



SAFEGUARDING AND CHILD PROTECTION POLICY (WHOLE SCHOOL & EYFS)

Applies to: All Staff, Governors, Trustees and Volunteers within the School etc. and Covers EYFS

Updated with KCSIE Sept 2022

Version	2	3	4	5	6	7
Policy reviewed on	November 2017	September 2018	September 2019	September 2020	2.09.21	September 2022
Policy written by	Mr Whittell	Mr Whittell	Mr Whittell	Mr Whittell	Mr Whittell	Mr Whittell
Policy seen by Governor on (date / signature)	30.11.17	30.11.18	25.09.19	10.01.21	26.09.21	28-9-22
Date of next review	November 2018	September 2019	September 2020	September 2022	September 2022	September 2023

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

The school always considers “the best interests of the child”.

There is a zero-tolerance approach to child-on-child abuse.

This policy is available on the website and on request.

This policy is reviewed annually.

Key Contacts

Headteacher – Andrew Whittell head@branwoodschool.co.uk (0161 7891054)

Designated Safeguarding Lead

Andrew Whittell (Head) head@branwoodschool.co.uk (0161 7891054)

Deputy Safeguarding Lead

Lisa Boulton (Deputy Head–Pastoral) l.boulton@branwoodschool.co.uk (0161 7891054)

Designated Looked After Children Lead

Craig Sullivan (Assistant Head–Academic-SENDCo)

c.sullivan@branwoodschool.co.uk (0161 7891054)

Designated Mental Health Lead

Andrew Sheppeck (Upper School Lead - MHFA)

a.sheppeck@branwoodschool.co.uk (0161 7891054)

Named Governor for Child Protection

Dan Taylor (Safeguarding Governor) d.mtaylor@mqs.org (01617891054)

Named Appropriate Adult/s

Lisa Boulton (Deputy Head–Pastoral) l.boulton@branwoodschool.co.uk (0161 7891054)

Andrew Whittell (Head) head@branwoodschool.co.uk (0161 7891054)

The Bridge Partnership for child protection referrals – tel: 0161 603 4500 or e mail worriedaboutachild@salford.gov.uk

GMP Public Protection Investigation Unit (PPIU) – for referrals/consultation about crime-related safeguarding concerns – tel: 0161 856 5171 or e mail parklane.ppiu@gmp.police.uk

Managing allegations against an employee (or volunteer) - Local Authority Designated Officer (LADO) tel: 0161 603 4350 / 4445

[Managing allegations against adults who work with children | Salford Safeguarding Children Partnership](#)

Worried About a Child?

All reports or enquiries concerning the welfare or safety of a child must go straight to The Bridge Partnership on 0161 603 4500 as the first port of call. This applies to reports from council staff, the public, partners and outside agencies. All referrals and request for support concerning the welfare or safety of a child must go through the Bridge Partnership via the online Salford City Council's portal and information hub for services to Children, Young people and families at <https://childrensportalehm.salford.gov.uk/web/portal/pages/home>

If a child is in immediate danger of being harmed, or if a child is home alone, the police should be called on 999.

Contents

Section	
1. Review Period	
2. Key Personnel	
3. External Contacts	
4. Purpose	
5. School Statement and Commitment to Safeguarding	
6. Roles and Responsibilities	
7. Children in Need	
8. Definition of Harm & Significant Harm	
9. Policy and Procedures for Concerns <i>for dealing with concerns about a child, in accordance with locally agreed inter-agency procedures</i>	
10. Policy, Arrangements and Procedures for Child in Need or At Risk <i>outlining how to respond to and report concerns about children in need or at risk</i>	
10.1 Guide for all staff and volunteers	
10.2 What to do if a child confides in you	
10.3 Action by the DSL	
11. Practical Information about Signs of Abuse	
11.1 Abuse	
11.2 Physical abuse	
11.3 Emotional abuse	
11.4 Sexual abuse	
11.5 Neglect	
11.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	
11.7 Further information on so called ‘honour-based’ violence	
11.8 Child on Child Abuse: Child on Child Sexual violence and sexual harassment including procedural arrangements	
11.9 FGM mandatory reporting duty	
11.10 Forced marriage	
11.11. Modern Slavery	
11.12. Cybercrime	
12. Preventing Radicalisation	
12.1 Prevent	
12.2 Channel	
13. Children Missing from Education	
14. Online Safety and Cyberbullying	
15. Homelessness	
16. Child Criminal Exploitation: Country Lines	
17. Domestic Abuse	
18. Child on Child Abuse	
19. Gangs	
20. Children and the Court System	
21. Online Abuse	
22. Use of school or college premises for non-school activities	
23. Contractors/Visitors/Trainee Teachers	
24. Serious Violence	
25. Children with Family Members in Prison	
26. Special Education Needs and Disability and Cared for Children	
27. Upskirting and Sexting	

28. <u>Mental Health and Safeguarding</u>	
29. <u>Recognising Abuse</u>	
29.1 <u>Signs of physical abuse</u>	
29.2 <u>Signs of emotional abuse</u>	
29.3 <u>Signs of sexual abuse and exploitation</u>	
29.4 <u>Signs of child exploitation</u>	
29.5 <u>Signs of neglect</u>	
30. <u>The Management of Safeguarding General Principles</u>	
31. <u>Safeguarding concerns and allegations made about staff including supply teachers, volunteers and contractors;</u> <u>Including Arrangements For Handling Allegations Of Abuse made against/Concerns raised in relation to teachers (including supply teachers), other members of staff, volunteers, contractors, pupils, governors, trustees and the Headmaster</u>	
31.1 <u>Basic referral process</u>	
31.2 <u>Anonymous allegations</u>	
31.3 <u>First response</u>	
31.4 <u>Next steps</u>	
31.5 <u>Support for the pupil</u>	
31.6 <u>Suspension</u>	
31.7 <u>Alternatives to suspension</u>	
31.8 <u>If the member of staff resigns</u>	
31.9 <u>Length of investigation process</u>	
31.10 <u>Referral of the Disclosure and Barring Service (DBS)</u>	
31.11 <u>Recording allegations of abuse</u>	
31.12 <u>Dismissals</u>	
31.13 <u>Allegation Outcomes</u>	
31.14 <u>Concerns that do not meet the harm threshold</u>	
32. <u>Handling Unfounded or Unsubstantiated Allegations</u>	
32.1 <u>The child</u>	
32.2 <u>The member of staff</u>	
33. <u>Allegations of Abuse of a Child who is not a Pupil at the School</u>	
34. <u>Allegations Against Pupils</u>	
35. <u>Confidentiality in Relation to Allegations</u>	
36. <u>Staff Code of Conduct and Whistleblowing Procedures</u>	
37. <u>The School's Recruitment Procedures</u>	
37.1 <u>Safer Recruitment Procedures</u>	
37.1 <u>Volunteers and Visitors</u>	
37.2 <u>Disqualification</u>	
38. <u>Arrangements to Fulfil other Safeguarding and Welfare Responsibilities</u>	
38.1 <u>Prevent</u>	
38.2 <u>Supporting pupils at risk</u>	
38.3 <u>Suspected harm from outside the school</u>	
38.4 <u>Children who may be particularly vulnerable</u>	
39. <u>Use of Mobile Phones, Mobile Devices and Cameras</u>	
39.1 <u>Cameras, mobile telephones and social networking</u>	
39.2 <u>Procedures</u>	
39.3 <u>Guidance for parents taking photographs and filming in school</u>	
40. <u>The Training of the Designated Person, Staff, Volunteers and the Head</u>	
40.1 <u>All staff</u>	

40.2 Training for DSLs, backup DSLs and Trustee/Governor with responsibility for safeguarding	
41. Confidentiality	
42. Child Protection Conferences	
APPENDIX 1 - Main Responsibilities of the DSL, DDSL and Governors	
APPENDIX 2 - Cause for Concern Form	
APPENDIX 3 - DSL Action Form in line with Salford Guidelines	
APPENDIX 4 - Physical Harm Body Map	
APPENDIX 5 - KCSIE child on child Part 1 & Annex A & B	
APPENDIX 6 - Actions by the DSL in line with Salford Guidelines	
APPENDIX 7 – Teaching children how to keep safe	
APPENDIX 8 – Close One-to-One Teaching	
APPENDIX 9 – Covid Annex	
APPENDIX 10 – School Child Protection Procedures (including referalls) (within SSCP)	
APPENDIX 11 – Taking action on child welfare / protection concerns in school	
APPENDIX 12- Reponding to a disclosure	
APPENDIX 13 – Operation Encompass	
APPENDIX 14 - Early Intervention Procedures	
APPENDIX 15 – Appropriate Adults Guide DfE	
APPENDIX 16 – Salford’s Support and Safeguarding (formerly thresholds of need)	

1. Review Period

The Safeguarding and Child Protection Policy will be reviewed annually by the Board of Governors, unless an incident or new legislation or guidance suggests the need for an earlier date of review. Safeguarding procedures are subject to an annual review. The Board and Headmaster ensure that all identified deficiencies and weaknesses are remedied without delay. Sometimes an external consultant may be used in the review. When reviewing this policy, the school will draw on the expertise of staff in shaping the safeguarding arrangements and policies, to ensure that the school considers at all times what is in the best interests of the child.

All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or via the school’s secure staff shared area. The policy will also be put onto the school’s website, this can then be accessed by parents and staff alike.

2. Key Personnel

The Head as DSL takes overall responsibility for safeguarding. Internal Designated Safeguarding and PREVENT Lead (DSL) – Mr Andrew Whittell (Headmaster) head@branwoodschool.co.uk, 0161 789 1054

Deputy DSL – Lisa Boulton Deputy Head (Pastoral) and Prevent Lead (safeguarding and PREVENT), l.boulton@branwoodschool.co.uk, 0161 789 1054

Designated Safeguarding Governor – Mr Dan Taylor, BranwoodSafeguardingGovernor@branwoodschool.co.uk, 0161 789 1054

3. External Contacts

The Local Authority – Salford Safeguarding Children Partnership.

Worried about a child?

If you are worried about the welfare or safety of a child it is very important that you contact Children's Social Care.

All reports or enquiries concerning the welfare or safety of a child must go straight to the Bridge Partnership on **0161 603 4500** as the first port of call. Bridge Partnership are available Monday to Friday from 8:30am - 4:30pm. If you need to speak to someone outside of these times, please contact the Emergency Duty Team (EDT) on **0161 794 8888**. This applies to reports from the public, council staff, partners and outside agencies. The email address is worriedaboutachild@salford.gov.uk

If a child is in immediate danger of being harmed or is home alone, call the police on **999**.

Temporary registration.

If you need to notify Salford Children's Social Care of the temporary registration of a family or that a family have transferred to Salford, please contact the Safeguarding Children and Quality Assurance Unit either by email; cpru@salford.gov.uk or by telephone; **0161 603 4350**.

Child protection conference and review reports

Use the SSCP secure upload facility to send reports for safeguarding conferences or reviews.

Salford Safeguarding Children Partnership (SSCP)

The Beacon Centre,
8A London Street,
Salford,
M6 6QT

Tel: 0161-603 4350

E-mail: sscp@salford.gov.uk

Website: safeguardingchildren.salford.gov.uk/ (under review)

Follow us: @salfordscp

Salford Safeguarding Children Partnership Schools Safeguarding Officer – Contacts and Named Person

Safeguarding and Quality Assurance Unit
Sutherland House
303 Chorley Road
Swinton
M27 6AY

Tel: 0161 603 4350

Salford LADO

Steve Westhead / Liz Peppiatt

Telephone: 0161 603 4350.

E-mail: stephen.westhead@salford.gov.uk / [elizabeth.peppiatt](mailto:elizabeth.peppiatt@salford.gov.uk)

SSCP – Salford

PREVENT CONTACTS The LA contact for PREVENT

Jo Rutter

E-mail: josephine.rutter@salford.gov.uk

Tel: 0161 778 0315

Local police force contact (FGM reporting) – Greater Manchester Contacts Salford

Salford 'Division F'

Email: Parklane.ppiu@gmp.police.uk

Tel: 0161 856 5103 or 0161 856 5444

Social Services Out of Hours

0161794888

Modern Slavery

Greater Manchester Police Modern Slavery Unit

TraffickingandSlavery@gmp.police.uk (secure e-mail address).

If a child is in immediate danger, call 999 at once FOR IMMEDIATE ACTION.

Greater Manchester Police Safeguarding Vulnerable Persons Unit

Tel: 0161 856 6411 or 0161 856 5017 or 0161 856 7484

Email: publicprotection.division@gmp.pnn.police.uk

DFE dedicated helpline – non emergency advice 020 7340 7264 counter-extremism@education.gsi.gov.uk

Disclosure and Barring Service PO Box 181, Darlington, DL1 9FA Tel: 01325 953795

Children's Social Care Integrated Assessment and Support Teams – Contacts for Salford

The Bridge Partnership (8.30am-4:30pm)

Tel: 0161 603 4500

Fax: 0161 603 4505

Email: worriedaboutachild@salford.gov.uk

[Salford Website](#)

Contact can be made via post, email or phone from members of the public.

If you are a practitioner and you want to make a referral to the Bridge Partnership, please use our [online referral form](#). **N.B.** All practitioners using the online form MUST populate their email address in order to get a copy of the referral.

Salford LADO Contacts

Local Authority Designated Officer (LADO) for Salford on 0161 603 4350

NSPCC Whistleblowing advice line 0800 028 0285

OFSTED – 03001231231

4. Purpose

The purpose of this whole school child protection policy is to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. This policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways that prioritise the needs of the child. Our policy is focused on a child centred approach. Policies Linked to this Document (all policies are available upon request):

- Staff code of conduct (contains whistleblowing procedures)
- Safer Recruitment Policy
- Visiting Speaker Policy and Protocol
- Visitors Policy
- Online Safety
- Cyberbullying Policy
- Anti Bullying Policy
- Admissions, Attendance & Registration Policy including Child Missing from Education
- Behaviour Policy
- Health & Safety

This policy refers to the following government advice:

- Keeping Children Safe in Education (KCSIE Sept 2022)
- Salford Safeguarding Children Partnership 'Safeguarding Children Procedures' (2017) make explicit what action should be taken at the point of referral to Children's Social Care (CSC, formerly Social Services) and thereafter (1)
- Working Together To Safeguard Children (WT): A guide to inter-agency working to safeguard and promote the welfare of children (HM Government July 2018);

This policy follows the guidance set put by the Local Safeguarding Children Partnership. Training and policies therefore follow all guidance from the Salford Safeguarding Children Partnership.

- What To Do If You're Worried A Child Is Being Abused (Department of Health et al, 2015)
- Prevent Duty Guidance for England and Wales 2015
- The Prevent duty: Department advice for schools and child-minders 2015
- The use of social media for online radicalisation 2015
- The Counter Terrorism and Security Act 2015
- Multi Agency Statutory Guidance on Female Genital Mutation 2016
- Child Sexual Exploitation – Definition & Guide for practitioners.2017
- All procedures also follow TRA guidance as of 2018

5. School Statement and Commitment to Safeguarding

The safety and welfare of all our pupils at Branwood Preparatory School is our highest priority and we are committed to acting in the best interests of the child. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the School will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Partnership (LSCP) which is Salford LA together with DfE guidance. This policy is applicable to the whole School community, (including those pupils in the Early Years Foundation Stage (EYFS).

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm.

All School staff should be aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The Board of the school ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in relevant government guidance.

The School really cares about the safety of our pupils, and safeguarding is our foremost priority.

Staff from other organisations are checked for suitability if they supervise our pupils on site, and appropriate supervision procedures are followed.

Opportunity is provided to all staff in the school to contribute to and shape safeguarding arrangements and this policy.

The Governors with the DSL do a full safeguarding audit/review annually and the results are presented at a full Board Meeting.

The DSL/DDSL Job Description includes on-line safety and training is undertaken.

This is an open policy and we will listen to children.

There is a readiness to involve safeguarding agencies by providing early help and acting on and referring early signs of abuse, neglect or radicalisation.

We take allegations of peer on peer abuse seriously including sexual harassment and violence with procedures in place. Banter or 'having a laugh' is not tolerated.

We always act in the best interests of the child.

6. Roles and Responsibilities

Safeguarding and child protection is the **responsibility of all adults** and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Partnership (SSCP).

The School follows the procedures of the Salford Safeguarding Children Partnership all referrals are made to this partnership.

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document. All staff should have read and understood part 1 of the KCSIE September 2022 Annex B. This can be located at the end of this policy. Anyone can make a referral to social care.

Professional Curiosity

All staff will be aware 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 are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect

All staff should understand Technology, and risks and harms related to it, evolve, and change rapidly. The school will consider carrying out an annual review of the approach to online safety, supported by an annual risk assessment that considers and reflects the risks the children face.

Branwood Preparatory School is a listening school and we provide a range of opportunities where the pupil voice can be listened to and early support put in place. These opportunities range from the form teacher up to the DSL and DDSL.

These include:

- Establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to.

- Ensuring that children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHEE (Wellbeing) curriculum for children to develop the skills they need to recognize and stay safe from abuse.

The role of the DSL/DDSL is detailed in Appendix 1 – The Role of the DSL and DDSL. They are also responsible for the training of all staff employed or volunteering at the school in accordance with Salford guidelines. The DSL will provide the Board with an annual report on Child Protection within the school and nursery.

The DSL will ensure that there is an annual review of the Safeguarding Policy and its procedures. The policy should also immediately be reviewed if there are any changes to legislation, or in light of any changes needed to procedures. The DSL is also the main point of contact regarding PREVENT and issues relating to radicalisation and extremism. Responsibility for online safety also sits with the DSL.

The Board of Governors (known as the Board) play a key role in safeguarding at the school (see appendix 1 which includes the role of the safeguarding governor). They ensure that the school contributes to interagency work in line with ‘Working together to Safeguard Children 2018’ through effective implementation of the Safeguarding policy and procedures and good cooperation with local agencies based on KCSIE Sept 2022. The implementation of these policies will be checked by the Board at the relevant Board Meetings. They will also undertake a formal annual review of safeguarding procedures with the Safeguarding Governor signing off the policy.

The Board will also consider how children may be taught about safeguarding, including online, through the curriculum and wellbeing (PSHEE) programme. As Governors the Board have an active role in checking ‘policy in practice’, they regularly test out procedures on site and have a ‘hands on’ approach to safeguarding in practice. The Board regularly sample recruitment files as well as the SCR documentation.

The Board will ensure that the staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This includes ensuring that staff have the information they need about the child’s status, contact arrangements with parents, care arrangements and delegated authority to carers, and information available to the DSL.

The Governor designated to take responsibility for the safeguarding arrangements is **Mr Dan Taylor**

The Headmaster / DSL

The Headmaster/DSL will:

- Ensure that the safeguarding and child protection policy and procedures adopted by the governing body are implemented and followed by all staff
- Allocate sufficient time and resources to enable the DSL and Deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings

- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. See whistleblowing procedures
- Provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith.
- Ensure that children's safety and welfare are addressed through the curriculum.
- Be able to understand safer recruitment procedures and processes and deal with allegations made against members of staff and volunteers.
- Make prompt contact with social care/Channel/work with the LADO if allegations are criminal.
- Ensure that staff with safeguarding experience are able to contribute to writing this policy.

It is important to differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies.

The governing body will appoint a Designated Cared for Children Lead

The designated teacher will promote the educational achievement of children who are looked after and to ensure that this person has appropriate training. The Designated Cared for Children Lead will work in partnership with the Designated Safeguarding Lead, The Mental Health Lead, and the Virtual School Head to ensure the safeguarding vulnerabilities for Cared for Children are appropriately met. The Cared for Children Designated Lead will work with the DSL and Head to discuss how that funding can be best used to support the progress of Cared for Children in the school and meet the needs identified in the child's personal education plan.

The Governing Body will ensure

All Governing committees, management committees and proprietors comply with their duties under legislation. They must have regard to the Keeping Children Safe in Education 2022 guidance, ensuring that Safeguarding policies, procedures and training in their schools or colleges are effective and comply with the law at all times. Governing bodies and proprietors will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. All Governor Safeguarding training will be regularly updated. Governing bodies and proprietors will be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 22, (including the Public Sector Equality Duty²³), Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) and their local multi-agency safeguarding arrangements.

Role of the appointed Governor for Child Protection

The Governing body and proprietors will have a senior board level (or equivalent) lead to take **leadership** responsibility for their school's safeguarding arrangements. Governing bodies (and proprietors) will ensure online safety is an interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures, planning the curriculum and parental engagement. They will ensure the school has appropriate filtering and monitoring systems in place which are regularly reviewed for their effectiveness.

The role of the Named Governor is key to ensuring that the Governing Board fulfils its responsibilities in respect of safeguarding children. The Named Governor will therefore ensure that the school:

- Has an effective safeguarding children policy in place that follows local procedures. This must include procedures to minimise the risk of child-on-child sexual harassment and abuse. Policies will be reviewed annually.
- Completes and records the outcome of a Section 128 check for all Governors in non-regulated activity
- Recruits staff and volunteers in line with safer recruitment processes.
- Has procedures for dealing with allegations of abuse made against staff, including supply staff and volunteers.
- Has a designated senior member of staff for dealing with safeguarding children issues.
- Ensure that **all** staff receive regular safeguarding and child protection updates, including online) (for example, via email, e-bulletins, staff meetings) as required, but at least annually. This will provide them with relevant skills and knowledge to safeguard children effectively, both on-line and in their daily life.
- Ensure that those staff who work directly with children read **at least** Part One and Annex B of this guidance and have the mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education.
- Provides regular quality assurance reports to the Governing Board in relation to policy, procedures, audits and Section 11 statutory requirements.
- Liaises with the Headteacher to ensure that deficiencies in safeguarding arrangements are remedied without delay.

7. Children in Need

Children are defined as being ‘in need’, under the Children Act 1989 section 17, when their vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17(10) of the Children Act 1989), plus those who are disabled.

The critical factors in deciding whether a child is in need are:

- What will happen to a child’s health or development without services being provided, and
- The likely effect the services will have on the child’s standard of health and development

For children who have not suffered or who are not at risk of suffering serious harm but are likely to need additional support from one or more outside agencies then the Designated Person should consult the SSCP Multi-Agency Threshold Pathway to Provision Handbook to determine the appropriate level of intervention (e.g, EH – Early Help). Contact ‘The Bridge’.

8. Definition of Harm and Significant Harm - Adoption & Children Act 2002 (Section 10)

“Ill treatment or the impairment of health or development (impairment suffered from seeing or hearing the ill treatment of another).” ‘Development’ means physical, intellectual, emotional, social or behavioural development. ‘Health’ means physical or mental health. ‘Ill treatment’ includes sexual abuse and forms of ill treatment which are not physical. NB: The Adoption & Children Act

2002 s120 amended the definition of harm to include those instances where a child may witness domestic violence.

9. Policy and Procedures for Concerns

The school's policy and procedures for dealing with concerns about a child, in accordance with locally agreed inter-agency procedures are detailed below.

The School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the School's care. Staff members are alerted to the particular potential vulnerabilities of Cared for Children. The SLT is the appropriately trained for liaising with outside agencies.

The School recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the School may consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework, being carried out. In either case, the School will liaise and take advice from external agencies as appropriate.

Staff members, visitors or volunteers who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse **or being drawn into terrorism** should pass any information to the Designated Safeguarding Lead (DSL) in school; this should always occur as soon as possible and certainly before leaving school. It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their DSL/line manager will assist in determining the most appropriate next course of action.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point. In an emergency dial 999.

It is mandatory for teachers to report to the police (see contacts above) cases where they discover that an act of **FGM** appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.

10. Policy, Arrangements and Procedures for Child in Need or At Risk

10.1 Guide for All Staff and Volunteers

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their art or written work could be concerning or you may have noticed other physical but inconclusive signs. In these circumstances, you should try

to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are all right or if you can help in any way.

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves (unless stated above), the process in our school is that all concerns are reported to the DSL/DDSL
- IF a DSL is not on site the emergency number for the Headmaster should be used

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. The documentation of concerns will include as a minimum, records of discussions and decisions made, and the reasons for those decisions, about children (noting the date, event and action taken), even when there is no need to refer the matter to the LADO immediately.

A 'Concerns Form' should be completed when a member of staff has a concern about the welfare, well-being or behaviour of a child. The concern can also be discussed with a DSL. All forms must be completed, dated and signed and should be handed directly to a DSL immediately.

These forms are strictly confidential and should not be left for others to see. If the DSL is unavailable the completed forms should be put in a sealed envelope marked 'confidential urgent' and given to the Headmaster's Bursar. Copies of the Concerns Forms can also be found in the staffroom, or are downloadable from the policies staff shared area.

In the event of a concern a school form should be completed and handed to the DSL. All concerns forms and records are centrally located in one secure place. Records are stored confidentially in a locked filing cabinet. The cabinet is located in the Bursar's office and only the DSLs have access to the cabinet. All records (of each child) are kept in chronological order with a cover sheet showing the chronology of the events and any events or actions.

Only DSL and Deputy DSL have the key to the records which are separate from other school records. Teacher-held notes become part of school record when a teacher or adult has a concern for that child's welfare. The DSL monitors children about whom there are concerns via the actions put in place. The overview sheet provides a clear picture of action needed and progress made as well as patterns to be aware of. All relevant members of staff needed for monitoring are notified when a child is being monitored. Concerns are collated by the DSL. The DSL (with advice from Schools Safeguarding Officer – the bridge) will decide at what point the monitoring records will indicate sufficient concern to warrant a referral.

Where children leave the school their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. When a child moves school, in addition to handing over any child protection file securely, the DSL's or Deputy will also share information

proactively with the new school to enable the new school to have support in place when a child arrives and to ensure that key staff, such as the SENCO, are aware of any needs.

School records, such as teachers notes will become part of a Child Protection file once the DSL, or back up DSL, creates a Child Protection File. The DSL will decide which staff need to know about a concern and all related paperwork and conversations will remain confidential. The DSL/back-up DSL will decide on when there is sufficient information for a referral to be made, this could include advise being sort form both the LADO and the Schools Safeguarding Officer.

It takes a lot of courage for a child to disclose that they are being neglected and / or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets or promise confidentiality. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

In general terms the following should be followed but more detailed guidance is listed below

Concern about a child

- If there are concerns about a child in need you should act immediately and fill in a red concern form (found in staff room)
- Tell the DSL
- Put in place early help, pastoral support and children's social care as appropriate

Child at Risk

- Tell the DSL immediately
- DSL contacts children's social care / police if crime is committed – ideally immediately but certainly within one working day
- OR a referral can be made

N.B. A referral to statutory agencies can be made by anybody and parental consent is not required.

10.2 What you should do if a child confides in you

All staff are aware 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 are 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 designated safeguarding lead (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.

All staff at Branwood Preparatory School are in a position of trust with children. A disclosure by a child is a critical event and one that all staff should be prepared for. If a child wants to confide in you, you **SHOULD**

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

You should NEVER

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

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

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

Recordings should

- State who was present, time, date and place;

- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Headmaster immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

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

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

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

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc.
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';

- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support you could access if faced with this kind of situation in school.

Note: best practice dictates that you should not write any notes whilst the pupil is speaking. Write up your notes immediately after the meeting, and give the Designated Safeguarding Lead these notes, however rough. If an aide-memoire is required, only very brief phrases or notes should be jotted down - the priority is to listen, not to write down everything that is said, and the writing of any notes may lead a pupil to clam up.

The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from the local authority. This is also subject to advice from the LADO if the allegation involves a member of staff. For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

10.3 Action by the DSL

The DSL (or in their absence, the DDSL) will make a referral to Children's Services and/or Channel immediately if it is believed that a child has suffered or is at risk of suffering significant harm. In situations where a pupil is not at risk of suffering significant harm but is instead in need of additional support from one or more agencies (referred to as a child 'in need'), the DSL will still liaise with the local authority in accordance with inter agency procedures and, depending on their advice, will complete an Early Help Form (EH) (formally Common Assessment Framework) or engage with any other approach offered by the local authority (e.g. 'Team around the Child') to ensure assessment/referral of the pupil and/or his parents for appropriate social care services.

If there is room for doubt as to whether a referral should be made, the DSL will consult with the local authority on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. There is no requirement to seek parental consent for a referral.

If the initial referral is made by telephone or online form, the DSL will confirm the referral in writing within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the local authority again. Referrals following an allegation against a member of staff or volunteer will be dealt with in accordance with the procedures set out in this document.

Early Help Assessments

In some cases, the DSL may consider if an 'Early Help Assessment' (EH) is needed rather than a direct referral to the appropriate Safeguarding Unit. An Early Help Assessment generates coordinated support from more than one agency (School, Health, Housing, and Police) via an inter-agency

assessment as requested by the DSL. A request for an Early Help Assessment might follow school-based intervention(s) such as Mentoring Plans, Welfare Plans, Counselling, CAF or CAHMS referrals.

Children's social care assessments also consider where children are being harmed in contexts outside the home, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Will include cyber bullying and discriminatory bullying etc.

A more detailed action timeline for the DSL can be found later in this document.

11. Practical Information about Signs of Abuse

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

11.1 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Abuse can also take place wholly online or technically may be used to facilitate offline abuse and the sex abuse of children by children.

Abuse can involve children with SEND, and other risk factors relating to children and young people who are lesbian, gay, bi or trans.

11.2 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.

11.3 Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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.

11.4 Sexual abuse

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

11.5 Neglect

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

11.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

In February 2017 the DfE published updated guidance on Child Sexual Exploitation, in the form of an update to Working Together 2015. The updated guidance includes the following definition:

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.

- Children may receive something in exchange for performing sexual activities. This can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money. Children rarely report child sexual exploitation, so it is important that staff are aware of the potential indicators.
- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;

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

Staff have been made aware of the updated guidance and recognise that no school, community or social group is immune to the risk of child sexual exploitation, including online, and it can affect both boys and girls. Children can be perpetrators as well as victims.

Child Criminal Exploitation (CCE) Clarifications

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE) Clarifications

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence,

and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

11.7 Further information on so called 'honour-based' violence (HBV)

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 doubts 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.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

11.8 Child on Child Abuse: Child on Child Sexual violence and sexual harassment

This is a zero tolerance area. The school will respond to all reports and concerns of child sexual violence and sexual harassment, including those that have happened outside of the school premises and or online.

Staff are given update guidance and training in this area because reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training help in this regard and give colleges a firm foundation for a calm, considered and appropriate response to any reports. Guidance given does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. However any guidance given would provide effective safeguarding practice and principles for staff to consider in their decision making process. Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. The general

principles of reporting and recording would be followed and there is support available for staff. For example in KCSIE Sept 2022

The school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

All staff should be trained to manage a report. Effective safeguarding practice includes:

This provides guidance for all safeguarding reports

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child; recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking.

Either way, it is essential a written record is made; only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; • informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Considerations after the report is made

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Options concerning how to manage the report

It is important that schools consider every report on a case-by-case basis as per paragraph. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations.

There are four basic options

- Manage internally
- Early Help
- Referrals to children's social care
- Reporting to the police

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Unsubstantiated Reports

If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Long Term Support

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the schools should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). The schools should respect and support this choice.

Sources of Support

Many new materials are available

- The Lucy Faithfull Foundation has developed a HSB toolkit, which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.
- The NSPCC provides free and independent advice about HSB: NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework.
- Contextual Safeguarding Network – Beyond Referrals (Schools) provides a school self-assessment toolkit and guidance for addressing HSB in schools.
- StopItNow - Preventing harmful sexual behaviour in children - Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

11.9 FGM mandatory reporting duty

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

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

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

* “Teachers” here refers to anyone undertaking teaching work as defined in the teachers’ disciplinary (England) regulations 2012, as explained in paragraph in the ISI commentary on the regulations.” *

11.10 Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmufco.gov.uk.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage – e-link found at The right to choose: government guidance on forced marriage

11.11 Modern Slavery

Modern Slavery and the National Referral Mechanism 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. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

11.12 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Additional Signs and types of abuse

Child Abduction and Community Safety Incidents

Sexual Activity without consent – such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third a third party.

Initiation/ hazing type violence and rituals

12. Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of schools' 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.

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 managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Branwood Preparatory School employs many strategies to build up resilience in our pupils and prevent them from being pulled toward radicalisation. Some of these strategies include:

- Wellbeing programme
- Assembly programme
- Debating groups
- Visiting Speakers
- Positive behaviour and rewards
- Encouraging positive social activism
- Online safety (taught in ICT)
- Filtering internet access (see Online Safety policy)
- Curriculum and facilitating an open dialogue in school
- Prevent awareness training for staff

12.1 Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children 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 children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. At Branwood Preparatory we have taken advice from GMPolice as well as WRAP training to familiarize ourselves with local risk factors.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Partnerships (LSCPs).
- The DSL, Deputies and Safeguarding Trustee have all received Prevent online training and WRAP training from the local constabulary
- As well as our safer internet filtering safety online is delivered through our ICT programme

The Home Office statutory Prevent duty guidance can be accessed on:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf The Department for

Education non-statutory Prevent duty guidance can be accessed on:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-theprevent-duty> The Channel General Awareness course can be accessed on the link below:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

12.2 Channel

- School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

- Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: [Channel guidance](#).

13. Child Missing from Education (CME)

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. A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures 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 their going missing in future. Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

These procedures are in place to respond to children who go missing, particularly on repeat occasions. We have a CME policy within the Admissions and Attendance Policy.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been registered in accordance with a local authority attendance order and another school has been substituted by the local education authority, or arrangements have been made for the child to receive full time education otherwise than at school.
- have been registered at another school.
- have been registered at more than one school and he/she has ceased to attend this school and the proprietor of the school where he/she has also been registered has given consent.
- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been granted leave of absence exceeding ten school days and have failed to return to school within the next ten school days and that there are not any reasonable grounds to believe that the pupil is unable to attend school due to sickness or other unavoidable cause and after jointly making enquiries with the local authority they have failed to ascertain where the pupil is.
- have 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;
- have been continuously absent from school for a period of not less than twenty school days and the absence has not been authorised and there are not reasonable grounds to believe that the pupil is unable to attend school due to sickness or other unavoidable cause and that the school and the local authority have been unable to ascertain where the pupil is
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- have died;
- have ceased to be of compulsory school age before the school next meets and the relevant person has indicated that they will cease to attend the school;
- have ceased to be a pupil at the school;
- have been permanently excluded; or
- where the pupil has received nursery education in our school and has not transferred to our reception or higher class and the forwarding school has not contacted us– where the child is of compulsory age.

In all cases Branwood procedures will be followed – see Attendance Policy and CME Policy which follow statutory and local guidance.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days following a period of approved leave or is absent for 20 consecutive school days without approved leave.

14. Online Safety and Cyberbullying

The School will ensure that: In line with the Prevent strategy appropriate filters and monitoring systems are in place to keep children safe online. Anti-virus and encryption is used and Computeam are contracted to keep our school safe.

Such systems aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. As well as this:

- Children are taught about safeguarding, including online; and
- Staff are equipped with the knowledge to safeguard children online through training

The use of the internet and data enabled devices creates a unique challenge in safeguarding the young people in our care. To support all staff in recognising these issues the school has separate policies. Please refer to the cyberbullying policy, e safety policy and use of mobile devices procedures for further information. These policies are available from the school website and available upon request.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers our school to protect and educate our pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Themes – The following E-Safety themes are implemented

- Induction and regular updates to staff must also include online safety
- New paragraph outlining the significant part technology has on safeguarding and wellbeing issues.
- Sexting is now referred to as the consensual or non-consensual sharing of nudes or semi-nude images or videos
- E-safety training for staff and the requirement to ensure children are taught about safeguarding, including online safety is essential
- Four areas of risk are identified – 1. content 2. Contact 3. Conduct 4. Commerce (online gaming, financial scams etc.)

- The E-Safety Policy should have clear guidance on what to consider e.g. mobile phones etc.
- An enhanced understanding of information covering online safety, remote learning, filters, monitoring information security, cybercrime, the reviewing online safety provision and information and support is required
- Remote learning should be seen as a potential online safety risk so links to guidance form NSPCC and the PSHE Association are used

Cyberbullying

The school recognises that technology plays an important and positive role in everyone's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly. Cyberbullying can involve Social Networking sites, like Twitter, Snapchat, Facebook and Instagram, emails and mobile phones used for SMS messages and as cameras. There is a zero tolerance to cyberbullying and anti-bullying procedures are followed.

Remote Learning

Where children are being asked to learn online at home the DfE has provided advice to support schools to do so safely. The NSPCC and PSHE Association also provide helpful advice: • NSPCC Learning - Undertaking remote teaching safely during school closures • PSHE - PSHE Association coronavirus hub

Filters and Monitoring

In order to promote the welfare of children and provide them with a safe environment in which to learn, Branwood does all that it reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process Branwood ensures that the school has appropriate filters and monitoring systems in place. The Governing body considers the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs risks. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: Further support addresses bullying and Prevent with online matters.

Information security and access management

Branwood has an appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Further guidance on e-security is available from the National Education Network. In addition, broader guidance on cyber security including considerations for governors and trustees can be found at [NCSC.GOV.UK](https://www.ncsc.gov.uk).

Reviewing Online-safety

Technology, and risks and harms related to it, evolve and change rapidly. Branwood reviews provision and effectiveness regularly by using the 360safe website. UKCIS has also published Online-safety in schools and colleges. This enables the Governing body to ask appropriate questions and also train new staff.

15. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation here.

16. Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (national crime agency human-trafficking) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 year can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults and

- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals

17. Domestic Abuse

Domestic 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.

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.

The abuse can encompass, but is not limited to: • psychological; • physical; • sexual; • financial; and • emotional

The abuse can be long lasting so advice can be found at;

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

We work closely with Encompass and the school has a trained 'Key Worker'.

Additional contact details

More information about the scheme is available on the Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

18. Child on Child Abuse

- There is a zero tolerance of child on child abuse at our school
- We acknowledge that even where there are no reported cases of child-on-child abuse, this does not mean it's not happening
- The school's arrangements for dealing with allegations of child-on-child abuse, including the sharing of nudes and semi-nudes and any other relevant issues, and how victims and perpetrators will be supported is listed below.

General Principles

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

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

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

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

At Branwood we will support the victims of peer on peer abuse through safeguarding, MHFA's and DSL's.

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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.

For the purpose of this guidance we use the terms “victims” and “perpetrators” for consistency and we also use the term “child-on-child abuse” throughout our guidance.

Staff should recognise that children are capable of abusing their peers. Allegations of child on child abuse will be investigated and dealt with in accordance with this policy (see later section). Child on child abuse can take many different forms. **As a school we believe that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.**

The School also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence. All child on child abuse will be managed in accordance with this policy and a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm will warrants a response under these procedures rather than the School's Behaviour Policy.

Victims and perpetrators of child on child abuse will be offered support by the school as appropriate. This may include: pastoral support, sessions with our psychologist, external agency support, mentoring

All staff should recognise that children are capable of abusing their peers (child on child).

At Branwood we endeavour to minimise the risk of child on child abuse. This is achieved through:

- Age appropriate curriculum content that makes children aware of abuse from peers
- Developing a safe listening environment where pupils feel confident about disclosing concerns
- Promoting a clear message through all school staff that “abuse is abuse” and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”
- Recognising the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously
- Allegations of child on child abuse will follow safeguarding procedures, as set out in this policy. They will be recorded on concern forms
- If an incident of child on child abuse is initially recorded as a behavioural incident it will be transferred onto a concern record and stored in the safeguarding cabinet
- If at any point the allegation indicates a potential crime has been committed the police will be contacted
- We work closely with wider partners and Local Authorities to provide support for the perpetrator and victim
- Risk assessments will be taken regarding supervision of the victim and perpetrator at all stages

Staff and pupils are reminded that child on child abuse can take different forms, such as:

- sexual violence and sexual harassment (departmental advice: [here](#));
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- child produced sexual imagery: the policy should include the school or college's approach to it. The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCIS) Education Group has published sexting advice for schools and colleges; and
- initiating/hazing type violence and rituals.

Child on Child abuse may include;

- bullying (including cyberbullying, prejudice based and discriminatory bullying)
- abuse in an intimate personal relationship between peers
- physical may include an online element that facilitates, threatens and or encourages physical abuse
- Ditto sexual / sexting / gender based
- causing someone to engage in sexual activity without consent
- Upskirting
 - **Child on Child sexual violence and sexual harassment**

The context from 'Sexual violence and sexual harassment between children and schools and colleges has been incorporated into our advice.

- **The London Grid for Learning 'Undressed' guidance is available**

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain 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.

- **Action following a report of sexual violence and/or sexual harassment**

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. School is aware of and responds appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The designated safeguarding lead (or a deputy) is likely to have a complete safeguarding picture and be the most

appropriate person to advise on the initial response by the school. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate.

School will be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and designated safeguarding leads (and their deputies) will need to familiarise themselves with this document.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Schools should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

The school keeps their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in schools may also be reflective of the wider issues within a local area and it would be good practice to share emerging trends with safeguarding partners.

Child on Child Abuse Staff Awareness

The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and procedures for dealing with it. Staff recognise and respond to peer on peer including banter etc. All staff should be clear on the school's policy and procedures with regards to child on child abuse and the important role they play in preventing it and responding where they believe a child may be at risk from it.

19. Gangs

Some children may be involved or forced into gangs and cross border crime – this must be monitored.

20. Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

21. Online Abuse

Abuse can take place wholly online or other technology may be used to facilitate offline abuse.

22. Use of school or college premises for non-school activities

When Branwood hires or rents out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements are in place to keep children safe. When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. Therefore Branwood seeks assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor ensures safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

23. Contractors/Visitors/Trainee Teachers

When Branwood uses contractors/Visitors/Trainee Teachers to provide services, the school sets out safeguarding requirements in the contract between the organisation and the school.

Contractors/Visitors/Trainee Teachers engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information). For all other contractors/Visitors/Trainee Teachers who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across several sites. In cases where the contractor/Visitors/Trainee Teachers does not have opportunity for regular contact with children, schools and colleges should decide on whether a basic DBS disclosure would be appropriate. Under no circumstances should a contractor/Visitors/Trainee Teachers on whom no

checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children. The identity of contractors/Visitors/Trainee Teachers on arrival at the school.

24. Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

25. Children with Family Members in Prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

26. Special Educational Needs and Disability and Cared for Children

All staff also need to be alert to the specific needs of those pupils who special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Common issues include:

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability without further exploration.
- Children with SEND being disproportionately impacted by issues such as bullying without showing any outward signs.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.

School and college staff can access government guidance as required via the sites listed in KCSIE JAN child on child (Part1).

At Branwood the SENDCo is responsible for Cared for Children.

Alternative provision

Any pupils entering Alternative Provision often have complex needs consequently we at Branwood are aware of the additional risk of harm that these pupils may be vulnerable to.

Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. However, this is not the case for all, and elective home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Where a parent/carer has expressed their intention to remove a child from school, with a view to educating at home, the school will work together with the LA and other key professionals to, where possible, coordinate a meeting with parents/carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child; including where a child has SEND, is vulnerable, and/or has a social worker.

27. Upskirting and Sexting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Upskirting will also be reported as a safeguarding concern. Sexting can be seen as consensual or non-consensual.

28. Mental Health and Safeguarding

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Branwood does have a trained Mental Health First Aider (Mental Health Lead) and Mental Health Champions and they coordinate with the fully trained SEND lead and DSL. All our education staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. We can access a range of advice to help us identify children in need of extra mental health support, this includes working with external agencies. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See also Rise Above for links to all materials and lesson plans. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or the deputy DSL.

All Staff at Branwood understand the importance of positive Mental Health and Emotional Well-being. Through the work of the Senior Mental Health Lead and Mental Health Champions, the school has a co-ordinated approach to both supporting vulnerable pupils and developing a Whole School Approach to mental well-being. The Mental Health Lead works closely with the Designated Safeguarding Lead to ensure that if staff have a mental health concern about a child that is also a

safeguarding concern, immediate action will be taken and a referral will be made to the Designated Safeguarding Lead.

Children who are lesbian, gay, bi, or trans (LGBTQ) [see transgender policy]

The school recognises that a child or a young person may be LGBTQ is not in itself inherent risk factor for harm. However, children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ. Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. School staff will 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.

29. Recognising Abuse

In line with government documentation (What to do if you're worried a child is being abused DFE 2015) Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason
- Children who are regularly missing from school or education
- Children who are reluctant to go home after school
- Children with poor school attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' concerns
- Parents who collect their children from school when drunk, or under the influence of drugs
- Children who drink alcohol regularly from an early age
- Children who are concerned for younger siblings without explaining why;

- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movements.

29.1 Signs of physical abuse

Some of the following signs may be indicators of physical abuse

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained: bruises or cuts; burns or scalds; or bite-marks.

29.2 Signs of emotional abuse

Some of the following signs may be indicators of emotional abuse

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child;
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

29.3 Signs of sexual abuse and exploitation

Some of the following signs may be indicators of sexual abuse

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

29.4 Signs of child exploitation

Some of the following signs may be indicators of sexual exploitation

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

- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education

29.5 Signs of neglect

Some of the following signs may be indicators of neglect

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health
- Parents who fail to seek medical treatment when their children are ill or are injured.

30. The management of Safeguarding General Principles

• Staff and Staff Training

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school low-level concerns policy.

School plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

These will be underpinned by the school behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle, at an age-appropriate stage, issues such as: • healthy and respectful relationships • boundaries and consent • stereotyping, prejudice and equality • body confidence and self-esteem • how to recognise an abusive relationship, including coercive and controlling behaviour • 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, and • what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Staff have the following online guidance available. • DfE advice for schools: teaching online safety in schools • UK Council for Internet Safety (UKCIS)37 guidance: Education for a connected world • UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people • The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors • National Crime Agency's CEOP education programme: Thinkuknow • Public Health England: Every Mind Matters • Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support • SSCP '7 minute briefings' etc.

- **Additional Online Safety measures**

Schools is in regular contact with parents and carers. Those communications are to be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

- **Governing Body Responsibilities**

Governing bodies and proprietors ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.

The Governing body and proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

The governing body and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.

The governing body and proprietors should ensure that an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. They also know It is not appropriate for the proprietor to be the designated safeguarding lead. The designated safeguarding lead should takes lead responsibility for safeguarding and child protection (including online safety). This is made explicit in the role holder's job description.

Filtering and monitoring; Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the governing body and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the governing body and proprietors

ensure their school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They also ensure 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. The governing body and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks.

Children with special educational needs and disabilities or health issues - Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. The Governing body and proprietors ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and 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 condition without further exploration • these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children • the potential for children with 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. • cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Children who are lesbian, gay, bi, or trans (LGBTQ). The main considerations for governors are. 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 some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ. Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. It is therefore vital that staff 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. LGBTQ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

The governing body and proprietors will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school. They also support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated. (Annually)

Additionally the governing body and proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, and their local multi-agency safeguarding arrangements. The importance and potential relevance of the Human Rights Act (HRA) 1998 and the Equality Act 2010 in relation to safeguarding are understood.

- The potential applicability of the HRA operates in relation to subjection to harassment, violence and/or abuse, including of a sexual nature.

- In relation to the Equality Act the governing body and proprietors carefully consider how they are supporting their pupils and students with regard to particular protected characteristics, given the need for schools not to unlawfully discriminate against pupils because of any protected characteristic.

The school's safeguarding policies and procedures are transparent, clear, and easy to understand for staff, pupils, students, parents, and carers.

The governing body and proprietors ensure that the designated safeguarding lead has the appropriate status and authority within the school or college to carry out the duties of the post.

The governing body and proprietors also ensure that children are taught about safeguarding: e.g. 'how to keep themselves and others safe.'

The governing body and proprietors understand RSHE plays a crucial role in preventative education: 'Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). A RHSE report is sent to the Governing body annually.

The Governing body ensures online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach (emphasis added) to safeguarding and related policies and procedures. An online safety review including filtering is sent to the Governing body as well as prevention methods and advice for parents and pupils through the curriculum..

- **Multi Agency Working**

Safeguarding partners (the local authority; Integrated Care Boards (previously known as clinical commissioning group) for an area within the local authority; and the chief officer of police for an area any part of which falls within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

- **Pupils Leaving School**

Where children leave the school, the designated safeguarding lead ensures their child protection file is transferred to the new school or college 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 to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead ensures secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENDCO's) or the

named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

- **Virtual school heads**

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead. If required we use this advice.

31. Safeguarding concerns and allegations made about staff including supply teachers, volunteers and contractors

Arrangements For Handling Allegations Of Abuse made against/Concerns raised in relation to teachers (including supply teachers), other members of staff, volunteers, contractors, pupils, governors, trustees and the Headmaster

Low level concerns, allegations against staff and whistleblowing are included in the staff code of conduct policy.

Branwood will learn lessons from any investigation into allegations against staff - both throughout the process and whether or not substantiated.

Allegations that may meet the harms threshold

Guidance in this area is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

In general terms the following should be followed but more detailed guidance is listed below

31.1 Basic referral process:

- Allegations against Staff or volunteers are reported to the Headmaster, or in his absence the Chair of Governors, who then promptly contacts LADO and the police if a criminal offence is suspected
- If the allegation is against the Headmaster, the CoG/safeguarding governor promptly informs LADO (without informing the Headmaster) and the police if a criminal offence is suspected

- OR, if in the future the allegation is against a sole proprietor Head then LADO is contacted direct and the police if a criminal offence is suspected
- If a person is dismissed/ removed or would have been following an allegation the DBS/TRA must be informed
- If there is professional misconduct the TRA must be informed
- An allegation can be made against anyone involved with the school including governors and will be dealt with appropriately.

Record Keeping and References

- When in doubt the LADO should be consulted
- Allegations against governors must be recorded
- A declaration on whether the information will be referred to in any future reference must be included in the record
- Substantiated allegations should be included in references, provided that the information is factual and does not include opinions
- Non recent allegations to be added

The School has procedures for dealing with allegations against staff (including the Headmaster and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse, and the need to protect staff and volunteers from false or unfounded allegations. Suspension will not be an automatic response to an allegation. All allegations must be reported to a higher authority person. All allegations should be reported straight away to the Headmaster. If the allegation involves the Headmaster, the Chair of Governors should be informed without first informing the Headmaster. Full consideration will be given to all options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned;
- the need for a full and fair investigation.

IN CASES OF SERIOUS HARM THE POLICE SHOULD BE INFORMED FROM THE OUTSET

If an allegation is made against a teacher, or other member of staff/volunteer, then the quick resolution of that allegation must be the clear priority to benefit all concerned; all unnecessary delays must be eradicated. **The School will not undertake their own investigation without prior consultation with the Salford Designated Officer or team of officers (LADO), or if necessary the police.** Any borderline cases should be discussed with the LADO on an informal basis (without naming the member of staff). The LADO should be informed immediately of all allegations that come to an employer's attention or that are made directly to the police (at the latest within one working day).

The school will take the lead with supply staff.

The school will disclose all safeguarding incidents to inspectors.

All discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. We will consider carefully whether the circumstances of the

case warrant suspension or whether alternative arrangements should be in place. We will give due weight to the views of the LADO and the policy when making a decision about suspension (including involvement with the Police).

All evidence (notes, text messages, clothing, and computers) must be safeguarded, preserved and transferred to the DSPL.

If there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

LADO contact details are as follows:

Salford LADO Contacts

Local Authority Designated Officer (LADO) for Salford on 0161 603 4350

The school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Ofsted – 03001231231

The school is mindful of the requirement to report to the Disclosure and Barring Service (DBS), PO Box 181, Darlington, DL1 9FA, Tel: 01325 953795, within one month of leaving the school, any person whose services are no longer used because he/she is unsuitable to work with children.

A referral will be made to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) under a child protection issue. A prohibition order may be appropriate in these circumstances. In this situation the school follows the guidance set out in Teacher misconduct: the prohibition of teachers (July 2014). Further guidance is published on the TRA website.

For Early Years - There is a duty to make referral to the disclosure and barring service where a member of staff is dismissed because they have harmed a child or put a child at risk of harm.

Allegations that a member of staff has abused a pupil, or pupils, either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly to the Headmaster; but if another member of staff is told first, he/she will ensure that the Headmaster is informed immediately.

Allegations involving Supply Staff

Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved. Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO will review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

31.2 Anonymous allegations

If we are faced with an anonymous allegation of child abuse, which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

31.3 First response

Salford Safeguarding Children Partnership Guidelines. We will respond promptly and sensitively to the legitimate concerns of the alleged victim and his or her family.

- Take any allegation of abuse, involving a member of staff, very seriously,
- Establish the facts before jumping to any conclusion,
- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support,
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

31.4 Next steps

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Involve the Salford Safeguarding Children's Partnership (SSCP) and seek advice from the Local Authority Designated Officer (LADO) before making safeguarding decisions,
- Invite the police to conduct the investigation,

- Suspend or redeploy the member of staff (or volunteer) concerned from their regular duties.

31.5 Support for the pupil

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headmaster and/or DSL will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Salford Safeguarding Children's Partnership (SSCP), or other agencies involved to identify the support strategies that will be appropriate.

31.6 Suspension

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached,
- Interview a member of staff before suspending him or her,
- Keep him or her informed of progress of the investigation. Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative.

31.7 Alternatives to suspension

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

31.8 If the member of staff resigns

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

31.9 Length of investigation process

We recognise that everyone's interests are served by completing any investigatory process as swiftly as possible. We would expect almost every case to be completed within one month.

31.10 Referrals to the Disclosure and Barring Service (DBS)

Like all schools, we have a statutory legal duty to refer any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier to the Disclosure and Barring Service (DBS) within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the DSL. If the DSL is involved, the report is made by the Headmaster. If the Headmaster is involved, the report is made by the Chair of the Governors.

There are **no circumstances** e.g. compromise agreements, termination of contract, nonrenewal, termination the placement of an ITT students etc. that will prevent a referral being made to the DBS

The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

31.11 Recording allegations of abuse

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained.

31.12 Dismissals

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

31.13 Allegation outcomes

The following definitions that should be used when determining the outcome of an allegation

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

31.14 Concerns that do not meet the harm threshold

The Governing body and proprietors have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out above. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. As part of their whole school approach to safeguarding, schools will ensure that it promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. The school will create a culture in which all concerns about adults (including allegations that do not meet the harm threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Low level concerns, allegations against staff and whistleblowing are included in the staff behaviour policy.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

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

Refer to the Low Level Concerns Policy.

Instances of low level concerns raised by a third party

The head will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.

Details of low level concern

All reports of low level concerns will be recorded in writing, with details of the concern, the context in which it arose and the action taken. The name of the reporting person should be noted, respecting wishes to remain anonymous as far as reasonably possible. See low level concerns policy.

Records of low level concerns

Records of low level concerns should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of behaviour is identified, the school will decide on the course of action. This may be internal disciplinary procedures or referral to LADO if the harm threshold is met. The school must consider if

any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training given to minimise the risk of recurrence.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Sharing low-level concerns

The School ensures that their low-level concerns policy contains a procedure for sharing confidentially such concerns which is clear, easy to understand and implement. Whether all low-level concerns are shared initially with the DSL (or a nominated person [such as a values champion]), or with the head teacher. If the former, then the DSL should inform the head teacher of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern. The head teacher should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL, the head teacher may wish to consult with the DSL and take a more collaborative decision making approach. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO. The School ensures they create an environment where staff are encouraged and feel confident to self-refer, where, for example, it has found 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. Low level concerns are recorded and reviewed.

32. Handling Unfounded or Unsubstantiated Allegations

32.1 The child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the SSCP to set up a professional programme that best meets his or her needs, which may involve the Children and Adolescent Mental Health Services (CAMHS) and an Educational Psychologist, as well as support from an Independent School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community. However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may

result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

32.2 The member of staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

33. Allegations of Abuse of a Child who is not a Pupil at the School

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Branwood Preparatory School, we would immediately pass such information to the Local Safeguarding Children's Partnership (LSCP) to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

34. Allegations Against Pupils

A pupil, or pupils, against whom an allegation of abuse has been made, may be suspended from the school pending the investigation and the school's policy on behaviour, discipline and sanctions will apply. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' (See Anti-bullying Policy) and such an allegation will be handled in accordance with the school's safeguarding procedures. There will be a need for the involvement of external agencies, such as the Local Safeguarding Children Partnership, the police and/or social services. In the case of a disclosure about pupil on pupil abuse, the school will consider all children involved (perpetrator or victim) as being 'at risk'.

35. Confidentiality in Relation to Allegations

In the event of an allegation being made, our school will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media e.g. Facebook, Twitter etc. and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

We encourage parents to work in school. However, before this takes place checks are undertaken. All volunteers must be checked as suitable and are supervised at all times. Parents must not work with their own children. All safeguarding policies (and linked policies) are read by volunteers before starting. Volunteers take part in an induction which is documented and signed to confirm that they have read the documentation provided and will adhere to the contents and procedures.

Staff have various opportunities to share perspectives and experiences with practitioners from other agencies – clear signposting is provided through safeguarding policies and directly from DSL.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with CSC and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers

Staff Code of Conduct and Whistleblowing Procedures

The school issues all staff with a code of conduct prior to commencing work at Branwood Preparatory School. This is in line with KCSIE 2022 and covers staff/pupil relationships and communication including the use of social media. It clearly states that it is an offence for a person aged 18 or over, such as a teacher to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16 the relationship is consensual.

In line with Working Together to Safeguard Children 2015, the Code of Conduct contains the whistleblowing procedures for the school. This includes procedures for reporting and handling concerns, including about poor, unsafe practice and potential failures of the school's safeguarding regime, provision for mediation and dispute resolution where necessary.

Added low level concerns, allegations against staff and whistleblowing that should be included in the staff code of conduct policy.

For further detailed information please see the Staff Code of Conduct.

37. The School's Recruitment Procedures (see safer recruitment policy for full details)

37.1 Safer Recruitment Procedures

Recruitment procedures are carried out in accordance with guidance given in KCSIE 2022. The school has a separate 'Safer Recruitment Policy' that is available upon request. The policy contains specific details regarding the recruitment procedures at the school and outlines our approach to:

- Scrutinise applicants
- Verify identity
- Verify the right to work in the UK
- Verify academic or vocational qualifications
- Obtain appropriate references including;

1. Always from current employer
 2. If no current employer – substantive verification of most recent employment with reasons for leaving is required
 3. References should be from a senior person with ‘appropriate authority’
 4. Information provided by a candidate must be verified
 5. Employers should verify that electronic references originate from a legitimate source
- Check previous employment history
 - Ensure that a candidate has the health and physical capacity for the job
 - Incorporate a face to face interview
 - Include an overseas check equivalent to the DBS check for staff appointed directly from overseas (see safer recruitment policy)
 - Include a prohibition order check (for those who undertake ‘teaching work’*)
 - Management checks (also known as checks for section 128 directions) and professional sanctions will be taken for internal promotions to management positions as well as external appointments. This will include teaching staff, non-teaching staff and governing body and board managers.
 - Include a prohibition from management check (for the Headmaster, those who are on the school’s leadership team and other Senior Staff)
 - Include, when required, a self-declaration in respect of the Childcare Disqualification
 - Online search for short listed candidates
 - A curriculum vitae can only be accepted alongside an application form.

All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks. Branwood will:

- verify a candidate’s identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available. Further identification checking guidelines can be found on the GOV.UK website.
- obtain (via the applicant) an enhanced DBS check (including children’s barred list information, for those who will be engaging in regulated activity with children). Note that when using the DBS update service Branwood still need to obtain the original physical certificate
- obtain a separate children’s barred list check if an individual will start work in regulated activity with children before the DBS certificate is available; This does not apply to 16-19 Academies, Special Post-16 institutions and Independent Training Providers
- verify the candidate’s mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;

- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then schools and colleges should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.

In addition:

- independent schools must check that a person taking up a management position as described at paragraph is not subject to a section 128 direction made by the Secretary of State. . A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school, including academies and free schools. An individual who is subject to a section 128 direction is unable to:
 - take up a management position in an independent school, academy, or in a free school as an employee;
 - be a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school; or,
 - be a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.
- all schools must ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State by the GTCE, before its abolition in March 2012;
- before employing a person to carry out teaching work in relation to children schools should take reasonable steps to establish whether that person is subject to a prohibition order issued by the Secretary of State.
- School ensures that appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations.
- School will only accept copies of a curriculum vitae alongside an application form. A curriculum vitae on its own will not provide adequate information.
- The school seeks references to obtain factual information to support appointment decisions. School obtains references before interview, where possible, this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview. In addition, as part of the shortlisting process schools considers carrying out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. School complies with GDPR regulations.

- **Supply Staff**

School obtains written notification from any agency, or third party organisation, that they have carried out the same checks as the school or college would otherwise perform on any individual who will be working at the school (or who will be providing education on the school or college's behalf, including through online delivery). In respect of the enhanced DBS check, school ensures that written notification confirms the certificate has been obtained by either the employment business or another such business.

The Education and Training (Welfare of Children) Act child on child extended safeguarding provisions to providers of post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers. Some safer recruitment regulations do not apply to these providers and as such some of the "musts" for colleges do not apply to them. These checks are an essential part of safeguarding, carried out to help employers check the suitability of candidates. Therefore, the providers set out above should carry out these pre appointment checks. This has been made clear via footnotes.

* 'Teaching work': a definition is provided in The Teachers' Disciplinary (England) Regulations 2012 and cited at paragraph 234 in the ISI Regulatory Handbook. The school will judge each appointment on a case-by-case basis to determine whether the role includes 'teaching work'.

The policy details how these checks are completed on all staff engaged in 'regulated' activity as well as how checks are obtained for contractors (including staff working at adventure centres etc.). The school has a separate policy for checking the recruitment of contractors, this policy requires contractors to supply proof of checks detailed in section 4 of the ISI Regulatory Handbook as well as photographs of the staff that will be on site.

There are at least three staff and one Board Member who have undertaken safer recruitment training from the NSPCC or equivalent. One of these members of staff are always present for recruitment interviews. We always have sufficient staff trained.

Safer Recruitment Changes (Post EU Exit) KCSIE JAN 2022

European Economic Area (EEA) regulating authority teacher sanctions or restrictions. From 01 January child on child the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states. Consequently;

- further checks on people who have lived or worked outside the UK will be required

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

These checks could include, where available: • criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions • obtaining a letter of

professional standing from the professional regulating authority in the country in which the applicant has worked.

Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC. Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available schools and colleges should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment. Further information can be found in DfE Guidance: Recruit teachers from overseas.

37.2 Volunteers and Visiting Speakers

Building on previous guidance to make risk-assessed decisions about whether to obtain enhanced DBS checks for volunteers are now recorded for those volunteers who are not in regulated activity. E.g. such as those who are supervised. We want to be confident in the volunteers we use.

DBS checks for volunteers are free.

Visiting speakers are checked as suitable and are supervised.

37.3 Disqualification

All staff in our School are required to notify the School immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration. Please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf).

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the Headmaster immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

Staff who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Headmaster for more details.

For further information please see the Safer Recruitment Policy

38. Arrangements to Fulfil other Safeguarding and Welfare Responsibilities

The School has considered carefully how to educate our pupils in relation to safeguarding, including online safety and how to **build resilience to the risks of radicalisation**. The main strategies for achieving this are:

- The PSHEE and Wellbeing programme (curricular)
- Assemblies on safeguarding
- Training students in safeguarding procedures (in case of disclosure)
- Formal risk assessment of safeguarding in school
- ICT and Computing curriculum
- Training on online safety and the risks of sexting etc.
- Vetting visiting speakers Training of staff to recognise signs of possible radicalisation
- Using the referral process, as outlined in this document to swiftly respond to such concerns
- Use externally supported firewall technology to prevent pupils accessing inappropriate material that related to terrorist activities

38.1 Prevent

The school is committed to supporting the 'Prevent' strategy in relation to radicalisation and extremism. It works to prevent children being drawn into supporting extremist ideas and terrorist ideology and to help them develop resilience to radicalisation. The Safeguarding Governor is the Board of Governors' 'Prevent lead person' and the designated safeguarding lead is the nominated member of staff to be the 'Prevent lead person' in school. Both the Governor and DSL have completed online training and WRAP training from the GM Constabulary. The school undertakes the following measures in relation to the 'Prevent Strategy':

- 'Prevent' is considered carefully as part of the school's safeguarding procedures
- All staff and volunteers undertake training in respect of 'Prevent' via level 1 safeguarding and online Prevent training
- The Designated Safeguarding Lead undertakes a higher level of 'Prevent' training in order to support staff, engage effectively with external agencies and follow reporting and information sharing protocols appropriately
- 'Prevent' is considered carefully in the appointment of new staff, volunteers and contractors and in the admitting of visitors and visiting speakers to the school (See visiting speakers policy and protocol)
- 'Prevent' is a topic for governance, staff and SLT meetings
- There is a clear referral route through the Designated Safeguarding Lead to 'Channel'

- The school strongly promotes fundamental British values in curricular and extracurricular activities and the promotion of the school's ethos and aims.
- The school will work as required with other agencies, including the LADO, SSCP, Children's Services and 'Channel' with regard to the 'Prevent' agenda
- Computer systems have appropriate levels of filtering to ensure, insofar as is possible, that terrorist and extremist material is suitably controlled (see online safety policy). All attempts are made to stop 'over blocking' of content
- The school provides internet safety training for pupils, parents and staff and pupils are strongly supported to enable them to use the internet safely (see online safety policy)
- Wellbeing lessons, assemblies and other areas of the curriculum and extra-curricular programme include topics to help develop pupils' resilience to radicalisation.

Resources to support this are:

- The use of social media in radicalisation
- The UK Safer Internet Centre
- CEOP's Thinkuknow website

With regard to teaching resilience to the risks of radicalisation we take note of the DFE research document RR19 "teaching approaches that help to build resilience to extremism among young people". This document can be downloaded [here](#).

The research indicates the following "push" factors that move a young person towards radicalisation:

- Lack of excitement/frustration
- Lack of a sense of achievement / lack of purpose
- Gaps in their knowledge and understanding of key religious views
- Actual or perceived humiliating experiences (bullying, discrimination, injustice)

The vetting of visiting speakers is undertaken by the Headmaster and Board, any visiting speaker must: provide a brief concerning their topic to the Headmaster and Board prior to entering the school. The school actively seeks to deter partisan political views.

38.2 Supporting pupils at risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

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

This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) The implementation of the school's behaviour policies (required under the Code of Practice, 1993 Education Act).
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff trained to Level 1 for child protection situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

38.3 Suspected harm from outside the school

A member of staff who suspects that a pupil is suffering harm from outside the school should seek information from the child with tact and sympathy, using 'open' and not leading questions. A sufficient record should be made of the conversation and he or she should refer the matter to the DSL for advice.

38.4 Children who may be particularly vulnerable

Some children may be at increased risk of significant harm as a result of neglect and/or physical, sexual or emotional abuse. See list below for details about the types and signs of abuse.

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in an identified domestic abuse situation - domestic abuse can have a potential long-term impact on children's health, well-being, development and ability to learn
- affected by known parental substance misuse
- asylum seekers
- living away from home
- self-harm
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality, involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.
- LGBT community etc.
- 'Looked After' Children (CFCs) or children in care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks. CFC are looked after by the SENCO lead who is trained in this area.
- Special consideration and attention includes monitoring through the pastoral systems of the School:

Special consideration may include, as necessary, the appointment of an appropriately trained and informed teacher to promote the educational achievement of any child who is 'looked after' or who is otherwise considered in need of such support.

39. Use of Mobile Phones, Mobile Devices and Cameras

39.1 Cameras, mobile telephones and social networking

Staff should not give their personal mobile phone numbers to parents, nor should they communicate with them by text message, Twitter, Facebook or personal e-mail. Forms of communication should always be formal.

Photographs must not be stored of the children on any phones, either personal or school owned. The school provides cameras for the purpose of taking photographs to evidence children's enjoyment, learning and development.

Staff personal mobile phones can **only** be used on a designated break and then this must be away from the children, pupils and students.

Staff must not post anything that would have an impact on the Schools reputation onto any social networking sites such as 'Facebook and Twitter'. School recommends that staff make access to their social networking pages private and avoid accepting 'friend requests' from parents. **See Mobile Phone & Mobile Device Policy and Staff Code of Conduct.**

Children have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2012). Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records during session times.

39.2 Procedures

Under the Data Protection Act 1998, the school must seek parental consent to take photographs and use video recorders. Photographs will be stored on the schools secure server, which is this password protected. Further updated by GDPR guidelines 2018. The school's digital camera/s or memory cards must not leave the school setting unless on an official school trip. Photos are printed/uploaded in the setting by staff and once done images are then immediately removed from the cameras memory.

39.3 Guidance for parents taking photographs and filming in school

At Branwood Preparatory School we are happy for parents and carers to take photos and video of events for personal use but we request that these images are not distributed or put online. This is to protect all members of our community. We would also request that you ensure that your taking of a photograph does not interfere with other people viewing the event/production and that it is not off-putting for our pupils. The main focus of your photography must be your own child. Photography will only be permitted if you adhere to this statement.

Please note the following:

- Once posted and shared online any image or video can be copied and potentially stay online forever
- Some children are at risk and **MUST NOT** have their image put online - the school has procedures in place to ensure the images of these children are not posted online
- Some people do not want their images online for personal reasons
- Some children and staff may have a complex family background which means that sharing their image online can have unforeseen consequences
- Please respect the rationale of this statement

We enjoy and treasure pictures of our family at events, in the era of social media where we post pictures online we must be aware of the potential risks that arise.

Cameras and mobile phones are prohibited in all toilet and changing room areas

40. The Training of the Designated Person, Staff, Volunteers and the Headmaster

All training is undertaken in accordance with Local Authority requirement. Branwood Preparatory School is situated within Salford Local Authority and adheres to all training guidelines from this authority.

Our school will ensure that the Designated Safeguarding Lead, DDSL and the safeguarding governor attend training relevant to their role at intervals of no longer than 2 years, together with at least annual updates. The training will be carried out in line with the policy and procedures of Salford Safeguarding Children Partnership. The Designated Safeguarding Lead/DDSL will also attend Multi Agency Child Protection training within this timescale.

Branwood Preparatory School is situated within the Salford Authority and training for the DSL and DDSLs is provided by the Schools Safeguarding Officer for Salford. Advice can be sought from the DSLs in school, but further support can be sought from the Schools Safeguarding team, the Local Authority Designated Officer (LADO), or from the Salford Safeguarding Children Partnership website (see top of document).

The DSL and DDSLs have DSL training and their role is in their job description. They are given appropriate time and status and have Safeguarding Level 3 Training or equivalent which is refreshed at least every two years.

40.1 All staff (including temporary staff and volunteers) will receive FULL child protection training in the first term of each year and will be provided with:

- The school's child protection/safeguarding policy
- The staff code of conduct policy
- The identity of the DSL and DDSL (who provide staff guidance)
- Updated government documentation (KCSIE Sept 2022 Part1 and Annex B) is read by all staff annually as well as training
- From September 2015 all staff will also undertake prevent awareness training 'Channel Wrap Working Together to Counter Terrorism' this is an online course and can be found here. Post this date it will be a requirement in all new staff inductions.
- Update training will also include advice and support to members of staff on protecting children from radicalisation
- Regular update training is then provided throughout the year on safeguarding issues
- All staff do Salford Safeguarding refreshes and DSL and DDSL do refreshers
- All staff are reminded 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.'

- All staff are trained in and use CPOMS for record keeping

However, if there are any amendments or updates to the policy, staff will be informed immediately of the changes and the policy made available on staff shared drive and the website.

Additional Staff Training

All staff should undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning. These training requirements should also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Training on the new RSHEE curriculum will also be required.

Staff Induction

All new staff (including temporary staff, contractors, teachers, TA's, administrators, welfare, ancillary and volunteers) will receive induction training from a DSL (or backup DDSL) that will familiarise them with the school, its policies and procedures. During this session new staff, temporary or permanent, will be made aware of the schools position on safeguarding, and this will include being provided with:

- The schools policy on safeguarding children and young people
- A link to KCSIE Sept 2022 child on child (which is also on staff shared drive) [Part 1 and Annex B]
- An overview of the Schools procedures for safeguarding, including the wearing of ID badges for visitors
- Who is/are the DSL and DDSL
- Staff code of conduct that includes the whistleblowing procedure and online safety
- Children Missing in Education Policy and procedures
- Pupil Behaviour Policy
- Online Safety Policy and associated documents
- Emergency evacuation procedures
- The school's equality policy
- Health and safety
- The procedures and policies that relate to acceptable use of technologies

All new staff will receive a full induction session prior to commencing their role at the school. Training will be delivered by the DSL at the start of every half term. Temporary staff will also receive the induction training session and will be required to undertake the training at the next available training session. Staff will repeat full safeguarding training annually or as soon as is practicably possible, including when required by the LA or when requirements change. As detailed above update training takes place throughout the year.

- All new staff are introduced to CPOMS record keeping

Once training has taken place staff will then be fully aware of:

- The school policy and procedure for safeguarding
- Who are the DSL's?
- What to look out for e.g., signs and symptoms
- What action should be taken, and how to complete a 'concerns form'
- Our safeguarding response to children missing in education
- Referral options and external sources of advice and support
- Staff code of conduct
- Low level concerns
- Allegations against staff
- CME
- Behaviour Policy
- The whistleblowing policy
- An understanding about the PREVENT strategies and how to refer for this
- Staff will have received and read Part 1 of the guidance – Keeping Children Safe in Education (KCSIE Sept 2022) including Annex B
- How to make a Salford Referral

Staff will sign a register to confirm attendance, receipt of the policy and guidance and sign to agree to abide by the policies and procedure set out in both documents.

This will be kept in the Child Protection file. All staff refers to teachers, support staff, administration staff, nursery staff, catering staff, drivers and cleaners; everyone who works at school and comes into contact with the children, pupils and students.

The Safeguarding Policy will be made available to all parents via the school's website. It will also be made available in hard copy from the main office, and can be made available in other formats (such as large print) if requested.

40.2 Training for DSLs, DDSLs and Trustee/Governor with responsibility for safeguarding

Our school will ensure that the Designated Safeguarding Lead, back up DDSL's attend training relevant to their role at intervals of no longer than 2 years, together with at least annual updates. Mr Dan Taylor has appropriate training and also does refreshers. The training will be carried out in line with the policy and procedures of Salford Safeguarding Children Partnership for Branwood school staff. The Designated Safeguarding Lead/back up DDSL will also attend Multi Agency Child Protection training within this timescale.

Branwood Preparatory School is situated within Salford Local Authority and training for the DSLs is provided by the Schools Safeguarding Officer for Salford. Advice can be sought from the DSLs in school, but further support can be sought from the Schools Safeguarding team, the Local Authority Designated Officer (LADO) <https://www.partnersinsalford.org/sscb/sscp.htm> and The Bridge.

Name of Staff Member /Governor/ Trustee	Date Last Attended CP Training	Provided by Whom
A Whittell (Head) and DSL	25-26 Jan 2018 8-2-19 22-6-20 12-11-20 9-12-20 10-05-21 10-05-21 17-1-22 24-3-22 20-6-22 21-6-22 6-9-22 5-10-22	DSL Foundation Salford SSCP DSL Managing Risky Business Salford SSCP Operation Encompass Key Worker Online Safety Salford SSCP Safeguarding Updates Salford SSCP Channel DfE Prevent DfE Safer Recruitment Safeguarding Updates Salford SSCP Cyber Security TES Use of Reasonable Force TES Cyber Security Training GCHQ Salford Effective Challenge and Escalation Procedure - Virtual DSL CPD Event
L. Boulton (Deputy Head Pastoral) and DDSL	9-3-22 12-6-22	Working Together to Safeguard Children Salford SSCP Multi Agency Speaker Level 3 Salford SSCP
D Taylor (Safeguarding Governor)	15 November 2019	DSL Training Manchester Safeguarding in Education Team

41. Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The DSL is to be given all information relating to a child about whom there are concerns. The DSL will then decide who else needs to be (and who must not be) given this information in order to safeguard the child (with advice from the Schools Safeguarding Officer [The Bridge] if necessary). Each situation is different and requires the involvement of different people. During safeguarding training all staff (including the governors / trustees) who work with children will be made fully aware of confidentiality issues and the need to only speak to the appropriate persons in relation to child protection issues and concerns. Guidance

will also be given in relation to what can and should be said to children and young people in respect of confidentiality. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services], must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt. Data protection considerations must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

Information Sharing and Confidentiality

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance [ico.org.uk - ico Resources and Information](https://ico.org.uk/for-organisations/our-approach-to-regulation/ico-resources-and-information). Which includes information about the school's obligations and how to comply, including protecting personal information, and providing access to official information.

Understanding that 'safeguarding of children and individuals at risk' allows practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. "It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk." (Paragraph 119, Keeping Children Safe in Education September 2022)

42. Child Protection Conferences

Branwood Preparatory School will fully support and attend any relevant Child Protection Conferences. It is the responsibility of the DSLs to attend such meetings. On occasions when the school is invited to attend Child Protection Conferences and/or to contribute to Core Groups and other statutory processes relating to safeguarding and child protection, the DSL will be the representative of and key point of contact within school. Every effort must be made to attend, and in the event of an unavoidable absence a written report must be sent (in advance). Child Protection Conference support is provided for the DSL and DDSL through training.

For further information visit the Salford Safeguarding Children's Partnership Website

Appendix 1 – Main Responsibilities of the DSL, DDSL and Governors

Main Responsibilities of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL) as outlined in their job description

General Principles (DSL Responsibilities)

Designated Safeguarding Lead

The Governors and proprietors ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. (As outlined in Annex C of Keeping Children Safe in Education September 2022.)

The role of the designated safeguarding lead carries a significant level of responsibility, and they will be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.

During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If not available in person, the school will in exceptional circumstances inform staff of how the DSLs can be contacted.

The Designated Safeguarding Lead will ensure that all New Staff and Governors receive safeguarding and child protection training at induction and make sure all staff and Governors aware of any training opportunities and the latest local policies on local safeguarding arrangements.

The designated safeguarding lead is expected to refer cases of suspected abuse and neglect to the local authority children's social care and to the Channel programme where there is a radicalisation concern.

The Designated Safeguarding Lead will:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- 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.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, or refer case as required of suspected abuse and neglect to the to the Bridge Partnership; to the Channel programme where there is a radicalisation concern, where a crime has been committed to the police and support staff who make referrals to children's social care and to the Channel programme.

- Ensure that the Head Teacher is kept fully informed of any concerns – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This will include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019 \(accessible\) - GOV.UK \(www.gov.uk\)](#)
- Act as a point of contact with the safeguarding partners.
- Ensure that the principles of Challenge and Escalation are shared with all staff and how it is used, by the school, when professional disagreements about a child cannot be resolved..
- Liaise with staff (especially teachers, pastoral support staff, IT Technicians, mental health lead and special educational needs coordinator (SENCOs and Senior Mental Health Lead) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.
- Liaise with the Mental Health Lead where safeguarding concerns are linked to mental health.
- Work with the head teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are,
 - understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes
- Ensure that accurate safeguarding records relating to individual children are kept up to date and separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school will consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- Ensure that the school effectively monitors children about whom there are concerns, including notifying the Early Help School Coordinator. It is important to notify Social Care, when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Understand the lasting impact the adversity and trauma can have including on children’s behaviour, mental health and emotional well-being and academic attainment and what is needed in responding to this in promoting educational outcomes. Ensure all staff are provided with training to understand and recognise Adverse Childhood Experiences (ACE’s) and the negative impact they can have.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or working on-line at home.

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Consequently the governing body and Trustees ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. To assist the Governors/Trustees also appoint their own named safeguarding lead at Board Level.

The senior status of the DSL and DDSL is assured by the governors and proprietors.

The DSL/DDSL are aware of the requirement for children to have an Appropriate Adult in relation to ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Provisions relating to the role of the DSL are all now in Annex C, which also states that, 'It is not appropriate for the proprietor to be the DSL.'

Deputy designated safeguarding lead

The DDSL is trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.
- Implement and maintain CPOMS with the SLT

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

Prescribed Whole School and Designated Safeguarding Lead Safeguarding Training Requirements

There is an agreed set of prescribed training requirements in school for school staff, as follows:

All School Staff – All school staff who do not have designated lead responsibility for child to undertake SSCP approved training to promote and safeguard the welfare of children and young people every 18 months with additional annual training.

This is currently provided through the Whole School Safeguarding Service from SSCP.

All Governors and Trustees – fulfil appropriate safeguarding training for their role

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

Designated Safeguarding Lead and Deputy – As a minimum the Designated Safeguarding Lead and Deputies will attend the SSCP Working Together to Safeguard Children and the Multi Agency Level 3 Speaker (or equivalent) courses. This training will provide the designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care in the safeguarding continuum and the assessment process for providing early help and statutory intervention,

The Training will be refreshed every 2 years with the SSCP Safeguarding Updates and Developments (or equivalent) Course. Depending upon the circumstances of the school, ISI may require that the Designated Person(s) attend additional refresher training.

The Designated Safeguarding Lead and Deputy Lead are required to keep their knowledge and skills up to date on an annual basis.

The SSCP Whole School Safeguarding SLA team deliver approved termly, two hour seminars which provide suitable updates for designated persons to refresh skills and knowledge.

The DSL and DDSL also attend Network Events and accesses a half termly Inclusion and Safeguarding Bulletin to update skills and knowledge.

After attending the Working Together to Safeguard Children and the Multi Agency Level Speaker (or equivalent) the Designated Lead and Deputy will also consider accessing the following courses as relevant to the circumstances of the school, in line with SSCP annual priorities and national priorities so they understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk.

- Attachment
- Adverse Childhood Experiences (ACE's) and Childhood Trauma
- Early Help Assessment
- Contextual Safeguarding
- Child Sexual Exploitation
- Communicating with Children
- Core Group
- Online Safety and Mobile Technology - including online challenges and hoaxes
- Cyberbullying and Cybercrime
- Child Gambling
- Adolescent to Parent Violence
- Domestic Abuse
- Self-Harm
- Female Genital Mutilation, Honour Based Abuse, Breast Ironing, Infant Oral Mutilation
- Neglect
- Parental Mental Health
- Parental Substance Use
- Rapid Response to a Child Death
- Sexual Abuse
- Child Sexual Exploitation
- Preventing Radicalisation/WRAP Training
- Equality and Diversity and Sexual Orientation
- Gangs and Youth Violence, Child Criminal Exploitation (CCE) and County Lines
- Violent Crime, including Gangs and Knife Crime
- 'Upskirting' which is a criminal offence under The Voyeurism Offences Act - April .2019
- Witchcraft and Spiritual Possession
- Trafficking and Modern Slavery
- Illegal Money Lending
- Safeguarding and Healthy Relationships
- Child-on-child abuse
- Sexually Harmful Behaviour, Sexual Harassment
- Stalking and Mate Crime
- Emotional Well Being and Positive Mental Health
- The Role of the Appropriate Adult
- Any additional training or events relating to serious case reviews

For the latest SSCP courses, seminars and e-learning courses please visit: <https://safeguardingchildren.salford.gov.uk/professionals/multi-agency-training/courses/>

Consequently the designated safeguarding lead (and any deputy) do undergo training to provide themselves with the knowledge and skills required to carry out the role. The designated safeguarding lead also undertakes Prevent and Channel awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- 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;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- 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;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- 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.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- ensure the child protection policy is available publicly 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; and
- link with the safeguarding partner arrangements (SSCP) to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements (SSCP).

Record Keeping and Child protection file

Record Keeping

Records must be robust. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information is kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include: • a clear and comprehensive summary of the concern; • details of how the concern was followed up and resolved; • a note of any action taken, decisions reached and the outcome. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy)

Records and Monitoring

Where children leave the school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college 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 to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead will ensure secure transit, and confirmation of receipt will be obtained. This should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

Pupil Attendance

The DSL and DDSL will monitor attendance to improve outcomes.

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

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

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

- In response to the guidance in Keeping Children Safe in Education (2022) the school has:
 1. Staff who understand what to do when children do not attend regularly
 2. Appropriate policies, procedures and responses are in place for pupils who go missing from education (especially on repeat occasions).
 3. Strategies in place to actively encourage disaffected and disengaged young people to re-engage with education opportunities within the school.

4. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
5. Procedures in place to inform the local authority when we plan to take pupils off-roll when they:
 - a) leave school to be home educated
 - b) move away from the school's location
 - c) remain medically unfit beyond compulsory school age
 - d) are in custody for four months or more (and will not return to school afterwards); or
 - e) are permanently excluded

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

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

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Responsibilities of the Board of Governors

Legislation and the law

The Governing body and proprietors have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools are effective and comply with the law at all times.

Branwood has charitable status so Charity Commission guidance on charity and trustee duties to safeguard children is followed. The Governing body and proprietor should have a senior board level lead to take leadership responsibility for their school's safeguarding arrangements. The Head teacher ensures that the policies and procedures, adopted by the governing body and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff. The Governing body and proprietors ensure they facilitate a whole school approach to safeguarding and they all have safeguarding training. 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. Where there is a safeguarding concern, the governing body, proprietors and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Governing Body and online safety

The governing body and proprietors ensure the school or has appropriate filters and monitoring systems in place. They should also regularly review their effectiveness through an annual report from the DSL. They also ensure 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.

Contact with parents and carers about remote education:

The school is in regular contact with parents and carers. Those communications are used to reinforce the importance of children being safe online and parents and carers find it helpful to understand what systems the school uses to filter and monitor online use. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.'

Safeguarding policies and procedures

The Governing body and proprietors ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

These policies should include:

- an effective child protection policy which:
- reflects the whole school/college approach to peer on peer abuse
- reflects appropriate reporting systems as set out at paragraph
- describes procedures which are in accordance with government guidance
- refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners
- includes policies as reflected elsewhere in Part two of KCSIE, such as online safety, and special educational needs and disabilities (SEND)
- where appropriate, reflects serious violence.
- is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and
- is available publicly either via the school or college website or by other means

In addition the Governing body should ensure that the school

- Follows safer recruitment practices

- That child protection files are kept
- That two correct contact numbers are kept for each child

The Governors have together with the proprietor's corporate responsibility for all safeguarding matters relating to the pupils of the school. Board Members shall have specific responsibilities for: ensuring that all staff and those working in the school (teaching, non-teaching, contractors, agency staff and volunteers) are informed of the content of this policy; checking the staff's understanding and implementation of the policy; and ensuring that all staff are aware of the referral process and how to implement safeguarding protocols. To these ends:

- They shall ensure that this policy is reviewed in detail and approved by them at least annually.
- They shall monitor the policy, procedures and the efficiency with which they are implemented.
- They shall ensure that there are clear job specifications for the DSL and DDSL.
- They shall ensure that all those working in the school understand their own safeguarding duties.
- They shall nominate from amongst their number one director to liaise with senior leadership of the school and with the DSL and Deputy DSL on matters relating to safeguarding. That person will be authorised to liaise with the SSCP and LADO as and when required by this policy.
- They shall receive from the DSL a safeguarding report at each meeting of the directors.
- They shall receive an annual safeguarding report prepared by the nominated DSL.
- They shall receive appropriate and regular training to assist them in the proper fulfilment of their corporate responsibilities for safeguarding.
- They shall receive an appropriate safeguarding induction training on appointment as a Board Member.
- The Board of Governors ensure that arrangements are in place so that there is always a member of staff with appropriate training and status on site during the working day to deal with safeguarding matters: this would normally be the DSL, deputy DSL or Headmaster, all of whom should be trained for DSL duties.
- Additionally the proprietors shall give opportunities for any concerns to be voiced and ensure that the Board of Governors has an appropriately thorough understanding if relevant DFE documentation.
- The Governors and proprietors are aware of several new provisions relating to them. Part one (safeguarding information for all staff)
- The Governors and proprietors should be aware of all provisions of Annex C.

Where children leave the school ensures their CP file is copied for the new school or college within 5 days but transferred separately from the main pupil file.

Responsibilities of the Designated Cared for Children Lead (In Salford they use term Cared for Children. Keeping Children Safe in Education refers to this cohort as Looked After Children)

Governing Body and proprietors have appointed a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training. The Designated Cared for Children Lead will work in partnership with the Designated Safeguarding Lead, The Mental Health Lead to ensure the safeguarding vulnerabilities for Cared for Children are appropriately met. The Cared for Children Designated Lead will work with the head to discuss how funding can be best used to support the progress of Cared for Children in the school and meet the needs identified in the child's personal education plan.

Appendix 2 - Cause for Concern Form



Cause for Concern Form - Updated September 2019
CONFIDENTIAL

*Note: Please do not interpret what is seen or heard; simply record the facts and use the pupil's own words where possible.
After completing the form, pass it immediately to the Designated Safeguarding Lead (DSL).*

Name of child: **Form:**

Siblings:

Name of staff member completing the form:

Name of any other member of staff present:

Day: **Date:** **Time:**

Concern/Disclosure:

For DSL Use

Date & time received from staff member:

Action taken:

By whom:

Outcome:

Discuss with child (if appropriate):

SEN Register/Agency involvement:

Information shared with:

Referred to: LADO The Bridge Ofsted Governors

Appendix 3- DSL Action Form in line with Salford Guidelines

DSL ACTION FORM

To be completed in response to every concern form and attached to the document.

Referral/ Police action taken (Y/N)	Date	Signed

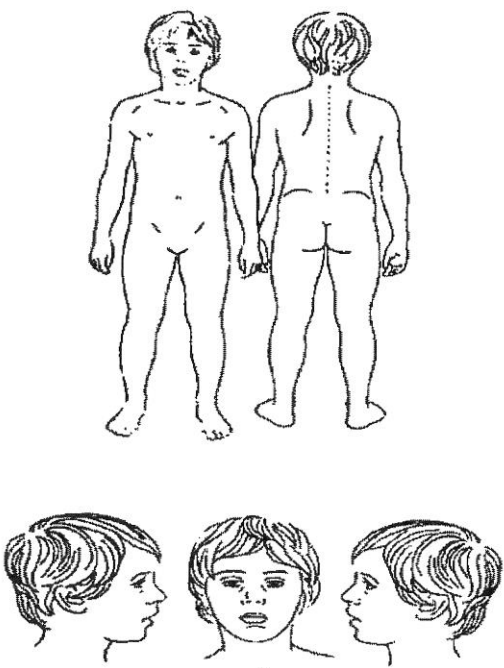
Bases of Decision/ Further Action Agreed (if any)
Have there been any prior concerns?
Is there an attendance concern?
Further Notes and Action

Appendix 4 – Physical Harm Body Map

When completing a body map DO NOT conduct your own investigation and DO NOT seek to examine parts of a child’s body that would not normally be visible. (This must be completed at time of observation) Body map pictures and Head Map pictures are available in the school office or Bursars Office.

Staff must only report injuries they can obviously see. Clothes must not be removed.

BODYMAP Safeguarding Record Concern Form

Child’s Name: Male/Female: Date of Birth: Class:	Your Name: School: Date: Time:
My Concern/s (please indicate as many as are appropriate) <ul style="list-style-type: none"> • Is because an adult has reported concerns to me • Is because a child has disclosed information to me • Is a result of something I have seen, heard or believe • Is because I suspect child abuse 	
Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT	Description of injury:
	
If the child has given an account of this injury give details:	

Appendix 5 - KCSIE Sept 2022 child on child Part 1 & Annex A & B

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_child_on_child_September.pdf

Appendix 6 - Actions by the DSL in line with Salford Guidelines

TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL - LOCAL AUTHORITY GUIDELINES

Staff member has concerns about a child's health, development, safety or welfare

Discusses with Designated Senior Person (DSL) as soon as possible (and certainly within 24 hours) Action agreed and recorded by DSL

Designated Senior Lead considers

- **Context & history/information available/inaccessible**
- **Explanations & contemporaneous life events**
- **Uses Salford Framework for Assessment**
- **Evidence and nature of risk/need**
- **Balance of Probabilities**

A Level of Need Is Identified

- **What level of need is identified?**
- **What are the parent's/child's views?**
- **What services might be accessed:**
 - a) **in school;**
 - b) **via the LA;**
 - c) **via direct referral to non-statutory agencies**
- **Can these meet the level of need identified?**

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the priority / level and immediacy of risk / need?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services/ undertaking a level 2 or 3 CAF/TAF without referral to Children's Social Care (formerly Social Services) or other targeted services
 - By working with the child, parents and colleagues?
 - What resources are available to me / the school and what are their limitations?
 - Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken? (Level 4 on the current CoN)
 - Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Level 4 on the current Con)
- What information is available to me: Child, Parents, Family and Environment?
- What information is inaccessible and, potentially, how significant might this be?

- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (Safeguarding in Education Team)
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording etc)
- **If a crime has been committed, contact the Police**

Feedback to Staff Who Report Concerns to the Designated Senior Lead

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

Thresholds for Referral to Children's Social Care (CSC)

Where a Designated Senior Lead or line manager considers that a referral to CSC may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

i. Is this a Child In Need?

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

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

ii. Is this a Child Protection Matter?

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

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

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

The Designated Senior Lead will make judgements around 'significant harm', levels of 'need' and when to refer.

Making Referrals (Guidance for the Designated Safeguarding Lead) (The Bridge SSCP)

- **LEVEL 1 Universal – thriving**
- **LEVEL 2 Some unmet needs and low risk**
- **LEVEL 3 Higher levels of unmet need and medium risk**
- **LEVEL 4 Significant unmet needs and high risks – CHILDRENS SOCIAL CARE SINGLE STATUTORY ASSESSMENT**

Responses to Referrals and Timescales

In response to a referral, Children's Social Care may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake a Statutory Assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting) (see Salford pathway for guidance)

Managing Individual Cases where there are Concerns about a Child's Safety and Welfare - Procedures

- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

Feedback from Children's Social Care

Upon receiving referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within ONE working day. If the referrer has not received an acknowledgement within THREE working days they should make contact with the relevant manager in the Children's Social Care Team. The Children's Social Care manager is responsible for ensuring that the referrer and the family (provided this does not increase any risk to the child) are informed of the outcome of the referral and reasons for supporting the decision. This will be done as soon as possible and, in all cases, within a maximum of 7 working days.

APPENDIX 7: Teaching Children to keep safe

PSHEE, Assemblies, Interventions, filtering, policies, training and updates are all used to keep pupils safe but in particular we consider the following.

The school ensures children are taught through the wider curriculum, PSHE, RSE and how to stay safe, based on a wide view of what may happen to pupils, not only in schools but also beyond it. This includes staying safe online (E-Safety) and the dangers of cyberbullying and sexting etc.

Particular attention is paid to helping children adjust their behaviours so they can reduce their own risks and build up resilience for example to radicalisation and the safe use of electronic equipment and the internet. Our practices are age appropriate and delivered through a planned component of the curriculum. Our children understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet is an integral to the school's ICT curriculum and is also embedded in PSHEE and RSE.

We listen to children through the school council and we have a filtering system in place for IT.

The latest resources promoted by DfE can be found at:

- The use of social media for on-line radicalisation
- The UK Safer Internet Centre (<https://www.saferinternet.org.uk/about>)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

APPENDIX 8: One-to-One Teaching Guidelines

All pupils who are taught one-to-one can be identified through published timetables.

The use of mobile phones is banned during these times

All staff doing this work are safeguarding trained

They are subject to all safeguarding and staff code of conduct policies

They all participate in full induction processes

All staff are trained in their responsibilities concerning close contact etc.

Peripatetic Music Staff do specific training

APPENDIX 9: Covid Annex (This remains available if required)

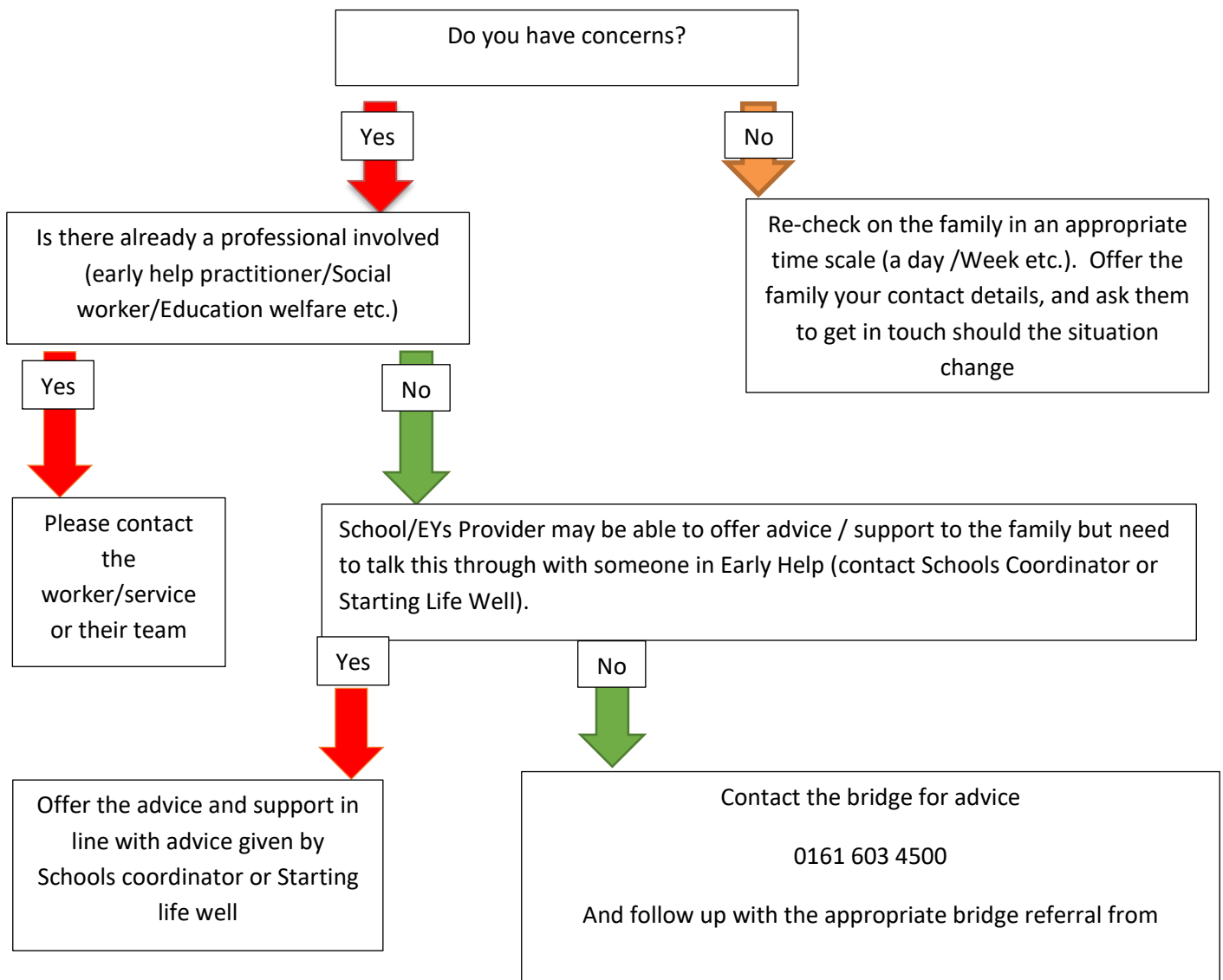
Safeguarding has been updated to reflect DfE Covid-19 guidance. These remain as interim contingencies if required.

We were in regular contact with all children via online live learning during the pandemic. Safeguarding protocols were still in place and the DSL and DDSL were available at all times.

- Covid Annex updated 'to reflect the move to remote education for most pupils'
- DSL is be on-site, but if not 'available to be contacted via phone or online video'
- Remote education will include 'recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently'
- There is a named senior leader with overarching responsibility for the quality and delivery of remote education. The DSL liaises with this person.
- Social Workers should be notified about vulnerable children who need to self-isolate to agree 'the best way to maintain contact and offer support to the vulnerable child or young person.'
- Checks are carried out by the SENDCo to ensure that vulnerable children are 'able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.'
- The Welfare Check Flow chart has been updated (circulated in the Salford LA comms 14/01/21). We ensure it is embedded at school (see below).

Schools & Child Care Providers

Flow Chart for concerns raised or unable to contact a family whilst contacting families for welfare check during the Covid-19 (coronavirus) outbreak closures.



Starting Life Well Are still available for advice to

Early Years Settings

0161 778 0384

slw@salford.gov.uk

Schools Coordinators are still available for School Advice

North Schools – Amanda.jtaylor@salford.gov.uk –

0161 686 7252 - Mobile 07970 134802

Central Schools – laura.newton@salford.gov.uk -

0161 778 0408 - Mobile 07816 336088

West Schools – aisling.bishop@salford.gov.uk

0161 778 0360 -Mobile 0798 0756751

South Schools – Patrick.cox@salford.gov.uk -

0161 778 0452 - Mobile 07976 414941

Appendix 10 School Child Protection Procedures (within SSCP)

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

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

The Designated Safeguarding Lead) is: Mr Andrew Whittell (head and DSL)

The Deputy Designated Safeguarding Lead(s) for Child Protection is: Mrs Lisa Boulton (Deputy Head – Pastoral and DDSL)

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

Staff should never:

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

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

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

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

2. Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

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

3. Referrals to the Bridge Partnership

There are four types of support which families are entitled to ensure they meet their children's needs and help them to thrive. Practitioners will reflect on each stage with the family whenever possible but recognise there may be times this is not safe to do so. Examples of this are serious safeguarding concerns that require immediate intervention. Where unsure the Bridge will be contacted for consultation. 0161 603 4500

Universal Services and Self-Help The child is supported by their parents/carers in the community with access to mainstream (universal) services but with no identified additional needs. Diverse community self-help arrangements may also support parents and carers in providing good care for their children.

Targeted and Co-ordinated Early Help The child's needs are not clear, not known or not being met. This is the threshold to initiate an early help assessment. Response services are universal support services and/or targeted services. An Early Help Assessment and Team Around the Family (TAF) would be recommended to coordinate the delivery of services, promote integrated working and family participation.

Child In Need (CIN) The child's needs require longer term intervention from statutory and/or specialist services. High level additional unmet needs will usually require a targeted integrated response. This is also the threshold for a Child In Need which will require a Children's Social Care assessment and intervention.

Specialist Assessment The child has acute needs requiring statutory intensive support. This in particular includes the threshold for **child protection** and the Young Person's Plan (YPP) which will require Children's Social Care assessment intervention.

(i) Is this a Child In Need?

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

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

(ii) Is this a Child Protection Matter?

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

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

Therefore, it is the ‘significant harm’ threshold’ that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Safeguarding Lead will make judgements around ‘significant harm’, levels of ‘need’ and when to refer. As part of the referral process, when children are being harmed in contexts outside the home, as much information as possible will be provided so all the evidence is available to enable a contextual approach to address such harm.

4. Making Referrals to CSC (Guidance for Head teachers and Designated Safeguarding Leads) via the online Salford City Council’s portal and information hub for services to Children, Young people, and families at <https://childrensportalehm.salford.gov.uk/web/portal/pages/home>

All referrals and requests for support concerning the welfare or safety of a child must go through the Bridge Partnership via the online portal.

- When making a referral the DSL will identify if they are referring a:
 - Child Protection Matter
 - Child Needing Support
- Child Protection referrals will be for a child(ren) at risk of significant harm. Consent will be gained where it is appropriate. The school/DSL will advise what measures are in place to increase the child(ren)’s safety ahead of The Bridge Partnership contacting the family.
- Child(ren) requiring support consent will be gained in advance of making the referral.
- **Child Protection**– make a referral if you are concerned a child is at risk. If you have concerns that a child is at immediate risk of harm, you should call 999. When is a child at risk of harm? Some children may be suffering, or are at risk of suffering, significant harm and need protection and care because of neglect, sexual, physical, or emotional abuse. There are other areas of concern that could leave a child in acute need such as Female Genital Mutilation (FGM), Honour Based Violence, radicalisation, domestic abuse, modern slavery, gang involvement, criminal activity (e.g., county lines) and/or sexual exploitation.

Where there is not a safeguarding concern, a **Child Needing Support** referral will be made: where a child may be in need, or needs Early Help.

A child can be in need if: They are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority, their health or development is likely to be significantly impaired, or further impaired without the provision for him/her of such services, they are disabled.

Questions that are considered when completing the referral form,

What has prompted the referral?

What are the identified needs?

What are the positives for the family?

What are the concerns for the child/family?

What the school has done to ensure the safety of the child before making this referral?

Every referral into the Bridge Partnership is screened by Bridge social workers or Bridge Early help screeners to determine the level of support to be provided so referrals will be evidence based, contain; what life is like for that child at home, what is likely to happen without intervention and for targeted Early Help and for Children In Need, parental consent will be obtained.

- Referrals will also contain the voice of the child regarding:
 - What is their lived experience?
 - What is it they want to happen?

(i) Child Needing Support

- Where an Early Help Assessment already exists, the DSL will send this with the referral to the Bridge Partnership along with any Team around the Family minutes.
- This is a request for assessment/support/services and, as such, consent of the parent(s) (and child/young person will be obtained where appropriate).
- Where a parent/carer/young person refuses to consent, the school will make clear their ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is about openness and transparency in dealings with parents).

(ii) Child Protection Matter

- A telephone call will be made to the Bridge Partnership and the referral form submitted straight after the conversation.
- If an Early Help Assessment exists this will be forwarded to the Bridge Partnership as soon as possible, and certainly within 48 hours along with any Team around the Family minutes.
- **Consent** of a parent or child/young person **is not required** to make a child protection referral

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

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

5. Bridge Partnership Responses to Referrals and Timescales

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

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting ;
- Provide support services under Section 17;
- Undertake a social work assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action

6. Feedback from the Bridge Partnership

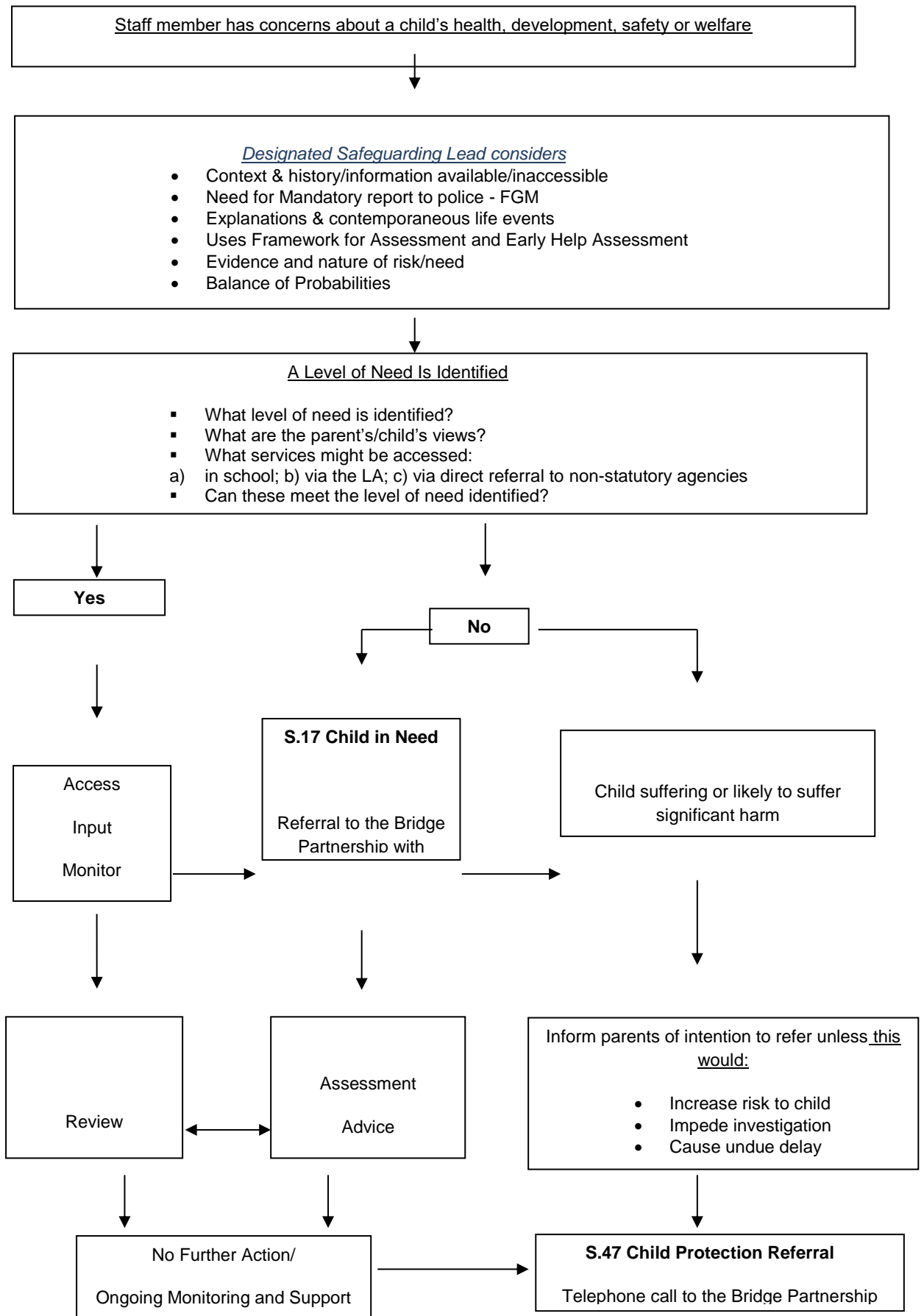
The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A Designated Safeguarding Lead should expect to receive written confirmation about action following any referral within 7 days. If the school does not receive any (same day) verbal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

7. Risk Assessment ‘Checklist’

- Does/could the suspected harm meet the Working Together 2018 definitions of abuse?
- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to impairment?

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

Appendix 11 Taking action on child welfare/protection concerns in school



Appendix 12: Responding to a disclosure

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

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

You should *NEVER*

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Child Protection Person).
- Involve those who do not need to be involved. Only those such as the designated safeguarding lead (or a deputy) and children's social care need to be involved.

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

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

Records should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the Designated Safeguarding Lead or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

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

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

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

What else should we think about in relation to disclosure?

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

Appendix 13 Operation Encompass

Operation Encompass- Processes and Procedures

Operation Encompass

Designated Safeguarding Lead

Andrew Whittell (DSL and Key Adult)

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

AIMS

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

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

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

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

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

LEGAL REQUIREMENTS - INFORMATION SHARING AND STORAGE

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

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

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

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

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

It is recognised that the handling of such confidential and sensitive information needs to be dealt with in a way that is proportionate and appropriate to the needs of the child or young person. To

address this, the school has identified a Key Adult and a deputy to handle the confidential and sensitive information.

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

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

ROLES AND RESPONSIBILITIES

i. POLICE

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

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

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

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

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

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

i. SCHOOLS' RESPONSIBILITY

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

The Key Adult will have undertaken the Online Key Adult Training prior to accessing the schools Operation Encompass inbox. [Online Key Adult Training: Operation Encompass](#)

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

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

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

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

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

Child Absence Following an Incident

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

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

Supporting Children who are or have experienced Domestic Abuse

Harbour offers a range of support to young people in Salford aged 5-18 focussed on healthy relationships supporting children and young people who have witnessed or are experiencing domestic abuse and young people who are showing signs of harmful behaviours in their own relationships. They offer a safe space to explore this without judgement to help them form positive relationships

For more information and to make a referral [Access the domestic abuse toolkit | Salford Safeguarding Children Partnership](#)

Working with Parents

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

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

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

Where a parent is seeking help and support to flee abuse or to take other measures to protect themselves, contact can be made with Safe in Salford, Victim Support or Women's Aid using the following details:

<https://www.salfordfoundation.org.uk/sisprofessionals/>

Women's Aid; [Home - Women's Aid \(womensaid.org.uk\)](http://Home - Women's Aid (womensaid.org.uk))

<https://www.victimsupport.org.uk/>

If there is uncertainty around a referral to Safe in Salford, Victim Support/Women's Aid, contact should be made with the Bridge Partnership 0161 603 4500

Multi-agency Risk Assessment Conference (MARAC) and Encompass

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

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

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

Police agreed referral criteria with Bridge Partnership;

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

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

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

OR It is a child caller to Police/Emergency Services

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

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

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

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

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

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

Encompass Parents Awareness Letter (template)

Dear Parent/Carer,

Re: Operation Encompass

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

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

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

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

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

Thank you for your continued support,

Chair of Governors

Head Teacher

Operation Encompass Police Log Sheet

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

Appendix 14 Early Intervention Procedures

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

<http://greatermanchesterscb.proceduresonline.com>

The school has access to free Policy Briefings or Practice Guides. We take account of local supporting pathway guidance and additional policies from Salford Safeguarding Children's Partnership.

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

'It is very important that we intervene as early as possible if a child or young person has additional needs, and services can help in meeting these needs. All staff will be prepared to identify children who may benefit from early help. 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. Such action can help prevent problems becoming child protection concerns. The Early Help Assessment is a tool for the early help assessment of need [support-and-safeguarding-january-2022.pdf \(salford.gov.uk\)](#)

For more about the Early Help Service and Assessment go to [Early Help | Partners in Salford](#)

'The Anti-Bullying Policy ensures that we foster a culture of safety throughout the school where children and young people are able to alert us to any incidents of bullying, cyberbullying, prejudice-based and discriminatory bullying and be confident that they will be dealt with effectively. The Anti Bullying Policy also enables us to prevent issues escalating to safeguarding concerns.'

Appendix 15 Appropriate Adults Guide DfE

<L:\Safeguarding List 2022-23\Appropriate Adults Guide Safeguarding.pdf>

Appendix 16 Salford’s Support and safeguarding (formerly the SSCP 'thresholds of need')

This guidance is for anyone who has concerns about a child. It is designed to be used as a foundation to enable the correct level of support to be provided, whilst embedding strengths-based, community approaches into practice. It is important that this guidance is understood by DSLs and DDSs to ensure children get the right support at the right time. It introduces a model of help and support, providing information on the levels of need and gives examples of some of the indicators that mean a child or young person may need additional support.

There are four types of support which families are entitled to ensure they meet their children’s needs and help them to thrive. Practitioners will reflect on each stage with the family whenever possible but recognise there may be times this is not safe to do so. Examples of this are serious safeguarding concerns that require immediate intervention, where staff are unsure the Bridge will be contacted for consultation. 0161 603 4500.

