prevent duty can be accessed in our Prevent policy.

12.8 IT: Suitable filtering is provided and periodically reviewed to keep pupils safe from terrorist and extremist material when accessing the internet in school, without “over-blocking”, which may lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

12.9 Procedures: If you are concerned that a pupil may be exposed to radicalisation the normal referral processes apply i.e., you should discuss your concerns with the DSL, who will follow the safeguarding procedures outlined in this policy and may also make a referral to the Channel programme. Borderline cases will be discussed with the Channel Panel on a no- names basis.

12.10 In order to fulfil the Prevent Duty, staff have received training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern, they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL) with immediate effect. The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

12.12 The Prevent Education Officer is Bruce Penhale. The Prevent Team can be contacted as follows-

Prevent lead- Bruce Penhale 0161 770 4196

Channel Co-ordinator- Mike Walker 0161 770 3675

Community Co-ordinator - Joanne Horton 0161 770 8789

12.13 The school has also incorporated the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE in order to help build pupils’ resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments notably during the timetabled PSHE sessions.

12.14 Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, social media and Gaming.

12.15 For further advice about extremism the DfE provide a dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: Joanne Horton can be contacted on 0161 770 8789 or counterextremism@education.gsi.gov.uk or contact 101 (non-emergency).

12.16 An individual will be required to provide their consent before any support delivered through the Channel programme is provided.

12.17 Responding to concerns about radicalisation

- If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they will follow the NOTICE, CHECK, SHARE principles and seek advice appropriately with the designated safeguarding lead who will contact The Prevent Hub and local Prevent lead.
- We will assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting pupils in the area and a specific understanding of how to identify individual pupils who may be at risk of radicalisation and what to do to support them. The Prevent hub will advise us and identify local referral pathways.
- Effective early support relies on all our staff to be vigilant and aware of the nature of the risk for pupils and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) will share information on the National and Local (Oldham) context, Extremist signs and symbols, propaganda and upskill staff in identifying and responding to Prevent concerns in line with the NOTICE, CHECK, SHARE principles Introducing the notice, check, share procedure | Prevent duty training (support-people-vulnerable-to-radicalisation.service.gov.uk).

13. CHILDREN WHO ARE ABSENT FROM EDUCATION FOR PROLONGED PERIODS AND/OR REPEATED OCCASIONS

13.1 A child **absent** from education is a potential indicator of abuse. Attendance is registered in accordance with Department for Education requirements and staff are aware of how to deal with situations where pupils go missing either from school or on a school trip.

At Sapience Girls Academy, we promote excellent attendance and understand that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between our Attendance officer (Mrs Bibi) and our DSL (Ms Naaz). Likewise, we understand that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school's procedure which involves calling within the first hour in these circumstances in order to try and locate the child and ensure that they are safe. The school has a duty to investigate unauthorised absences to establish if safeguarding concerns are evident. The school appreciates that the Local Authority has a statutory duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education.

The school will therefore support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll. The Local Authority will be informed when a pupil has been added or removed from the admissions register at non-standard transition times, within five days of them joining.

Where a pupil leaves the School, the Local Authority will be notified as soon as grounds for the deletion are met but no later than when the name is deleted from the register. The grounds for deletion are where a pupil:

- Has been taken out of school by their parents and is being educated outside the school system e.g. Is in home education.
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Is in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning at the end of that period.
- Has been permanently excluded.

The school understands that it is essential that contact is made with the Education Welfare Service (0161 770 3000) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition, Sapience Girls Academy will contact the Local Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

13.2 PART TIME TIMETABLES

SGA is aware that they must inform the Oldham Safeguarding Services when using part time timetables for pupils and follow the part time timetable guidance.

13.3 SUSPENSIONS AND EXCLUSIONS

When we are considering suspending, either fixed-term or permanently, a vulnerable pupil or a pupil who is either subject to a S47 Child Protection plan or there have previously been child protection concerns or the family is subject to a court order in relation to education, we will undertake an informed (multi-agency where other professionals are involved) assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the assessment must be completed before convening a meeting of the Governing body.

13.4 Elective home Education (EHE)

Elective home education is often referred to as 'education otherwise' in Section 7 of the Education Act 1996 which states: "It shall be the duty of the parent of every child of compulsory school age to cause her or him to receive efficient full-time education suitable to her/his age, aptitude and ability (and to any special educational needs she/he may have) either by attendance at school or otherwise". This means that parents/carers have a legal responsibility to ensure that their child is educated but this does not have to be in school. This school will follow the Department for Education (DFE) guidance should you as a parent decide to educate your children/child at home. If you are subject to a court order in relation to your child's education, you may not remove your child from school without permission from the Magistrates' Court and your Supervising Officer or Responsible Officer. Where a child has an Education, Health and Care plan the local authority will need to review the plan, working closely with parents and carers.

14. CHILD EXPLOITATION

14.1 Child Criminal Exploitation (CCE): is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity either in exchange for something the victim needs or wants, and/or for the financial or other advantage for the perpetrator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not have to include physical contact, it can also occur through the use of technology.

The most prolific form of CCE is where children are exploited and coerced to carry drugs or other contraband from urban areas to suburban and rural areas ('county lines'). Indicators that may signal a pupil is at risk from or involved with CCE can include increased absences, a change in friendships or relationships with older individuals, a significant decline in performance, signs of self-harm or a significant change in wellbeing. Unexplained gifts or new possessions could also indicate that pupils have been approached by, or are involved with, individuals associated with criminal networks or gangs. If you are concerned you should contact a member of the safeguarding team.

Additional advice can be found in-

- Preventing Youth Violence and Gang Involvement (<https://shorturl.at/mANX9>)
- Criminal Exploitation of Children and Vulnerable Adults: County Lines (<https://shorturl.at/akuW4>)

If staff do identify children for whom CSE may be a concern they will follow normal safeguarding process and child protection procedures. Staff must pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess the level of concern and consider referring cases where relevant to MAST and the Child Exploitation (CE) Hub.

14.2 Child Sexual Exploitation (CSE): involves young people who are sexually abused or coerced into sexual activity in the context of exploitative relationships by a person/person of any age, including another young person. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not have to include physical contact, it can also occur through the use of technology. CSE can affect any child or young person under the age of 18, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the young person's immediate knowledge (e.g., through others copying images they have created and posted on social media). Indicators of CCE (above) can also be indicators of CSE as can pupils who have older partners and pupils who suffer from sexually transmitted infections.

In the event of a disclosure or report school will:

- Listen carefully, reflecting back using the child's language
- Reassure the child that this will be taken seriously
- Ask open-ended questions
- Not promise confidentiality

- Inform the designated lead or deputy as soon as practically possible if either the DSL or DDSL is not involved in the initial report
- A written record of the facts will be made
- The school will consider whether electronic devices will need to be confiscated at this point
- The school will consider the wishes of the victim and how they would like to proceed, giving the victim as much control as possible in line with school safeguarding arrangements

The school will ensure that the needs of pupils who abuse others will be considered separately from the needs of their victims and give immediate consideration as to how best to support and protect the victim and the alleged perpetrator(s). A co-ordinated multi-agency approach will take place through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice, police (where appropriate), children's social work service, and health which will be kept under review.

14.3 Modern Slavery: encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Staff will be alert for the signs as pupils may be at risk during holiday periods or have friends who are vulnerable to this type of exploitation. Tackling modern slavery is a complex process involving partner agencies. School has a part to play in identifying signs and indicators of this form of exploitation, ensuring appropriate referrals are made through the DSL to the Police, Oldham MAST and the National Referral Mechanism (NRM) Further details can be found at: www.gov.uk.

14.4 We will ensure that this school will work in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested Indicators to look out for are, that the pupil may-

- Appear with unexplained gifts, money, or new possessions
- Associate with other children involved in exploitation
- Suffer from changes in emotional well-being
- Misuse of drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education or do not take part in education

Specific indicators that may be present in CSE are children who:

- Have older boyfriends
- Suffer from sexually transmitted infections
- Display sexual behaviours beyond expected sexual development or become pregnant

Young people who are victims of CCE include those who are:

- Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs
- Coerced into the supply, transporting, and dealing of class A drugs. They may be doing this within their local area, however, they are often crossing one or more police force or local authority boundaries
- Coerced into carrying drugs, weapons, and money to assist in the trade and movement of drugs

CCE, CSE and MDS often occurs without the child's immediate recognition, and with the child believing they are in control of the situation. In all cases, those exploiting the child/young person have power over them

by virtue of their age, gender, intellect, physical strength. Violence, coercion and intimidation are common, involvement of exploitive relationships being characterised in the main by the child/young person's availability of choice resulting from their social/economic and/or emotional vulnerability. The experience of girls who are criminally exploited can be very different from that of boys. The indicators may not be the same, however, we are aware that girls are at risk of criminal exploitation too. We also recognise that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

15. CHILD-ON-CHILD ABUSE

15.1 Abuse can take place between pupils and this type of abuse can be physical, sexual or emotional in nature. This child-on-child abuse can manifest itself in various ways and is most likely to include, but not limited to: bullying (including cyber bullying, homophobic bullying and transgender bullying), gender-based violence / sexual assaults, sexual harassment, initiations and 'sexting' (also known as youth produced sexual imagery). Child abuse will not be tolerated; abuse is abuse and must not be passed off as 'banter' or as 'part of growing up'. Victims of child abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy. If the threshold does not reach the level to constitute a safeguarding investigation, perpetrators will be dealt with in accordance with our Behaviour Policy.

15.2 Child-on-child abuse can take the form of harmful sexual behaviour. Through the PSHE programme the school attempts to foster healthy and respectful relationships between pupils and between pupils and pupils at other schools – both male and female. You must always take seriously any allegation of sexual misconduct, and follow the procedures outlined in this policy if you are made aware of reports of sexual violence or sexual harassment. You should be aware that rape, assault by penetration or other forms of sexual assault are crimes and will be reported to the Police as well as to children's services. Remember that sharing sexual images of a person under the age of 18 ('previously known as sexting' and now as "sharing nudes or semi-nudes") is also illegal. We will at all times follow the guidance outlined in the Department for Education document Sexual Violence and Sexual Harassment between Children in Schools and Colleges (December 2021) which you can read Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk).

15.3 Much child-on-child abuse takes place online. Pupils are regularly reminded of the school's policy on bullying and on cyberbullying and sign an Acceptable Use Agreement which governs their behaviour on the school network. We work with pupils through a pupil e- Safety committee to give pupils a voice, to consider their concerns and to ensure that our policies are as up-to-date and effective as possible.

15.4 "Up skirting" is a form of abuse which typically involves taking a picture under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It has now been classed as a criminal offence. This behaviour, if witnessed, should be notified to the DSL immediately. It is important to note that whilst the phrase is 'up skirting' it can equally apply to men and women as in addition to skirts it also includes photographs taken of people wearing kilts, cassocks, shorts or trousers.

15.5 We consider it important to explain to the children that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

15.6 Child-on-child abuse can manifest itself in many ways both between pupils at Sapience Girls Academy and between pupils at Sapience Girls Academy and those of other schools. Some forms of child-on-child abuse are:

15.7 Bullying: Bullying is any behaviour that is repeated over time and intentionally hurts another pupil or group of pupils physically or emotionally. It can occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email) and always involves an imbalance of power. It can cause long lasting psychological effects. Bullying which amounts to child-on-child abuse is bullying of a serious or sexual nature between persons of a similar age which results in or has the potential to cause significant harm.

15.8 Physical abuse: This includes hitting, kicking, shaking, biting, slapping, or otherwise causing physical harm to another young person.

15.9 Harmful Sexual Behaviour: Refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive or violent behaviours).

15.10 Serious Youth Crime (including sexual assault): Includes crimes of the most serious nature including murder, rape and GBH perpetrated on or between young people under 18.

15.11 Sharing nudes or semi-nudes: This is when someone sends or receives a sexually explicit text, image or video. Pressuring someone into sending a nude or sexually explicit picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. It is also referred to as Youth Produced Sexual Imagery". Once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere or be stored indefinitely. Possessing or distributing indecent images of a person under 18 is a crime under the Sexual Offences Act 2003.

15.12 Where there is a disclosure from a child or young person and/or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' or sending 'nudes or semi nudes', it will refer to the guidance in the UKCIS document 'Sharing nudes and semi-nudes: advice for education settings working with children and young people (Dec 2020).

15.13 Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident must be referred to the DSL immediately.
- The DSL should hold an initial review meeting with appropriate school staff.
- There will be subsequent interviews with the young people involved (as appropriate).
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

- The DSL will assess the information available and with the use of appropriate risk assessment tools, decide the appropriate response by the school to such an incident Oldham Sexual Harmful Behaviour Toolkit.
- If at any point in the process it has been established a young person has been harmed or is at risk of harm, or such behaviour involves a young person communicating with an adult, then a referral will be made to children's social care and/or the police immediately.

15.14 Sexual harassment: refers to 'unwanted conduct of a sexual nature' that can occur both online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment by other pupils can include:

- Sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes or displaying pictures, photos or drawings of a sexual nature.
- Online sexual harassment-This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages and online sexual exploitation, coercion and threats.

15.15 In the case of abuse by a pupil, or group of pupils, the key issues identifying the problem as abuse are:

- The frequency, nature and severity of the incidents.
- We will for example pay attention to the importance of understanding intra familial harms and any necessary support for siblings following incidents.
- Whether the victim was coerced by physical force, fear, or by a pupil or group of pupils significantly older than or possessing more power or authority over them.
- Whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

15.16 Where an allegation of abuse against one or more pupils has been made or where you are concerned about child-on-child abuse, the child protection procedures set out in this policy should be followed and the DSL informed. The pupil(s) accused of abuse and the victim of abuse will both be treated as at risk and a referral will be made to children's social care in respect of either pupil if that pupil is suffering or is at risk of harm.

15.17 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, we will ensure that, subject to the advice of the Local Authority Designated Officer (LADO), parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil.

15.18 Support for those involved in child-on-child abuse (both parties) will be offered. If OSCP have been involved then support may be provided through the Early Help or wider safeguarding team.

15.19 In the event of a disclosure or report school will:

- Listen carefully, reflecting back using the child's language
- Reassure the child that this will be taken seriously
- Ask open-ended questions
- Not promise confidentiality
- Inform the designated lead or deputy as soon as practically possible if either the DSL or DDSL is not involved in the initial report
- A written record of the facts will be made
- School will consider whether electronic devices will need to be confiscated at this point
- The school will consider the wishes of the victim and how they would like to proceed, giving the victim as much control as possible in line with school safeguarding arrangements

16. ONLINE SAFETY

16.1 Many of the concerns described above (for example sexual abuse, severe bullying and extremism and radicalisation) may occur online. We ensure that the school network is appropriately filtered and pupils and staff are guided in the acceptable use of our network and the internet in general.

16.2 Pupils are required to sign an Acceptable Use Agreement in their pupil planners and are given advice on keeping safe online through computing lessons, specific assemblies and workshops on e-Safety and our PSHCE and RSE curriculum. We also recognise the importance of speaking with parents and carers about children's access to online sites when away from school. Any evidence that a pupil may be at risk online or indeed being harmed online should be brought to the immediate attention of the DSL and will be dealt with as a child protection matter.

16.3 Staff receive training relating to online safety as part of their regularly updated safeguarding training as well as within their bespoke annual training sessions for all staff.

16.4 Our governing body ensures that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. It considers the age range of the children at Sapience Girls Academy, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

16.5 In cases of pupils sexting or sharing pornographic images online, you are reminded that it is illegal to possess, store or distribute an image containing sexual imagery of a child under 18, even if the possessor is under 18 and/or the image shared is of themselves, therefore when taking a disclosure from a pupil concerning this issue you should avoid viewing or forwarding the image and instead alert the DSL or DDSL to the image's existence.

Our designated safeguarding lead takes responsibility for ensuring that SGA's filtering and monitoring systems remain effective by overseeing and acting on:

- Filtering and monitoring reports
- Safeguarding concerns
- Checks to filtering and monitoring systems

17. FILTERING AND MONITORING

17.1 The safeguarding team as SGA recognises its responsibility to ensure the online safety of pupils at all times. This section is informed by the recently published guidance on filtering and monitoring by the Department of Education. The DSL is responsible for the overall management of the online filtering and monitoring systems, the DDSL is responsible for ensuring strong communication between the school and ICT company responsible for the filtering and management systems.

17.2 All staff at SGA including the Governing body and proprietor also receive safeguarding training pertaining to online safety. They are expected to have an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. The Governing body and proprietor will consider the number and age of range of SGA pupils, those who are potentially at greater risk of harm and how often they access the IT system to inform the proportionality of costs versus safeguarding risks. The Governing body will have specific members dedicated to online safety and safeguarding who will be responsible for ensuring the online safety policy, safeguarding policy, and online safety standards are met and maintained appropriately at SGA.

17.3 The DSL and DDSL will-

- The DSL will take lead responsibility for ensuring the online safety standards are met through appropriate filtering and monitoring systems.
- Ensure they abide by their assigned roles and responsibilities to manage filtering and monitoring systems at all times.
- Review the filtering and monitoring provision on a termly basis.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.
- Liaise with and report back to the Governing body and proprietor who will review the filtering and monitoring standards.
- Liaise with the Governors responsible for safeguarding and IT support to discuss with IT staff and service providers what more can be done to ensure the standard is maintained.

17.4 The system/process is checked and reviewed at least annually to ensure this school meets the DFE guidance 'Meeting digital and technology standards for schools and colleges'. For many adults, there is a separation in their minds between 'real life' and the 'online world'. This is a dangerous misconception, as the connected world embraces both online and offline; for young people there is no separation. Paragraph 24 says, 'All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can

take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent 15 images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

17.5 SGA is committed to meeting the requirement to keep pupils safe when using technology. We believe the whole school community can benefit from the opportunities provided by the internet and other technologies used in everyday life. The school's online Safety Policy supports this by identifying the risks and the steps we are taking to avoid them. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content; for example, pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact:** being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial, or other purposes
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images) and online bullying
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing, and/or financial scams

17.6 Our schools' expectations for responsible and appropriate conduct are set out in the school online safety policy which we expect all staff, visitors and pupils to follow, which details the Meeting digital and technology standards in schools and colleges- Cyber security standards for schools and colleges- Guidance- GOV.UK (www.gov.uk).

17.7 Additionally, Sapience Girls Academy has a 'No Mobile Policy' for all its students. Students are not allowed to bring mobiles into school, any student caught with a phone will be sanctioned. The phone will be confiscated and will need to be collected by a parent/guardian from the school office at the end of the term.

17.8 All online safety concerns should be reported to the DSL. An annual review will be carried out to determine the school's approach to online safety, this will be carried out in July. This will be supported by an online risk assessment that considers and reflects the risks that children face.

18. HONOUR BASED ABUSE (HBA)

18.1 Honour based abuse is a general term which includes incidents or crimes which have been committed to protect or defend the "honour" of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. If any evidence of such practices within a family comes to light you must report the matter to the DSL immediately.

Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in our school have a concern regarding a pupil that might be at risk of HBA or who has suffered from HBA they will immediately speak to the designated safeguarding lead who will follow the school's safeguarding procedures. For every crime committed there are also numerous

incidents of bullying, emotional and psychological abuse. Some victims have very restricted movements and are under constant supervision having little contact with the outside world.

Crimes committed may include:

- False imprisonment or kidnap
- Domestic servitude
- ABH/ GBH
- Threats to kill
- Harassment and stalking
- Sexual assault
- Rape
- Female genital mutilation
- Forced to commit suicide
- Murder
- Forced marriage

18.2 If you learn that an act of FGM appears to have been carried out on a girl aged under 18, you have a statutory duty to report it to the police. You should also follow the usual safeguarding procedures set out in this policy and report the matter to the DSL who will involve OSCP where appropriate. Any member of staff who has a suspicion of FGM should report it to the DSL. There is a range of potential indications that a girl may be at risk or has already suffered from FGM. Further information is available on p.17 of Keeping Children Safe in Education (September 2023).

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

18.4 Since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.' The school recognises, that it is a crime for a child to engage with any form of marriage before the age of 18.

18.5 Staff at the school understand that likewise this is a potential Safeguarding issue and they must follow the normal safeguarding process and Child Protection procedures passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MASH.

18.6 Female Genital Mutilation (FGM) the Mandatory Reporting Duty

- The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia or other injuries to the female genital organs”
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’
- Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 will immediately (in consultation with the designated safeguarding lead) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it
- The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff will not examine pupils
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 will speak to the designated safeguarding lead and follow our local safeguarding procedures 18
- Any member of staff who suspects a pupil is at risk of FGM or discovers that a pupil age 18 or over appears to have been a victim of FGM] will speak to the DSL and follow our local safeguarding children’s partnership procedures

19. SERIOUS VIOLENCE

SGA recognises when children may be at risk from/or involved with a serious violent crime by recognising the indicators such as:

1. Increased absence from school
2. A change in friendship or relationships with older individuals or groups
3. A decline in performance
4. Signs of self-harm or a significant change in wellbeing
5. Signs of assault or unexplained injuries
6. Unexplained gifts or new possessions

We also recognise the risk factors which increase the likelihood of involvement in serious violence such as:

1. Being male
2. Having been frequently absent or permanently excluded from school
3. Having experienced child maltreatment
4. Having been involved in offending, such as theft or robbery

County lines: criminal exploitation of children and vulnerable
Preventing youth violence and gang involvement- GOV.UK24

20. PRIVATE FOSTERING

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts

(whether of full blood, half-blood, or by marriage). Great grandparents, great aunts, great uncles, and cousins are not regarded as close relatives

The law requires us to notify duty and advice if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the pupil and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family, maintaining cultural identity. If we become aware of a child in a private fostering arrangement within Oldham Council, we will notify duty and advice.

All our staff recognise that children looked after previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and care leavers and children with a social worker are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on.

SGA will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Local Authority, in respect of all pupils at the school who are subject of 'looked after' status or have a social worker.

21. CHILDREN POTENTIALLY AT GREATER RISK OF HARM

School recognises that while all pupils have a right to be safe and well, some groups of children are potentially at greater risk of harm and more vulnerable to abuse e.g those with a disability or special educational needs, those living with domestic abuse or drug/alcohol abusing parents.

Provisions within the Equality Act allows this school/college to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need.

21.1 Children who are lesbian, gay, bi, or trans (LGBTQ+)

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In this school, we, therefore, endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff or a trusted adult.

21.2 Children who need a social worker (child in need and child protection plans)

Children may need a social worker due to safeguarding or welfare needs; we recognise that children may need help due to absence, neglect, and complex family circumstances. SGA will ensure where children have been allocated a social worker, the DSL will hold this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. Where we have children on roll who need a social worker this will inform decisions about safeguarding (responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (we will

consider the provision of pastoral support and/or academic support, alongside action by statutory services).

21.3 Children with Special educational needs, disabilities, or physical health issues

SGA recognises that children with (SEN) and disabilities can face additional safeguarding challenges these can include-

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury related to the child's disability without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges
- Mental health conditions may cause barriers for reporting concerns
- The school has a duty to make reasonable adjustments for disabled children therefore to address these additional challenges, we will consider extra pastoral support for children with SEND and disabilities

22. SAFEGUARDING SEND PUPILS

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse or neglect in this group of children.

These can include:

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

You must always be prepared to support SEND pupils in expressing any concerns they may have and be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

23. SAFEGUARDING AND MENTAL HEALTH

23.1 Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health issue. However, you are well placed to observe pupils' day- to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

23.1 If you have a mental health concern about a pupil that indicates they may be suffering, or at risk of suffering serious harm, you must contact the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads immediately. For mental health concerns that do not meet the safeguarding threshold pupils can self-refer to the Pastoral Lead to discuss their concerns, by completing self-referral form and posting it in the worry box adjacent to the pastoral display. And can book an appointment with the pastoral lead directly.

23.2 The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental health and Behaviour in Schools. In addition to which, Public Health England has produced a range of resources to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing.

23.3 Our staff recognise 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.

23.4 Only trained professionals should attempt to make a diagnosis; however, our school staff are well placed to observe children on a day-to-day basis and identify behaviour that might suggest a child is experiencing a mental health problem or be at risk of developing one.

23.5 Where children have suffered potentially harmful adverse childhood experiences, this can have a lasting effect throughout childhood and into their adult life.

23.6 Oldham have a number of support services with access to trained professionals that are available to support schools. The support available is coordinated through the Open Minds programme and can be accessed through the following link: www.openmindsOldham.org.uk.

23.7 All concerns identified about child mental health problems identified by a member of staff will be referred to the DSL so the most appropriate follow up action can be taken.

23.8 Pupils who are looked after by a local authority, or who were previously looked after, can face additional safeguarding issues. If you have any concerns, you should contact the DSL. In addition to this, the school will have up to date assessment information from the relevant local authority, their most recent care plan and contact arrangements for parents and carers.

24. CHILDREN WITH FAMILY MEMBERS IN PRISON

Our school understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their child's and may require specific services and multi-agency support.

Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

25. HOMELESSNESS

Our school is aware that being homeless or being at risk of becoming homeless presents a real risk to the welfare of a child. Indicators that a family may be at risk of becoming homeless include household debt, rent arrears, Domestic Abuse and Anti-Social Behaviour. The school recognise that referrals to Oldham Housing Options Service may be necessary. Concerns around homelessness may also require an accompanying referral to Children's Social Care where welfare concerns are identified, or a child has been harmed or is at risk of harm. In some cases, children over the age of 16 could be living independently of their parents or carers for example through exclusion from the family home. Where this situation is identified Children's, Social Care will be the lead agency and the Designated Safeguarding Lead at school will ensure that an appropriate referral has been made to the Oldham Multi-Agency Screening Team in the first instance. The Homeless Reduction Act 2017 places a legal duty on councils to provide advice and support.

26. DOMESTIC ABUSE (DA)

26.1 The school understands that the cross-government definition of domestic violence and abuse is: "Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality".

26.2 The abuse can encompass, a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

26.3 Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

26.4 Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

26.5 If staff do identify children for whom domestic abuse (DA) may be a concern, they must follow the normal safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then refer cases where relevant to Early Intervention Panels or MASH and share information where necessary. Where DA notifications are received from Operation Encompass, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

27. OPERATION ENCOMPASS

Operation Encompass is an initiative that directly connects the police with schools to ensure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse. One of the principles of Operation Encompass is that all incidents of domestic abuse are shared with schools, not just those where an offence can be identified. It is a system that provides rapid support within the school environment meaning children are better safeguarded against the short-, medium- and long-term effects of domestic abuse.

Operation Encompass provides an efficient, confidential channel of communication between the police, via the Domestic Abuse Hub to the Designated Safeguarding Leads. This enables the immediate and discrete recognition of the child's situation by key school staff, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed. This information is shared by the Police with schools regardless of whether parental permission to share the information has been provided at the time of Police attendance at the domestic incident. All records are managed at Child Protection level and are recorded securely and directly onto the individual child safeguarding record in school in full accordance with General Data Protection Regulations (GDPR 2018) and the Data Protection Act 2018.

28. CHILD ABDUCTION

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); or by strangers. All staff should remain vigilant. Further information can be found at:

www.actionagainstabduction.org.

29. DEALING WITH ALLEGATIONS AGAINST A PUPIL

When an allegation of abuse is made against a pupil the DSL will inform Children's Services and discuss the allegation with the Local Authority Designated Officer (LADO) in accordance with the procedures outlined in this policy. The threshold for dealing with an issue of pupil behaviour under the safeguarding policy is when there is a reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. We will take advice from the LADO on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If the matter does not reach the threshold for referral or if there is no intervention by Children's Services or police, the school may nonetheless take action in relation to the allegation in accordance with its own Behaviour Policy and / or the parent contract.

30. PUPIL INFORMATION

In order to keep children safe and provide appropriate care for them, the school requires accurate and up to date information regarding:

- Names, contact details and relationship to the child of any persons with whom the child normally lives.

- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc).
- If the child is or has been subject to a Child Protection Plan.
- If the child is or has been subject to the Early Help Pathway or Child In Need (CIN) processes.
- If the child is a Child Looked After (CLA).
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the requirements of the Data Protection Act 2018 and safeguarding requirements.

31. TRANSFER OF FILES

It is the responsibility of our school to maintain the original child protection file whilst the child is a pupil here. When a child leaves the school their original child protection file is transferred to their new school as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This original file will be transferred separately from the main pupil file. This is usually undertaken between Designated Safeguarding Leads at both schools and may be undertaken electronically. If the child moves out of area the child protection file is transferred by recorded delivery and signed for and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

A transferring school does not need to keep copies of child protection files, however, may have good reason to do so, such as a copy of the child's chronology and any documents that the school created e.g. risk assessments and documents in relation to involvement with ongoing proceedings, in an archive file. Any such files must be kept in accordance with the school data retention policy and rules. The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

32. CONCERNS ABOUT A MEMBER OF STAFF

32.1 Child protection concerns

32.1.1 If you are concerned about the behaviour of a colleague towards a pupil or pupils you may worry that you have misunderstood the situation or wonder whether a report could jeopardise a colleague's

career. However, any concern about a member of staff must be raised immediately regardless of how unlikely it seems that there would be any substance to the concern. No further action may be necessary but it is important that such information is brought to the school's attention as soon as possible. You must remember that in all situations the welfare of the child is paramount.

32.1.2 Where an allegation is made against any person working in or on behalf of the school, the procedures detailed in Keeping Children Safe in Education 2023 (Part 4) and the Oldham Managing Allegations procedures will be followed.

32.1.3 Whilst we acknowledge such allegations may be false, malicious, or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures of the Local Authority Designated Officer (LADO) for Oldham.

32.1.4 The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Oldham MAST. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.

32.1.5 Allegations that meet the harm threshold. The threshold is met when staff have, or are alleged to have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

32.1.6 Allegations that do not meet the harm threshold (also known as **"low-level concerns"**). It is any concern—no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt'. These are concerns identified at the lower level indicate that an adult may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

32.1.6 Examples of such behaviour (low-level concerns) could include, but are not limited to:

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone; (which also contravenes our mobile phone usage policy).
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- Using inappropriate sexualised, intimidating or offensive language.

32.1.7 When you report a concern of this nature you can expect:

- The concern to be taken seriously;
- Your identity to remain confidential (if this is your wish), unless you are later required to act as a witness in court proceedings;
- To be protected as far as possible from victimisation or harassment;
- For an initial inquiry to take place to identify any action necessary;
- Children's services and the police to be involved if the concern relates to abuse or neglect or the potential commission of a crime;
- To be informed of the final outcome where possible, subject to the constraints of confidentiality and legal advice (please note, if restrictions are in place, or if we have received specific direction from the LADO or the police, communication with the reporting party might not be permissible).

33. HOW TO RAISE A CONCERN ABOUT AN ADULT

If you have child protection concerns about the behaviour of a colleague, or about a school practice, which is likely to put pupils at risk of abuse or other serious harm, you must report it immediately, using one of the steps outlined below:

- **Allegations against staff, volunteers or contractors:** If you are making an allegation or complaint against any member of staff (including the DSL), volunteer or contractor, you should report it immediately to the Headteacher (or to the Deputy Head if the Headteacher is unavailable). The Headteacher may, if appropriate, liaise with the DSL about the allegation. This is whether you believe the concern meets the harm threshold or not.
- **Allegations against the Headteacher:** If you are making an allegation against the Headteacher, you should report it to the Chair of Governors, without notifying the Headteacher.

Any concern about a member of staff should be raised immediately regardless of how unlikely it seems that there would be any substance to the concern. No further action may be necessary but it is important that such information is brought to the school's attention as soon as possible. If you feel the school is not dealing with a matter in accordance with our procedures, you should follow the Whistleblowing Procedure.

33.1 WHAT HAPPENS WHEN AN ALLEGATION HAS BEEN MADE?

We will deal with any allegation of inappropriate behaviour that harms, or may cause harm to a pupil, as an immediate priority. Once an allegation has been made, we (normally either the Headteacher or Chair of Governors, depending on who the allegation has been made against), will immediately contact the Local Authority Designated Officer (LADO) to discuss the situation before any action is taken. All discussions with the LADO will be recorded in writing. We will follow advice from the LADO about how to approach the matter in question, whether the police are to be involved and whether there is to be a strategy meeting.

We will also take direction from the LADO as to what we may communicate to-

- a) The person about whom allegations have been made,
- b) The person who has raised the allegation and (if a pupil) their parents.

33.1 HOW AN INDIVIDUAL WILL BE TREATED IF AN ALLEGATION IS RAISED AGAINST THEM

The school's disciplinary procedure would apply in the event of an allegation being made. See staff Disciplinary policy.

33.3 SELF-REFERRAL

At Sapience Girls Academy, we want our staff to be encouraged and to feel confident to self-refer to the Headteacher, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

34. WHISTLEBLOWING

Staff should always feel able to raise concerns about poor or unsafe practices and potential failures in our safeguarding regime. If you have concerns that we are not dealing with a child protection matter in accordance with our stated procedures, you should raise it under the school's Whistleblowing Policy.

Alternatively, if you feel that your genuine concerns are not being addressed, you may contact the NSPCC whistleblowing advice line (0800 028 0285) or contact the Local Authority Designated Officer (LADO) when appropriate to do so in accordance with Keeping Children Safe in Education.

There will be no retribution or disciplinary action taken against you for making such a report provided that it is done in good faith. Malicious allegations may be considered as a disciplinary offence.

SECTION 2- MANAGEMENT OF SAFEGUARDING

We follow rigorous procedures to ensure that the welfare of pupils is paramount. This includes partnership with local support agencies, rigorous safer recruitment, consistent staff training, staff code of conduct, clear roles and responsibilities of staff, the DSL and Governing body. Governors have agreed and ratified the following policies which must be read in conjunction with this policy and be provided to all staff as part of their induction procedures:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing education
- Safeguarding and child protection policy (including online safety)
- School behaviour policy
- Staff code of conduct

Our school will comply with the guidance for safer working practices for those working with children and young people in educational settings May 2019. Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Work in an open and transparent way
- Work with other colleagues where possible in situations open to questions
- Discuss and/or take advice from school management over any incident which may give rise to concern
- Record any incidents or decisions made
- Apply the same professional standards regardless of gender, sexuality, or disability
- Comply and are aware of the confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

35. RISK ASSESSMENTS

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities, venues used, transport and trips. Where relevant, risk assessments are carried out for individual pupils and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Exploitation

36. EXTERNAL VISITORS

36.1 Contractors

Paragraph 272 says, 'Where schools and colleges use contractors to provide services, they should set out their safeguarding requirements in the contract between the organisation and the school or college.'
Visiting Professionals Paragraph 284: 'For visitors who are there in a professional capacity check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks). (self-employed professionals should show their DBS, as they have no employer to confirm that this has been done.) Paragraph 286 says, 'School and college safeguarding policies should set out the arrangements for individuals coming onto their premises, which may include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.'

36.2 Invigilators

Any invigilators recruited to invigilate examinations at the school are subject to all the recruitment checks that staff/ volunteers are subject to including a DBS check.

37. SAFER RECRUITMENT

We take our responsibility to recruit staff, contractors and volunteers who are suitable to work with children incredibly seriously. The first step to safeguarding all pupils is to appoint staff who share our commitment to the welfare of the pupils.

We undertake a rigorous recruitment and screening process, which is in line with the Independent Schools' Standards, and Keeping Children Safe in Education. The Human Resources team and other key staff who manage this process are trained in these procedures.

We will take all reasonable measures to:

- Ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in Keeping Children Safe in Education (September 2023) and the Education (Independent School Standards) (England) Regulations 2014. Procedures are outlined in the school's Recruitment Policy.
- Ensure that where staff from another organisation are working with our pupils either on Sapience Girls Academy property or on another site, we have received confirmation that appropriate child protection checks and procedures apply to those staff and that such checks do not raise any issues of concern in relation to the suitability of those staff members to work with children.
- Ensure that where the school ceases to use the services of any person (whether employed, contracted or volunteer) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS) as soon as possible after the person has ceased to provide services to the school and in any event within one month of the person leaving the school. This includes dismissal, non-renewal of a fixed-term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary

withdrawal from any of the above. Where a dismissal does not reach the DBS referral threshold, consideration will be given to making a referral to the Teaching Regulation Agency (TRA). Reasons for making such a referral would include: unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction, at any time, for a relevant offence.

The Headteacher is responsible for ensuring that all members of staff are recruited following the procedures defined in Part 3 of KCSIE (2023). This is done in accordance with the school's Recruitment Policy. The HR Lead will ensure that the recruitment checks of all employees are retained on the school's single central register. This includes informing shortlisted candidates that the school will complete online searches as part of due diligence checks. Candidates will also be informed that key copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.

The main legislation in this respect is contained within the:

- Children's Act 2008
- Safeguarding and Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012 (Protection of Freedoms Act 2012 (legislation.gov.uk))
- Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/contents>)
- Police Act 1997, the Police Act 1997 (Criminal Records) Regulations 2002, as amended,
- the Police Act 1997 (Criminal Records) No 2 Regulations 2009, as amended
- (<https://www.legislation.gov.uk/ukpga/1997/50/contents>)
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended
- Sexual Offences Act 2003 (<https://www.legislation.gov.uk/ukpga/2003/42/contents>)
- Keeping Children Safe in Education 2023
- Working Together to Safeguard Children 2018
- Any subsequent amendments will also apply as relevant
- Requirements relating to the appointment, discipline, capability, suspension and
- dismissal of staff, use of supply staff/workers, checks and information to be held on the
- schools single central register (SCR), as well as information on teacher capability to be
- provided in references are specified within the School Staffing (England) Regulations
- 2009, as amended in 2012, 2013 and 2014

Section 128 Prohibitions

The 2023 updated version of KCSIE gives more clarification of 'management' roles that should be considered as 'management' in an independent school. Although some named roles were suggested in the past the DfE note that the individual's job title is not the determining factor and other individuals could be considered to be 'taking part in management'

Purpose of the schools Safer Recruitment Policy

SGA will take into account the legislation highlighted above, when we employ staff or engage volunteers, contractors, self-employed, agency and third-party staff groups to work with children adopt a consistent and rigorous approach in their recruitment and selection processes with the aim of ensuring that those recruited are suitable.

The purpose of safer recruitment is ultimately to:

- **Deter-** From the beginning of the recruitment process, – this school has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information will aim to deter potential abusers
- **Identify and Reject-** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information will assist in finding out who is suitable for the role and who is not
- **Prevent and Reject-** There are no guarantees that even the most robust safer recruitment process will prevent an inappropriate appointment. However, this does not mean it is too late to act. Ensuring that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the school will all help to prevent abuse or identify potential abusers
- The intention of our SR policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the school.
- Our school policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice

Letters of Assurance

- An appropriate 'letter of assurance' will be on headed paper, personally addressed, dated, signed and provided by the relevant authorised person on behalf of the individual concerned, for example by the agency on behalf of an agency worker
- The letter should include a statement of assurance that all of the checks we specified in our contract for services have been undertaken, the date on which they were completed, and that they are satisfactory

Our HR team will ensure the recruitment process includes-

- Written confirmation all Pre employment checks (role dependent) have been satisfactorily carried out
- At least one recruiter on the recruitment panel to be Safer Recruitment trained (refreshed every 3 years)
- Applications forms with complete employment history
- 2 x verified references inc. question disciplinary, substantiated allegations towards children and capability
- DBS (+Barred list) where appropriate
- Prohibition from Teaching
- S128 checks (role dependent)
- Qualifications (role dependant)
- Right to Work in the UK
- Appropriate checks for overseas employees
- Disclosure under Childcare Disqualification Regulations 2018 and Childcare Act 2006
- References (Safer Recruitment)

- Medical clearance
- Any disclosed information/Risk assessments shared with School / Academy
- Safeguarding awareness training

38. STAFF TRAINING

All members of the teaching and support staff receive safeguarding training as part of their induction. The volunteers also receive such training. You are introduced to the Designated Safeguarding Lead (Kishwar Naaz) and the Deputy DSL. Their contact details are displayed around the school. You will also be provided with the SGA Safeguarding (Child Protection) Policy and procedures; including 2023 Part One (and where appropriate Annex A). You will also be informed about the Staff Code of Conduct.

The DSL will provide an annual update to all teaching staff at the beginning of each first half- term; any other necessary updates for all staff will take place during the course of the year as required during weekly staff meetings. Complete refresher training will take place on a three-yearly basis or more frequently if required. The DSL and Deputy DSLs will attend suitable training in child protection and inter-agency working every two years.

You are required to pay attention to safeguarding issues in all areas of school life, for instance but by no means exclusively, risk assessments for trips, the checks required for the recruitment of staff and volunteers (even if they are to be supervised), organisation of external events and so on.

You will be provided with guidance to ensure that your behaviour and actions do not place pupils, or indeed yourself, at risk of harm or of allegations of harm to a pupil. You should be particularly careful in situations where you are alone with pupils providing one-to-one tuition or assistance. This guidance is conveyed through safeguarding training for staff and is repeated in the Staff Code of Conduct.

Volunteers are provided with safeguarding induction training that includes:

- The school's Safeguarding Policy and Child Protection Procedures
- Part 1 and Annex A of Keeping Children Safe In Education (2023)
- The identity and contact details of the DSL and DDSLs
- Brief guidance notes on our expectations of their behaviour around pupils

Contractors or visitors to the school receive, as a minimum, the identity and contact details of the DSL and guidance on what to do if they are concerned about a child or a safeguarding practice at the school.

The DSL will provide regular update training to all staff throughout the academic year. Update training may take the form of Safeguarding Bulletins, email updates, webinars or presentations during INSET sessions.

Compulsory safeguarding refresher training for all staff will take place on a three-yearly basis or more frequently if required by the school's Local Safeguarding Partners. Training that falls outside the triennial update may be delivered via INSET sessions, bulletins, online courses or assessments. The DSL and Deputy DSLs will attend suitable training in child protection and inter-agency working every two years. All training

records are held by the DSL, and staff will be notified when their training is due to expire and the date of their next training session.

All trustees and governors have child protection and safeguarding training

All staff are trained on how to manage and report a disclosure along with specific guidance relating to managing a report of child-on-child sexual violence or sexual harassment.

Any concerns about a member of staff's behaviour towards a pupil or pupils will be dealt with under the school's Staff Disciplinary Procedure, having particular regard to expert advice on child protection issues involving staff and to our legal obligation to report any possible offences.

Use of school premises for non-school activities

Where the school is used for non-school activities, the DSL must ensure the hirers of the school remises who work with children meet the guidance for 'out of school' settings. This includes appointing a DSL who has undertaken safeguarding and child protection training. They are aware of the specific safeguarding issues that can put children at risk of harm and undertake appropriate training. They must also regularly review their performance, and suitability of staff and volunteers after appointment.

39. STAFF CODE OF CONDUCT

The Staff Code of Conduct sets out the behaviour we expect from members of staff. It also explains the major policies that you must comply with.

40. RESPONSIBILITIES OF STAFF MEMBERS

You must maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a pupil, you should always act in the best interests of the pupil. We all have responsibility for ensuring the welfare of the pupils, and you must always appropriately share any concerns that you may have about a pupil.

41. RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Headteacher, our DSL, is a member of the school's Senior Leadership team and is the designated senior member of staff who takes specific responsibility for child protection matters in the school. They receive child protection training which is regularly updated by the Local Safeguarding Children Partnership; this training is to the highest level in order to be in a position to train other members of staff. She will exercise her responsibilities in conjunction with the Deputy DSL.

The main responsibilities of the Designated Safeguarding Lead are:

- To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

- To refer all cases of suspected abuse to the local authority children's social care.
- To co-ordinate the child protection procedures in the school, ensuring that all school staff are aware of the school's Safeguarding Policy and procedures and know how to recognise and refer any concerns.
- To maintain an ongoing training programme for all School employees, (including volunteers and other individuals working at the school), including induction training for all such individuals, and provide regular updates.
- To ensure all members of staff (and volunteers) have read and understood Part 1 of Keeping Children Safe in Education (Department for Education September 2023), and Annex A of KCSIE (where appropriate).
- To ensure that senior pupils (student councils and Prefects) are formally trained in safeguarding.
- To monitor the keeping, confidentiality and storage of records in relation to child protection which are kept separate from pupil records.
- To liaise with the Local Authority Designated Officer (LADO) where appropriate, and to maintain a close working relationship with Oldham Safeguarding Children Partnership.
- To keep parents informed of action to be taken under these procedures in relation to their child.
- To deal with enquiries undertaken under section 47 of the Children Act 1989 and police investigations.
- To monitor records of pupils in the school who are subject to a child protection plan to ensure that this is maintained and updated as required.
- To liaise with other professionals to ensure that the school contributes to inter-agency working in line with Working Together to Safeguard Children (July 2018). This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children who are subject to child protection plans.
- To ensure that locally agreed inter-agency procedures put in place by the Oldham Safeguarding Children Partnership (and any other partnership as appropriate) are followed.
- To advise and act on all suspicions, concerns and / or evidence of the need for children to receive additional support, or of children who have suffered or are likely to suffer abuse and / or neglect, which is reported to the DSL.
- Where appropriate, to take part in child protection conferences or reviews.
- To inform social services in writing when a child who is subject to a child protection plan moves to another school and to ensure the secure transfer of the child protection file to the pupil's new school (sent separately from the main pupil file).
- To ensure that the school keeps and maintains records of staff training on child protection and safer recruitment procedures.
- To monitor the DBS checking process for all who come into contact with children at the school and the operation of the Single Central Register.
- To notify the Disclosure and Barring Service if the school ceases to use the services of a member of staff (or volunteer) because they are unsuitable to work with children.
- To liaise with the local Channel Panel if a child is deemed to be at risk of radicalisation.
- To refer all cases where a crime has been committed to the Police.
- To provide an annual written safeguarding report to be submitted to the Governors.

- Senior Leadership Team updated on safeguarding matters (confidentiality permitting) on an ongoing basis.
- To ensure that the Safeguarding Policy is reviewed annually, or more often if necessary, and the procedures and implementation are updated and reviewed regularly, and to work with the Chair of governors regarding this.
- To verify that the Safeguarding Policy is available publicly and parents are aware of role of the school in referrals about suspected abuse or neglect.

The DSL keeps up to date with child protection policies, regulations and developments to enable him to fulfil his role, including attending relevant training (at least every two years) provided by the local Safeguarding Partnership, the Safeguarding in Education Team or a similar provider. The DSL has the appropriate authority and is given the necessary time, funding, training, resources and support to carry out this role.

42. PARTNERSHIPS WITH OTHERS

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

School has both a duty and clear powers to share, hold and use information for these purposes. Further detail can be found in the following HM Govt guidance: Information sharing- advice for practitioners.

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. We have established links notably with MASH. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children which is coordinated by the Oldham Safeguarding Children Partnership <https://safeguarding.Oldham.gov.uk/>.

As a school we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate multi-agency meetings such as Early Intervention Panels, Early Help Pathways, Team Around the Child meetings, Child in Need reviews, Initial and Review Child Protection Case Conferences, and Children Looked After (CLA) reviews. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during school holidays.

43. GOVERNANCE ARRANGEMENTS FOR SAFEGUARDING

The Chair of Governors takes seriously their responsibility to uphold the aims of the school and their duty to promote an environment in which children can feel secure and safe from harm. They attend the DSL's Safeguarding Training and have confirmed that they have read and understand Keeping Children Safe in Education.

The nominated lead member of the Governing body meets regularly throughout the year with the Headteacher, and Legal Advisor if appropriate, to appraise himself of all ongoing safeguarding matters and to ensure that the school's guidance and policies are consistent with regulatory requirements. Minutes of these meetings are recorded.

The Regulatory and Compliance Committee of the Governing body has oversight of the school's compliance with the regulatory requirements in respect of Safer Recruitment and Safeguarding set out in the Independent Schools Standards Regulations. It meets three times each academic year.

The Chair of governors also ensures that the DSL provides reports to the full governing body as required and that a comprehensive report is provided on an annual basis. The Chair of governors undertakes an annual review of School policies and procedures relating to child protection, and of the efficiency with which the related duties have been discharged.

In addition to this, the Senior Leadership Team regularly reviews whether policy and practice in safeguarding are effective and compliant with current legislation.

44. CHILD PROTECTION RECORDS

44.1 Child protection and safeguarding records will be held securely, with access being restricted to the designated safeguarding lead and their deputies, head teacher and in cases of Early Support, the nominated lead professional, if this is not a designated safeguarding lead/officer. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the school/college)
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to Duty and Advice, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. Child Protection Plans, Early Support risk assessments etc
- A copy of any support plan for the pupil concerned
- When a pupil leaves this school, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible, and within 5 days for an in- year transfer or within the first 5 days of the start of a new term
- When there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e. self-harming or harmful sexualised behaviour), this information will be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any

risk of further harm occurring. The designated safeguarding lead will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

- When a child leaves school before statutory school leaving age, the child protection file will be transferred to the new school or college. There is no need for this school to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances;
- When a vulnerable young person is moving to a further education (FE) establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases when it is deemed appropriate, relevant child protection information will be shared via the Safeguarding Information Sharing Form. The original records will be retained and archived by this school/college. Due consideration will be given to the sharing of any additional information requested by the receiving establishment.
- When the destination school is not known (the original records should be retained by the school)
- When the child has not attended the nominated school (the original records should be retained by the school)
- There is any on-going legal action (the original file should be retained by the school and a copy sent)
- Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to will be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer will be retained for audit purposes
- If a pupil moves from our school, child protection records will be forwarded onto the named designated safeguarding lead at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or an electronic delivery and read receipt must be obtained for audit purposes by the delivering school
- When sending by post, pupil's records will be sent "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail
- For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely
- If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records
- When a designated safeguarding lead member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder

- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files
- All designated safeguarding leads receiving current (live) files or closed files will keep all contents enclosed and not remove any material
- All receipts confirming file transfer will be kept in accordance with the recommended school retention periods. For further information refer to the archiving section

44.2 Archiving

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. Child protection records should be retained until the child's 26th birthday, after which point the file will be destroyed confidentially. The decision of how and where to store child protection files must be made by our school via our governing body. Due to the sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or head teacher. The DSL is responsible for ensuring that all child protection files are archived in accordance with the timescales referenced above. The designated safeguarding lead is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

44.3 Child and parent access to child protection files

Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner. Any pupil who has a child protection file has a right to request access to it. However, neither the pupil nor the parent has an automatic right to see all the information held in child protection records Information can be withheld if disclosure:

- Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person
- Could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child
- Is likely to prejudice an on-going criminal investigation
- Information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Local Authority
- The establishment's report to the child protection conference should be shared with the child, if old enough, and parent at least two days before the conference

44.4 Safe destruction of the pupil record

Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records that have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information that is confidential to our school or the Local Authority. Information should be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format

APPENDIX A- DEFINITIONS AND INDICATORS OF ABUSE

Reference:

- Working Together to Safeguard Children (DfE 2018)
- See also Keeping Children Safe in Education Part one and Annex B
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf)

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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 maternal substance abuse. Oldham safeguarding children's partnership (OSCP) have developed in collaboration with a wide range of partners a toolkit with the aim of supporting anyone working with children, young people, parents and families to identify, assess and reduce child neglect.

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 caregivers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Examples which may indicate neglect (not designed to be used as a checklist)
- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention-seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example, growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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.

Examples which may indicate physical abuse (not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand, or nail marks, black eyes
- Bite marks
- Round burn marks, burns, and scalds
- Lacerations
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for sports activities
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example Anorexia Nervosa and Bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, enuresis, soiling

- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for sports activities or swimming
- Bruises, scratches in genital area

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 as far 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 in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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

Examples which may indicate emotional abuse (not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / going missing
- Compulsive stealing
- Masturbation, appetite disorders- anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis
- N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment
- Research and experience indicate that the following responses from parents may suggest a cause for concern:
 - An unexpected delay in seeking treatment that is obviously needed
 - An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
 - Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
 - Reluctance to give information or failure to mention other known relevant injuries
 - Frequent presentation of minor injuries
 - Unrealistic expectations or constant complaints about the child
 - Alcohol misuse or other drug/substance misuse
 - Parents request removal of the child from home
 - Violence between adults in the household

- Children with Special Educational Needs and Disabilities
- When working with children with disabilities school staff will be aware that additional possible indicators of abuse and/or neglect may also include:
- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances
- Invasive procedures

ADDITIONAL SIGNS OF ABUSE

Possible signs of abuse include the following (but are not limited to these and these signs do not necessarily mean that abuse is occurring):

- The pupil says that he/she has been abused or asks a question which gives rise to that inference
- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries
- The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour. For example, they may become aggressive, challenging, disruptive or withdrawn
- The pupil does not want to change clothes in front of others or participate in physical activities
- The pupil is having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- The pupil talks about being left home alone, with carers that appear to be inappropriate or with strangers
- The pupil is regularly missing from school or education
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- The pupil's development is delayed in terms of emotional progress
- The pupil suddenly loses or gains weight
- The pupil drinks alcohol regularly from an early age
- The pupil is concerned for younger siblings without explaining why
- The pupil talks about running away
- The pupil shies away from being touched or flinches at sudden movements
- The pupil demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes
- The pupil appears neglected, e.g. Dirty, hungry or inadequately clothed

- The pupil is reluctant to go home, or has been openly rejected by his parents or carers.

SIGNS OF GROOMING

The signs of grooming are not always obvious. Groomers will go to great lengths not to be identified. Some actions associated with those grooming children in schools may include:

- Meeting pupils secretly,
- Collusive behaviours designed to cultivate dependency, such as
- Unprofessional conversations about other members of staff
- Breaking school rules over providing pupils with alcohol and
- 'friending' pupils on social media platforms, contrary to school policy pupils who are being groomed at school or elsewhere may
- Be very secretive, including about what they are doing online
- Have unexplained absences
- Have older pupil-friends or boyfriends/girlfriends
- Go to unusual places to meet friends
- Have new belongings such as clothes or mobile phones that they can't or won't explain
- Have access to drugs and alcohol

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age may be observed. You may find it useful to refer to the Department for Education's guidance What to do if you're worried a child is being abused (March 2015).

APPENDIX B
DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- Never enter a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this state who this will be and why
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected
- Do not tell the child that what s/he experienced is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations

It is not school staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk Immediately afterwards. All disclosures of abuse will be responded to in keeping with the professional roles and responsibilities.

APPENDIX C: REPORTING FORM

SAFEGUARDING REPORTING FORM	
DATE	
TIME	
PLACE	
MEMBER OF STAFF (NAME AND POSITION)	
PUPIL (FULL NAME AND YEAR GROUP)	
<p>Ask the child to explain their concern or allegation and record details of the matter in the space below. Use a separate sheet if necessary and then attach to the form. A non-exhaustive list of the details to be included:</p> <ul style="list-style-type: none"> • What was said or done, by whom, to whom and in whose presence • When the incident took place and where • Whether the child wishes their parents [or legal guardian] to be informed. <p>Remember:</p> <ul style="list-style-type: none"> • Ask "open" questions and not leading questions, that is, a question which suggests its own answer • Listen carefully and keep an open mind • Do not take a decision as to whether or not the alleged abuse or neglect has taken place. 	

--

Any additional comments or evidence-

Details may include, for example, any concerns you may have about signs of physical abuse, emotional abuse, sexual abuse or neglect from outside of School. Please also include a note of any other evidence, for example, written notes, items of clothing or mobile phone messages relating to the matter.

SIGNED	
PRINT NAME	
DATE	

APPENDIX D- PUPIL SUPPORT PLAN

PUPIL SUPPORT PLAN			
PUPIL NAME			
CURRENT CARE/ LIVING ARRANGEMENTS			
SUPPORT NEEDS IDENTIFIED			
SUPPORT/INTERVENTION PLAN			
TYPE OF SUPPORT	PROVIDER	START DATE	END DATE
AGENCIES INVOLVED			
NAME OF PROFESSIONAL	AGENCY	EMAIL	TELEPHONE

APPENDIX E- CHILD EXPLOITATION PARTNERSHIP ASSESSMENT AND DECISION-MAKING TOOL

What is this tool?- The tool is to help you assess whether a child may be at risk of sexual or criminal exploitation (CSE/CCE).

Who should you use this tool with?- The tool can be used by any professional working with a child up to their 18th birthday.

When to use the tool- This tool is to help you make an initial assessment relating to a child's vulnerability to, and/or risk of exploitation, and what actions are required; it is not intended to be a referral forms. When you have completed the tool, please refer to the section 'What Next' to inform a conversation with your manager/safeguarding lead regarding how to proceed. If on completion you contact the Children's Social Care (CSC) Duty and Advice Team, an electronic copy of the completed tool will be required to inform discussion.

Using the tool- In order to identify children at risk of, vulnerable to, or experiencing sexual and/or criminal exploitation, please consider all of the risk and vulnerability indicators and indicate your level of concern as No, Low, Medium or High. The table of indicators below is only a guide to inform your assessment it is not exhaustive, and you may have other concerns; please highlight these in the other information box. Additionally, the factors against each indicator are also not exhaustive and are simply prompts for consideration. Highlighting one high risk concern, or several low, may indicate a serious risk of harm/child exploitation, alternatively this might be an indication of other concerns which require addressing.

You should be aware that:

- Where there are concerns which relate to sexual exploitation and the child is aged under 13, a child contact must be made with the Children's Social Care Duty and Advice team
- Where there are concerns of criminal or sexual exploitation and the child has send a child contact must be made with the Children's Social Care Duty and Advice team
- It is important that you provide narrative at the end of the table to support and evidence your concerns
- It is important that you provide information relating to others who may pose a risk of harm to the child/young person
- When completing this tool, it is essential to highlight if concerns raised and/or the information provided are current or historic. If either are historic but relevant, it is necessary to reference how they relate to the current assessment of risk and vulnerability
- When completing the tool, it is crucial that the child or young person's use of social media is considered throughout

APPENDIX F- CHILD, PARENT AND PROFESSIONAL DETAILS

ASSESSMENT OF RISK AND VULNERABILITY						
CHILD'S DETAILS						
Child's name			DOB		Age	
Address			Contact Number		Gender	
Postcode			Religion		Ethnicity	
Child participated in the assessment	Yes		Additional Comments			
	No					
GUARDIAN'S DETAILS						
Primary Caregiver			Contact Number			
Address and Postcode			Relationship to the child			
Carer contributed to the assessment	Yes		Comments			
	No					
PROFESSIONAL'S DETAILS						
Person completing the assessment			Agency/Team			
Contact details			Signed			
Consent to share with multi-agency network	Yes		Comments			
	No					

APPENDIX G- ASSESSMENT OF RISK AND VULNERABILITY

1- FRIENDS AND FAMILY				2- ACCOMODATION			
<ul style="list-style-type: none"> • Reduced contact with family /friends which is of concern • New friends who are not known to parents/carers • Unexplained change in attitude from the child • Relationship (s) breakdown • Suspected abuse in family (emotional, neglect, physical or sexual) • A lack of warmth/understanding/ attachment and/or trust from parent/carer • Carers do not implement age-appropriate boundaries (including use around social media) • Failure to report missing episodes • Abusive/bullying friendships • Friends/family are involved in gang activity/known to the criminal justice system/Neighbourhood Police/ASB teams 				<ul style="list-style-type: none"> • Child or young person and or their family reside in unsuitable/unstable/ temporary/overcrowded accommodation • Concerns about location (neighbourhood, ASB, gang activity) • Concerns about isolation/safety • Is unhappy with accommodation (although it meet physical need) • Often stays elsewhere • Is homeless and or sofa surfing • Resides independently in unsupported accommodation • Accommodation is being accessed/used by adults/peers of concern or who pose a risk to the young 			
NO	LOW	MEDIUM	HIGH	NO	LOW	MEDIUM	HIGH
3- EDUCATION, TRAINING, EMPLOYMENT (ETE)				4- EMOTIONAL WELLBEING			
<ul style="list-style-type: none"> • Reduced contact with family /friends which is of concern • New friends who are not known to parents/carers • Unexplained change in attitude from the child • Relationship (s) breakdown • Suspected abuse in family (emotional, neglect, physical or sexual) • A lack of warmth/understanding/ attachment and/or trust from parent/carer • Carers do not implement age-appropriate boundaries (including use around social media) • Failure to report missing episodes • Abusive/bullying friendships • Friends/family are involved in gang activity/known to the criminal justice system/Neighbourhood Police/ASB teams 				<ul style="list-style-type: none"> • Child or young person and or their family reside in unsuitable/unstable/ temporary/overcrowded accommodation • Concerns about location (neighbourhood, ASB, gang activity) • Concerns about isolation/safety • Is unhappy with accommodation (although it meet physical need) • Often stays elsewhere • Is homeless and or sofa surfing • Resides independently in unsupported accommodation • Accommodation is being accessed/used by adults/peers of concern or who pose a risk to the young 			
NO	LOW	MEDIUM	HIGH	NO	LOW	MEDIUM	HIGH

5- EXPERIENCE OF ABUSE AND VIOLENCE				6- MISSING FROM HOME OR CARE			
<ul style="list-style-type: none"> • Known (previous or current) violence and/or abuse from within the family, and/or from peers, associates, intimate partners • Physical injuries • Disclosure/evidence of physical/sexual assault • Evidence of coercion/control • Living in a gang associated neighbourhood • Use of sexualised language and/or violence • Risk taking behaviours (sexual and /or offending) • Low self-esteem/self-confidence/self-harm • Bullying/threatening behaviour, aggression, violent outbursts • Limited or no recognition of abusive/exploitative behaviour or understanding of abusive/exploitative behaviour but unable to apply this to their own situation 				<ul style="list-style-type: none"> • Stays out late or overnight without permission/explanation • Whereabouts unknown and child/young person secretive about where and who they spend time with • Repeated episodes of running away/going missing/away from home/accommodation (Including short periods) • Reported missing with other children/young people assessed to be at risk from criminal/sexual exploitation • Known to spend time when away/missing with peers/adults assessed to be of concern • Returns looking well cared for/not hungry/with new belongings • Found/known to have been outside of their local of area and/or in locations of concern • No known means self-support/travel whilst missing/away • When missing/found, known to be with others involved with group/gang activity/offending behaviour/at risk of exploitation 			
NO	LOW	MEDIUM	HIGH	NO	LOW	MEDIUM	HIGH
7-ASSOCIATIONS AND LOCATIONS				8- EMOTIONAL WELLBEING			
<ul style="list-style-type: none"> • Extensive use of phone/secret use/calls and contact with unknown others • Has use of more than one mobile phone • Spends time at addresses and places not know to parent/carer • Goes or is taken to places they or their family have no connections with • Evidence of associations/relationships with others believed/known to be involved in sexual grooming/exploitation • Friendships/associations with others at risk of criminal or sexual exploitation • Gang association through relatives/peers/ neighbourhood/intimate relationships • Information suggests that they are at risk of/involved in County Lines (grooming/exploitation, drug dealing, moving money/goods and/or organised crime) • Use of social media/mobile phone to share sexualised images 				<ul style="list-style-type: none"> • Evidence of regular/heavy or dependant substance (including alcohol) use • Professional/parent/carer concern relating to use • Concern regarding how substance misuse is being accessed/funded/supplied • Is believed to owe money be in debited to others related to substance misuse • Has previously been cautioned/arrested/charged for, possession of drugs, dealing drugs 			

<ul style="list-style-type: none"> Has arranged to meet up with unknown others via social media contact Use of social media/mobile phones for sharing gang related material/activities 							
NO	LOW	MEDIUM	HIGH	NO	LOW	MEDIUM	HIGH
9- COERCION AND CONTROL				10- REWARDS			
<ul style="list-style-type: none"> Limited/reduced/no significant contact with family/friends, significant adults and/or services Appears to be 'controlled'/negatively influenced by others Concerns about significant relationships and domestic abuse/violence/control Is known to be associating with adults and/or peers of concern and does want to alter this Abduction/forced imprisonment v Gang association/involvement Sharing of intimate pictures/information online when asked to by an adult/peer/unknown person Secrecy regarding relationships Presents as being scared/controlled Picked up/dropped off from appointments by person's unknown Phone calls they have to respond to and/or leads to them be 'needing' to be elsewhere Professional concern relating to Modern day slavery/child trafficking 				<ul style="list-style-type: none"> Concern about unaccounted for monies and/or goods, (new clothes, jewellery mobile phone, mobile phone top-ups etc) Concern regarding the funding of misuse of drugs/alcohol/use of tobacco, cigarettes, entry into clubs, trips away from home, through unknown sources Has use of more than one mobile phone v Secrecy about ability to 'get around'/'be places' without known mode of transport /funds Concerns about how the child/young person funds other items (fast food, taxi fares, etc.) 			
NO	LOW	MEDIUM	HIGH	NO	LOW	MEDIUM	HIGH
11- SEXUAL RELATIONSHIPS				12- RISKS TO OTHERS			
<ul style="list-style-type: none"> Young person is sexually active but not practising safe sex/is not accessing/willing to access, sexual health services Disclosure from young person regarding feeling pressured to have sex or to perform sexual acts in 'exchange' for status/protection, possessions, substances or affection Evidence of having (previously or currently) a sexually transmitted disease Concerns about untreated STI's Miscarriage(s)/termination(s)/Pregnancy Physical symptoms suggestive of sexual assault 				<ul style="list-style-type: none"> Displays violence/bullying and threatening behaviour and/or angry outbursts Encourages or coerces others to engage in 'risky' activities and/or situations Introduces others to 'risky' people/places, via friendships, associations, venues Bullying Sexualised bullying, including via the internet/social media sites Offending behaviour Gang association through relatives, peers or intimate relationships 			

<ul style="list-style-type: none"> • Is in a sexual relationship with an adult/or there is a wide age gap • Is under 13 and sexually active • Concerns about ability to understand due to intoxication/substance misuse 				<ul style="list-style-type: none"> • Has been cautioned/arrested/charged for weapon offence(s)/gang activity/related violence • Sells/distributes/shares drugs • Displays harmful sexual behaviours 			
NO	LOW	MEDIUM	HIGH	NO	LOW	MEDIUM	HIGH



13- ENGAGEMENT WITH SERVICES	14- WIDER CHILD AND FAMILY FACTORS
------------------------------	------------------------------------

<ul style="list-style-type: none"> • Reduced level of engagement or no meaningful engagement • Secretive about friendships/associations/behaviours • Sporadic contact, and/or missed appointments with limited explanation • Professional concern re ability to engage with child/young person • Often otherwise distracted when attends/engages • Presents as nervous and/or keen to be elsewhere 	<p>Family factors –</p> <ul style="list-style-type: none"> • Known abuse/neglect in the family • Parental/family substance misuse • Parental mental health • Partner domestic abuse violence/coercion and control • Child to parent abuse • Adult sex work • Deprivation • Social isolation • Parental experiences of exploitation <p>Child factors –</p> <ul style="list-style-type: none"> • Learning disabilities/difficulties, (including not diagnosed) • Financially unsupported • Unaccompanied migrant/refugee/asylum seeker • Recent bereavement or loss • Unsure about sexual orientation or unable to disclose sexual orientation • Young carer • Unmet need (social, emotional, physical) 						
NO	LOW	MEDIUM	HIGH	NO	LOW	MEDIUM	HIGH

NO	LOW	MEDIUM	HIGH	NO	LOW	MEDIUM	HIGH



ADDITIONAL INFORMATION

Identified protective factors	
Other relevant information	
Views of the child/young person	

Views of parent/carer			
Overall level of assessed vulnerability (Please provide details of relevant information to support your indicated levels of concern)			
NO	LOW	MEDIUM	HIGH
Whilst there may be concerns for the welfare of the child which may require service provision, there are no current concerns relating to exploitation	The information and assessment raise some concerns relating to the child's risk and vulnerability, but there are positive protective factors in the child/young person's life	Overall, the information and assessment indicate that the child is vulnerable to/at risk from exploitation. However, there are no immediate or urgent safeguarding concerns	The overall assessment indicates that the child is highly vulnerable to, at risk from exploitation or that they are currently experiencing exploitation. (They may not recognise this)

APPENDIX H: BODY MAP GUIDANCE

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MAST or the child's social worker if already an open case to social care.

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

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

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

Ensure First Aid is provided where required and then recorded appropriately.

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

APPENDIX I- PHYSICAL HARM REPORT

PHYSICAL HARM REPORT	
PUPIL NAME	
DATE OF BIRTH	
STAFF NAME	
JOB TITLE	
DATE	
TIME	
LOCATION	
SIGNATURE	

