



Child Protection & Safeguarding Policy

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1. Statement of General Aims of the School

The Governors and Staff of Beal Vale Primary School believe that we provide the vital transition from home to the outside world, and another step in the learning process which begins the moment a child is born. We believe that Learning is for Life.

Our school motto is:

Learning is for Life, Enjoy the Journey!

We hope to lay the foundation for academic learning, fostering a love of knowledge and a desire to achieve. We seek to provide a setting that gives all children the best possible learning opportunities, matched to their individual needs, within a happy and safe environment.

We are committed to providing equal opportunities for all. We recognise and value diversity within our school, community and the wider world.

Whilst academic achievement is important, we recognise our role in developing the “whole child”. Therefore we aim to promote not just intellectual growth but his/her physical, social, moral, spiritual, emotional, creative and aesthetic development, as well as raising self-esteem, encouraging a sense of responsibility, initiative, and self-discipline.

As a School we continually strive to improve and aim to prepare our pupils to make a positive and responsible contribution to life in our ever-changing and increasingly technological world. We aim to develop a strong partnership with parents and encourage all our pupils to develop as citizens of the school and wider community.

Key Principles as defined in Working Together to Safeguard Children, March 2015.

- Safeguarding is everyone’s responsibility: for the service to be effective each professional and organisation should play their full part; and
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

Beal Vale Primary School fully recognises its responsibilities for child protection and staff routinely ascertain what ‘life is like for our children’ and they always ‘listen to the voice of the children.’

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- (a) A child may have been abused or neglected or is at risk of abuse or neglect
- (b) A member of staff has behaved in way that has, or may have harmed a child or that indicates they would pose a risk of harm.

Excerpt from Beal Vale Prospectus below.

Beal Vale Primary School is committed to ensuring the welfare and safety of all children in school. All Oldham schools follow the Oldham Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. A summary of our Child Protection and copies of the Safeguarding policies is available on request. The designated Child Protection Officer for the school is Mr J Richards (Headteacher). In his absence it is Mr A Hussain (Deputy Headteacher).

This policy is in line with Oldham Safeguarding Children Board (LSCB) Procedures and has been developed in accordance with the following legislation and guidance.

The Children Act 1989

The Education Act 2002 (Section 175/157)

The Children Act 2004

What to do if you're worried a child is being abused (DFE, March 2015)

Working Together to Safeguard Children (DFE March 2015)

Keeping Children Safe in Education (DFE September 2016)

Guidance for Safer Working Practice for Adults who work with Children and Young People, Oldham LSCB Jan 2013.

Oldham LSCB Quick guide to Making a Child Protection Referral'

Section 175 Education Act 2002

Sexual Offences Act (2003)

Section 26, The Counter Terrorism and Security Act 2015 (PREVENT Duty)

Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

Our policy applies to all staff, governors and volunteers working in the school.

School Commitment

Beal Vale Primary School is committed to a child centred and coordinated approach to Safeguarding and Promoting the welfare of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. We will always take a considered and sensitive approach in order that we can support all of our pupils.

The purpose of this policy is to inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

Keeping Safe is incorporated into the curriculum by way of :- body boundaries, sexual exploitation, e-safety, forced marriage, FGM at an age appropriate and developmentally appropriate level.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities in our school. In particular this policy should be read in conjunction with the Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, Code of Conduct/Staff Handbook, E-safety Policy and ICT Acceptable Usage Policy.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person-including Child Protection Policy and staff behaviour policy (code of conduct)

2. Named Personnel with designated Responsibility for Child Protection.

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

During term time the designated safeguarding lead and/or a deputy will always be available (during school) for staff in the school or college to discuss any safeguarding concerns.

The Designated Senior Person for Child Protection in this school is:

Mr John Richards

The Deputy Designated Senior Person for Child Protection in this school is:

Mr Ashfaq Hussain

Beal Vale Primary School support Child Protection and safeguarding throughout school by way of a qualified Pastoral Officer, **Ms L Ashworth**.

Individual arrangement for out of hours/out of term activities will be:

Contact with The Schools Pastoral Officer, Ms L Ashworth on 07917 378243 or if unavailable with the School Business Manager on 0161-770-5752 who will be able to contact designated lead or offer further support.

The broad areas of responsibility for the Designated Senior Person are:

- The designated safeguarding lead takes lead responsibility for safeguarding and child protection and has lead responsibility for the supervision of and management of referrals and cases.
- Refer and/or manage referrals via Pastoral Officer of all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services) , Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Pastoral Officer and professionals as required on issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.
- Refer cases and support staff who make referrals to the Channel programme where there is a radicalisation concern as required.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Ensure effective liaison with responsible persons throughout school.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Governing Bodies

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The nominated governor for child protection is:

Mrs Susan Norbury

The responsibilities placed on governing bodies and proprietors include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
 - Ensuring that an effective child protection policy is in place, together with a staff behaviour policy.
 - Ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – Appendix 1 and are aware of specific safeguarding issues
 - Ensuring that staff induction is in place with regards to child protection and safeguarding.
 - Appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Senior Person.
 - Ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
 - Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
 - Ensuring that children are taught about safeguarding in an age appropriate way
 - Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education(DfE 2016)**
- Having a Governor to take leadership responsibility for the organisation's safeguarding arrangements

3. Child Protection and Safeguarding Training Requirements

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required.

The designated safeguarding lead (and any deputies) will undergo training which will be updated as a minimum every 2 years (Keeping Children Safe in Education). The designated safeguarding lead will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed at regular intervals, as required but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:-

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
3. Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff .
4. Be alert to the specific needs of children in need, those with special educational needs and young carers.
5. Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
6. Be able to keep detailed, accurate, secure written records of concerns and referrals.
7. Obtain access to resources and attend any relevant or refresher training courses.
8. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them .

Raising Awareness

1. The designated safeguarding person should ensure the school policies are known, understood and used appropriately.
2. Ensure the school safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
3. Ensure the safeguarding and child protection policy is available publicly (school website) and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
4. Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
5. Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
6. Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring.

4. Safeguarding Information for all Staff and Governors

Beal Vale School will:-

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support pupils who have been abused in accordance with his/her agreed child protection plan.
- Establish a safe environment in which children can learn and develop.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children’s Services: Safeguarding and Specialist Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Do not ask leading questions or attempt to ‘investigate’
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping) Verbatim
- Pass the information to the Designated Senior Person without delay
-

A child centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is everyone’s responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

All staff are made aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child’s needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating

concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving. Colleagues will be able to approach both the designated lead or the Pastoral Officer for further information and support.

Details on the Oldham Council Early Help Services are available at <http://www.oldham.gov.uk> and will help practitioners and families find information and support.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence**
- **Children who are showing early signs of abuse and/or neglect.**

School and college staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection. (Appendix 6)

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirements to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child.

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

Staff will be supported by the Designated Safeguarding Lead and pastoral officer with referral to documentation held in school and <http://www.oldham.gov.uk/lscb>. The Designated Safeguarding Lead will be supported by the governing body designated person. (Appendix 2 & 3)

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989 that may follow a referral, along with the role they might be expected to play in the assessments. (Appendix 3)

Beal Vale Primary School has adopted the 'Guidance for Safer Working Practice for Adults who work with Children and Young People.' LSCB. (Appendix 1)

5. School Procedures

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education.

If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Lead. The member of staff must record information regarding the concerns as soon as possible on the same day. The recording must be a clear, precise, factual account of the observations on the schools concern recording form. (Appendix 7)

Where the Designated Safeguarding Lead has been informed they will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm or the situation is included in Making a Child Protection Referral – Informing parents. (Appendix 3)

While it is the Designated Safeguarding Leads and Pastoral Officers role to make referrals, any staff member can make a referral to Children's Services . If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the Designated Safeguarding Lead or Pastoral Officer, they should be informed as soon as possible. The number for Oldham Council Mash Team is 0161-770-7777.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England) , in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.**

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

Staff will abide by the guidance and responsibilities set out in the Schools Code of Conduct, Teaching Standards (2012) and the Staff handbook. Clear E-safety procedures are embedded in the ICT Policy which includes responsible use and E-safety procedures.

If a pupil who is/or has been the subject of a Child Protection Plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the senior leadership team and Governing Body aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Record Keeping

When a child has made a disclosure, the member of staff/volunteer will always:

- Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (see appendix 7)
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Clearly identify the position of any injuries or using a body map.
- Record statements and observations rather than 'interpretations' or 'assumptions' – which should never be included in recording.

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer. The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Safeguarding records are audited annually or on transition by the Safeguarding Lead. School will retain original records for 25 years from the child's date of birth.

For further information : www.oldham.gov.uk/lscb-home

6. Types of abuse and neglect

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

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases issues will overlap with one another. (Appendix 6)

Further information is available in DFE advice 'What to do if you are worried a child is being abused – Advice for practitioners' (March 2015) and examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The NSPCC website also provides useful additional information on types of abuse and what to look for.

7. Peer on Peer Abuse.

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Oldham Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to

sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy).

8. Prevent Strategy

Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

From 01/07/2015 specified authorities, including all schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 to have due regard in the need to prevent people from being drawn into terrorism. DFE Guidance 2015 stipulates that schools should protect pupils from extremism and radicalisation in line with the Home Office’s Prevent Strategy:- ‘schools can help to protect children from extremism and violent views in the same ways that they help to safeguard children from drugs and alcohol’ The purpose must be to protect children from harm and to ensure that they are taught in way that is consistent with the law and the countries values.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific 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 other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Staff at Beal Vale Primary School will attend or complete any relevant training.

9. HBV – ‘Honour-Based Violence’

So-called ‘honour-based’ violence (HBV) encompasses 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. All forms of so called

HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV, they should speak to the Designated Safe Guarding Lead who will use existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since that requires a different approach

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school Designated Safeguarding Lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. Further information is available on The FGM fact Sheet. (Appendix 8)

10. Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

11. Children Missing in Education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse

and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Beal Vale Primary School will ensure that the admission register is accurate and kept up to date. Parents will inform the school office if the child is off sick or will be absent. If contact has not been made by the parent the school will follow up to establish a reason the child is not present.

Beal Vale Primary School employs a Pastoral Officer who monitors attendance and addresses it when it is poor or irregular and works closely with the local authority. The school will notify the local authority when a child is added or removed from the admission register in line with government expectations.

12.Children with special education needs (SEN) and disabilities

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

13.Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police). If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. Staff/volunteers who receive information about children and their families in the course of their work should share that information with the Designated Safeguarding Lead or deputy only within appropriate professional contexts.

14.Safeguarding Information for pupils.

Beal Vale is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior

member of staff with responsibility for child protection and know who this is and the school also has a Pastoral Officer. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. The school promotes the use of information such as posters, childline and NSPCC literature as appropriate.

15. Partnership with Parents.

Beal Vale School shares a purpose with parents to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Section 11 Action by Designated Safeguarding Lead)

We encourage parents to discuss any concerns they may have with the class teacher or the head teacher. We make parents aware of our policy through its availability on our website and parents are made aware that they can view this policy on request.

Beal Vale Primary School will:

Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm or the situation is included in Appendix 2 – Informing parents. Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Partnership with others.

The school recognises that it is essential to establish positive and effective working relationships with other agencies and this is done through multi agency support work. Liaison with other agencies that support the pupil such as Children's Social Care, Healthy Young Minds, Education Welfare Service and Educational Psychology Service.

16. 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 (including any previous names), address and date of birth of child
- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different)
- Emergency contact details (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 a Child Protection Plan (formerly known as being on the Child Protection Register)
- Name and contact detail of key persons in other agencies, including GP
- 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. It will be held centrally on the school premises using the Sims systems which are password protected and secure in line with Data Protection requirements.

17. Allegations regarding persons(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school, that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will always follow the Oldham LSCB procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in a locked cupboard only accessible by the headteacher and/or senior safeguarding person. (See appendix 4 & 5 flowcharts) and details of procedures at <http://greatermanchesterscb.proceduresonline.com/chapters/contents.html>

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with Education LADO in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.

18. Children new to English or the UK.

Where a child is considered to be vulnerable or the school believe that the child is being ill-treated or abused, the school will use an interpreter to speak to the child and obtain their views and opinions.

For further information contact OMBC, MEA Services, Level 4, Civic Centre, Oldham.

19. Safer Recruitment

Beal Vale Primary creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children. Beal Vale Primary School Governing body ensures that it acts reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record

checks (DBS checks), barred list checks and prohibition checks together with references and interview information. Relevant staff have completed Safer Recruitment Training.

20. Other policies

We recognise that there are a number of policies that are relevant to safeguarding and promoting children's welfare. These include the following:-

Anti-Bullying Policy	Attendance Policy	Behaviour Policy
Data Protection Policy	Equal Opportunities Policy	First Aid Policy
Health and Safety Policy	Intimate Care Policy	ICT incl eSafety
PSHE Curriculum	Safeguarding Policy	Recruitment Policy
Sex and Relationship Education	AEN Policy	Staff Handbooks
Violence at work policy	Whistleblowing Policy	Visitors Policy

This list is not exhaustive.



Safeguarding Policy

Policy for Safeguarding Children

Rationale

This school gives the highest importance to the safeguarding and welfare of children. The governors, Headteacher and staff will carry out their responsibilities efficiently, effectively and diligently to ensure that this school is a safe learning environment for children. The school pays full regard to the DfES guidance 'Keeping children Safe in Education' and 'Working Together to Safeguard Children' March 2015. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and/ or character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Record Bureau checks.

Aims

1. To create a learning environment for safeguarding and promoting the welfare of children.
2. To put into place recruitment procedures that safeguards and promotes the welfare of children.
3. To make efficient arrangements for checks on new staff and volunteers
4. To ensure that others who employ or supply staff have efficient arrangements for checks on staff.
5. To verify the authenticity of the qualifications of staff
6. To check and verify the identity of staff

Guidelines

1. All new staff and volunteers will be subject to a DBS check by the Criminal Records Bureau or subject to a barred list check, maintained by the Department for Education and Skills (DfES), for example List 99 as appropriate.
2. Candidates must confirm identity through official documents.
3. All new appointments to the school workforce who have lived outside the UK may be subject to additional checks as appropriate.
4. We will record the details of the checks in an orderly and accessible way on the single central register.
5. Once staff are in place we will keep simple records that:
 - Note against the name of each staff member and evidence of appropriate checks.
 - Evidence of qualifications pertinent to their role within school.
 - Details of evidence for DRB checks

Conclusion

Mr Richards (Head Teacher) , Mr Richards (Chair of Governors) and Mrs Tushingham (Business Manager) have completed the Safer Recruitment training. A qualified member of staff will be involved in all staff and volunteer appointments and arrangements (including as appropriate Contracted Services.)

APPENDIX 1: Guidance for Safer Working Practice for Adults who work with Children & Young People

Guidance for safer working practice for those working with children and young people in education settings 2015

Guidance for safer working practice for those working with children and young people in education settings

October 2015



Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC/ DfE document and with thanks to CAPE (Child Protection in Education)



HM Government

What to do if you're worried a child is being abused

Advice for practitioners

March 2015

Making a Child Protection Referral

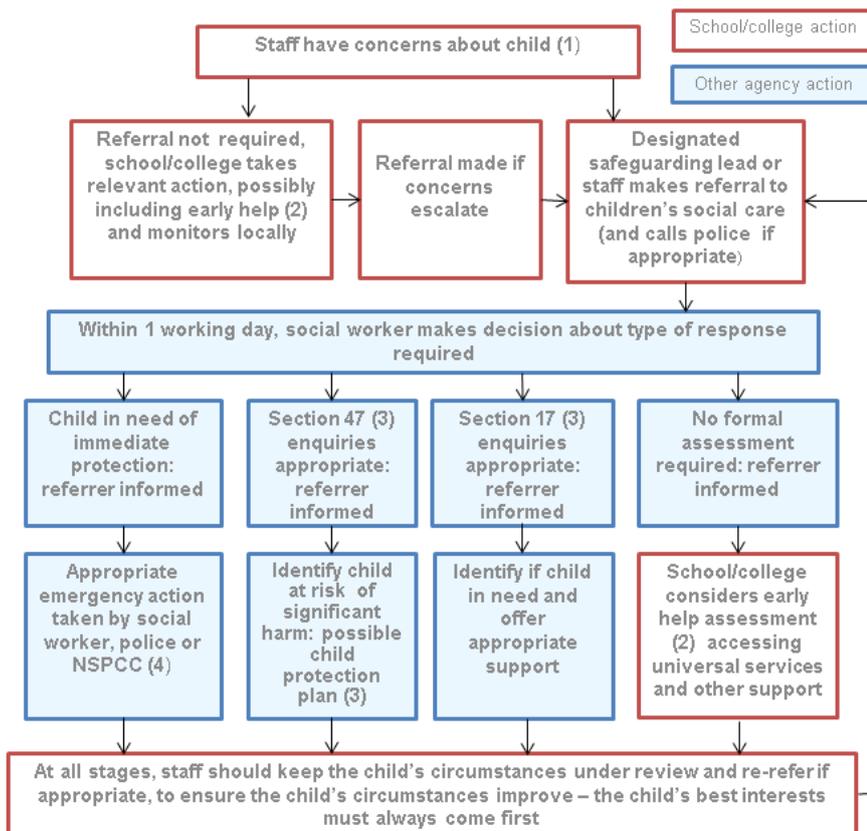
Oldham Local Safeguarding Children Board
quick guide

This quick guide has been developed to help ensure that anyone concerned about the safety and welfare of a child can easily make a referral. This will help you to understand what you need to know and what you need to do in order to make an appropriate referral.

But if in doubt phone the Multi Agency Safeguarding Hub (MASH) and/or the Police. Don't leave it to chance. The safety and welfare of the child must come first.

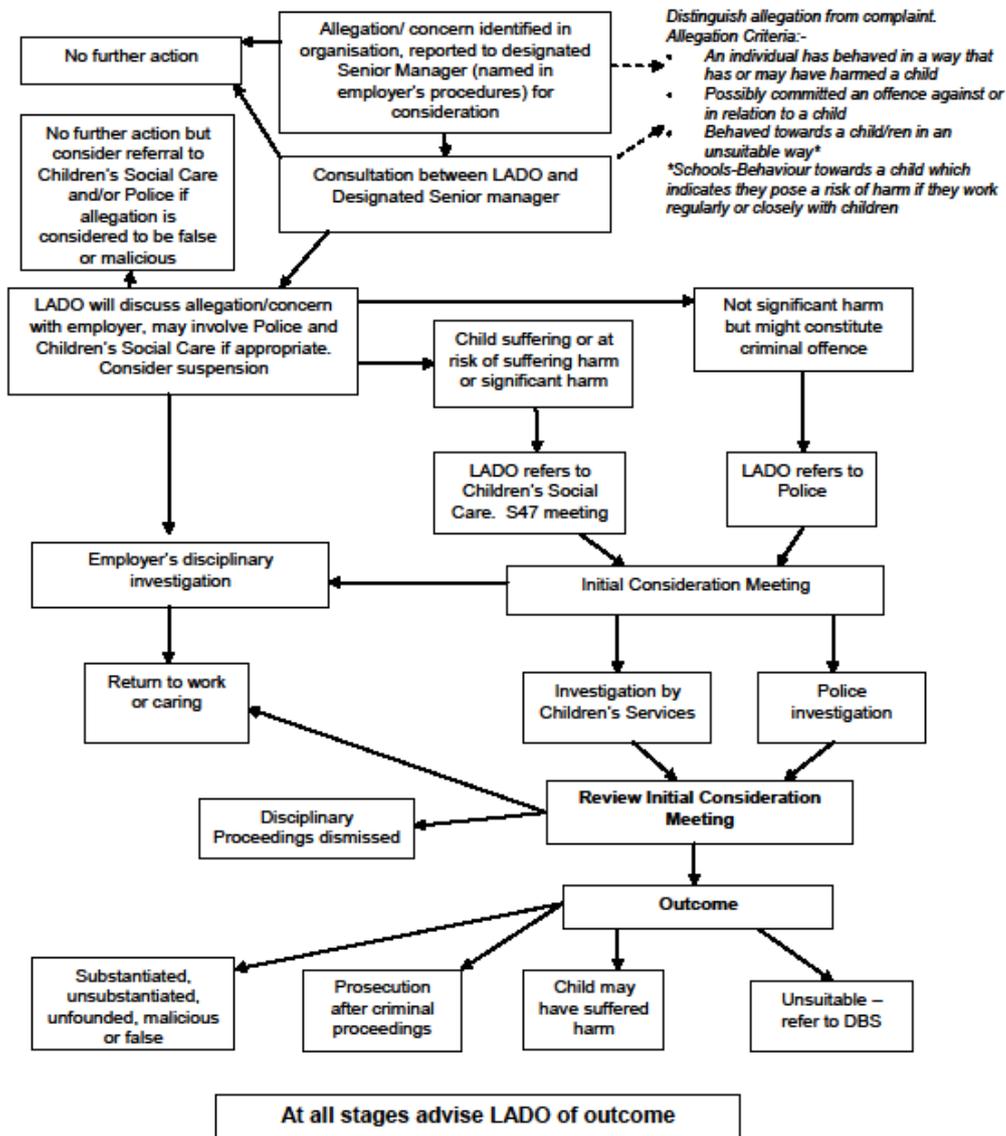


Actions where there are concerns about a child



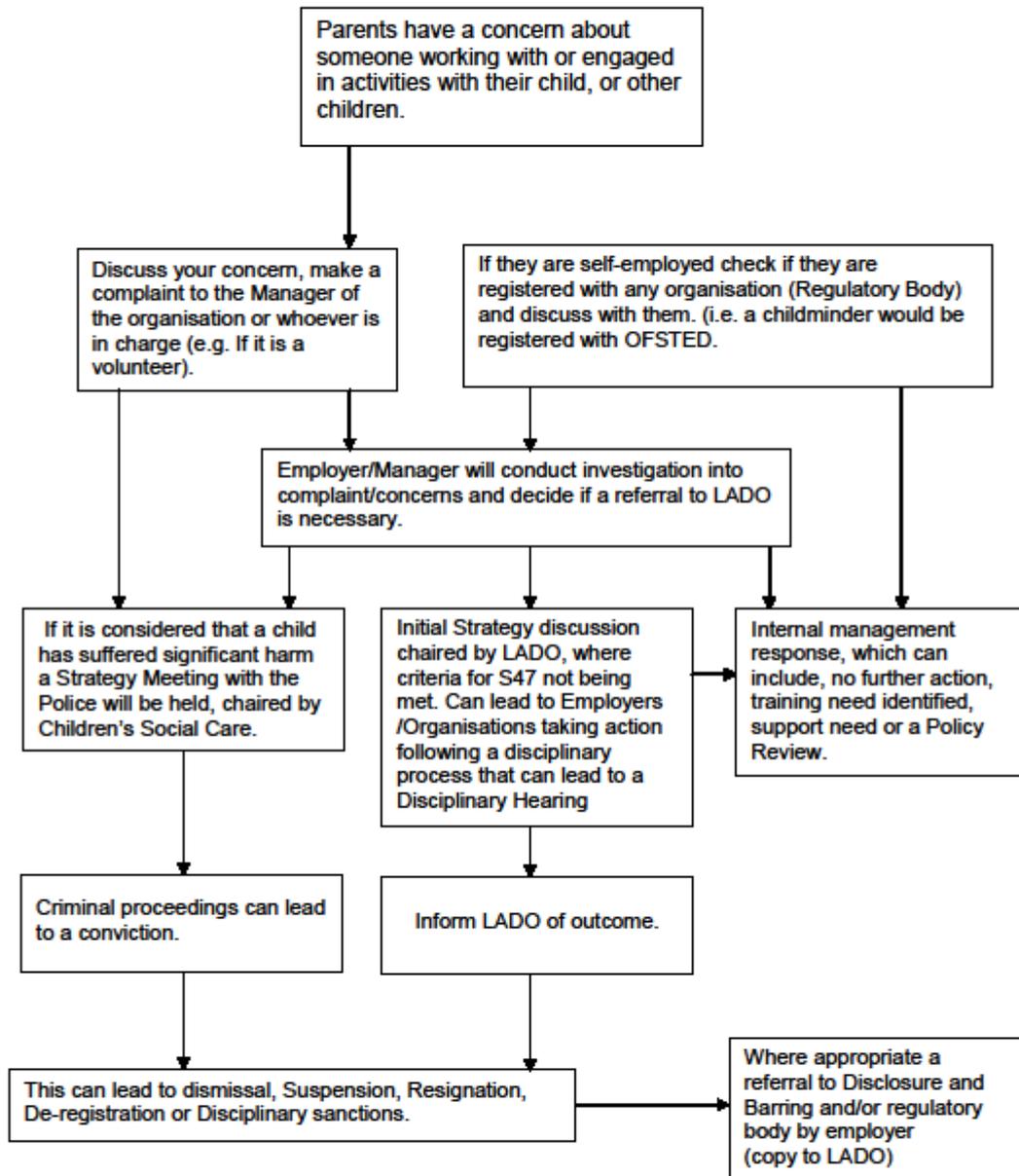
APPENDIX 4: Managing allegations against staff flowchart

Managing Allegations Flowchart



APPENDIX 5: Stages to Managing Allegations Parents Flow Chart Guidance

Stages to Managing Allegations Parents Flow Chart Guidance



APPENDIX 6: Signs of abuse

Signs of abuse

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

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

'Keeping Children Safe in Education March, 2015' describes the signs of abuse as follows:

Types of abuse and neglect

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. They may be abused by an adult or adults or another child or children.

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect

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

Possible indicators of abuse

The following is a list of warning signs which MAY be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems. They may suggest abuse if a child exhibits several of them or if a pattern emerges.

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2015)

Physical abuse	
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse	
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

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.	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment;

	risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse	
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

APPENDIX 7: Beal Vale Primary School Concerns Pro Forma

Child Protection Incident/Welfare Concern Form

Pupil Name		Year Group
Name of person completing form		
Time and date of incident /concern dd.mm.yy		
Incident/Concern (who – what – where - when)		
Any other relevant information (witnesses – immediate action taken)		
Action taken		
Reporting Staff Signature		Date.....
Designated Person – Response/Outcome		
Designated Person Signature		Date.....



New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police

What is the new duty?

On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report 'known' cases of FGM in girls aged under 18 to the police.

For example, if a doctor sees that a girl aged under 18 has had FGM they will need to make a report to the police. Or, if a girl tells her teacher that she has had FGM, the teacher will need to report this to the police.

What will happen after the case has been reported to the police?

FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first.

Why is it being introduced?

When a girl has undergone FGM, a serious crime has taken place so it is very important that the police are involved as soon as possible. This will make sure that a proper investigation can take place.

The purpose of the new duty is to help make sure that professionals have the confidence to confront FGM and to help increase the number of referrals to the police so that cases can be investigated appropriately.

What the new duty won't do

It **doesn't mean** that police will take action without consulting appropriately with social care professionals and other relevant professionals.

It **won't require** professionals to report cases to the police where they suspect FGM may have been carried out or think a girl may be at risk. The duty also doesn't apply to women aged 18 or over. Professionals will follow existing safeguarding procedures in these cases.

Summary: Mandatory reporting of FGM*

Duty applies to regulated health and social care professionals and teachers in England and Wales.

Requires these professionals to make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

APPENDIX 9: DECLARATION FOR STAFF
Child Protection Policy and Keeping Children Safe in Education (DfE 2016)

Beal Vale Primary School

Staff Member Name _____

Please sign and return this declaration to Tania Tushingam School Business Manager.

I, (Insert your Name) _____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s).:

1. The School/College's Child Protection Policy & Safe Guarding Policy
2. **'Keeping Children Safe in Education'** DfE Guidance , 2016
3. Guidance for Safer Working Practice for Adults who work with Children and Young People.

I am aware of the importance of Child Protection and Safeguarding and understand my role within the requirements. I understand that the Schools Designated Senior Person is Mr John Richards and the importance of confidentiality regarding concerns.

Signed _____ Date _____