



The Stalyhill Schools' Federation

Child Protection and Safeguarding Policy Juniors

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Child Protection and Safeguarding Policy

At Stalyhill Juniors we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

This Policy applies to all adults, including volunteers, working in or on behalf of the School.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and College staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and Colleges and their staff form part of the wider safeguarding partnership for children. Keeping Children Safe in Education 2023 identifies three safeguarding partners that all Schools and Colleges will be expected to work with; the Local Authority (LA), the Clinical Commissioning Group (CCG) for their area within the LA and the Chief of Police for their area within the LA.

Introduction

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our Pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Here at Stalyhill Junior School we are a community and all those directly connected i.e. staff members, Governors, parents, families and pupils, have an essential role to play in making it safe and secure.

At Stalyhill Junior School, we have a zero-tolerance, whole school approach to safeguarding and a culture of, **"It could happen here"**.

Our Ethos

We believe that at Stalyhill Junior School we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to.

We recognise that all adults within our school including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.

We will work with parents to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Scope

In line with the Law, this Policy defines a child as anyone under the age of 18 years.

This Policy applies to all members of staff in our setting, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

Definition

For the purpose of this Policy, Stalyhill Junior School will define safeguarding and protecting the welfare of children as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health, wellbeing or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Legal Framework.

This Policy will have consideration for, and be in compliance with the following legislation and statutory guidance:

Legislation:

Human Rights Act 1988
Children Act 1989
Children Act 2004
Education Act 2002
Education (Health Standards)(England) Regulations 2003
Safeguarding Vulnerable Groups Act 2006
School Staffing(England)Regulations2009, as amended
Equality Act 2010
Public Sector Equality Duty
Protection of Freedoms Act 2012
The Education (School Teachers 'Appraisal') (England) Regulations 2012(as amended)
The Children and Families Act 2014
The Sexual Offences Act 2003
The Children and Social Care Act 2017
GDPR May 2018
Domestic Abuse Act 2021

Statutory Guidance.

DfE (2023) Working Together to Safeguard Children
DfE (2024) Keeping Children Safe in Education
DfE (2015) What to do if you are worried about a child being abused
DfE (2018) Information sharing advice for safeguarding practitioners
DfE (2018) Disqualification under the Childcare Act 2006
DfE (2015) "The Prevent duty": Departmental advice for schools and childcare providers

Local Guidance.

Tameside Safeguarding Children Partnership – Tameside Framework for Help and Support (including Thresholds for Support)
<https://www.tameside.gov.uk/TamesideMBC/media/Children/Children-Threshold-Document.pdf>

Tameside Safeguarding Children Partnership – Tameside Domestic Abuse Strategy 2021-2026

Greater Manchester Safeguarding Partnership Guidance

Roles and Responsibilities

Designated Safeguarding Lead. (DSL)

The lead person with overall responsibility for child protection and safeguarding is the DSL – Lisa Lockett, the deputy DSLs are Leah Plant and Hayley Meehan.

The role of the DSL includes but is not limited to:

Managing Referrals – the DSL will:

- Refer all cases of suspected abuse to Tameside Public Service Hub and to the Police if a crime may have been committed.
- Liaise with the Head Teacher (in cases where the DSL is not the Head teacher) about Safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- Liaise with agencies. Including the 3 safeguarding partners, providing early help services and co-ordinate referrals from the Educational establishment to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's' services where the situation does not improve.

- Refer cases to the Channel programme where there is a radicalisation concern as required.

RECORD KEEPING

Good record keeping is an important part of the educational establishment's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

The DSL will:

Ensure an individual file is created as necessary for children with Safeguarding concerns.

Maintain a chronology of significant incidents for each child with safeguarding concerns.

Ensure such records are kept confidentially and securely and separate from the child's educational record.

When a child leaves our educational establishment, the DSL will make contact with the DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner and in line with data-protection principles. This transfer will take place within 5 working days for an in-year transfer or within the first 5 days of the start of a new term. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.

At Stalyhill Junior School, all child protection and safeguarding concerns are logged by members of staff on the school's Child Protection Online Management System (CPOMS). All staff are trained in the use of CPOMS as part of their induction to the school. The system enables staff members to record their concern and alert the DSL via an email alert. The DSL takes any necessary action and may choose to alert additional members of staff to the concern.

The system allows staff to build up a chronological profile for all children.

Multi-Agency working and information sharing.

The DSL will:

Cooperate with Children's' Social Care for enquiries under Section 47 of the Children Act 1989.

Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings as required.

Liaise with other agencies working with the child, share information as appropriate, ensuring that the right people within and between agencies receive the information, and contribute to assessments.

Act as the lead professional in some early help cases as required.

Work with the 3 safeguarding partners – Local Authority (LA), Integrated Care Boards within the LA, Chief office of police within the LA - to fulfil the school's statutory duty and co-operate with their published arrangements

Training.

The DSL will:

Undertake appropriate training, **updated every two years**, and update knowledge and skills at least annually in order to:

- Be able to recognise signs of **abuse neglect and exploitation** and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
- Be aware of responsibilities under the Prevent Duty.
- Understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Partnership Framework for Health and Support document and tools, and the early help planning processes.
- Have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.
- Be knowledgeable of the specific needs of children in need (as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.
- 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;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;

- understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners;
 - 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, including ensuring that adequate filtering and monitoring systems and processes are in place and that all staff understand their roles and responsibilities with regards to filtering and monitoring;
 - can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation, and are confident they have the capability to support children with SEND to stay safe online, including by creating individual risk assessments where appropriate;
 - 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.

Ensure each member of staff has access to and understands the School Safeguarding and Child Protection Policy and procedures and the school's 'Positive Behaviour and Anti-Bullying' policy, including providing induction on these specific documents to new staff members.

Ensure that all staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Ensure that all staff receive training at induction, which is then updated annually, and fully understand their responsibilities in regards to the schools filtering and monitoring systems and processes that are established in order to keep children safe online.

Organise whole educational establishment child protection training for all staff members regularly (at least every 3 years), and provide updates at least annually.

Ensure all staff who miss the training receive this by other means e.g. by joining any other training courses.

Ensure all members of the Governing Body receive appropriate Safeguarding and Child Protection training on induction.

Ensure the School allocates time and resources every year to enable relevant staff members to attend update sessions and training.

Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.

Maintain accurate records of staff Induction and training.

Awareness Raising.

The DSL will:

Review the Safeguarding and Child Protection Policy and procedures annually and liaise with the governing body/board to update and implement them.

Make the Safeguarding and Child Protection Policy and procedures available publicly and raise awareness amongst parents that referrals about suspected abuse may be made and the role of the school staff in any investigations that ensue.

Provide updates to the staff on any changes to Child Protection legislation and procedures and any relevant learning from local and national serious case reviews at least annually.

Quality Assurance.

Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (a minimum of once a year).

Complete an audit of the schools safeguarding arrangements at frequencies specified by Tameside LA (currently annually).

Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans.

Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

Designated Teacher Looked After Children.

The **Designated Teacher** who is responsible for promoting the educational achievement of children who are looked after is Leah Plant. They will work with the Local Authority and the Virtual Educational Establishment Head to discuss how available funding can be best used to support the progress of looked after children and previously looked after children and meet the need identified in the child's personal education plan.

Nominated Governor for Safeguarding.

The **nominated governor** responsible for safeguarding to champion good practice is Gemma Parkes. They will liaise with the Head teacher and provide information and reports to the governing body.

Head teacher.

The **Head teacher, Lisa Lockett** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

Governing Body.

The Governing Body/board has strategic leadership responsibility for the school's safeguarding arrangements and is collectively responsible for ensuring that safeguarding arrangements are fully embedded within our school's ethos and reflected in our day-to-day practice. The Governing Body will facilitate the school's whole school approach to safeguarding. They are responsible for ensuring that the Designated Safeguarding Lead is an appropriate member of staff from the Senior Leadership Team. They are also responsible for ensuring the effectiveness of the school's online filtering and monitoring systems. The Governing Body should be aware of their obligations under the Human Rights Act 1988, the Equality Act 2012 and the local multi-agency safeguarding arrangements in Tameside.

All Staff.

All staff members, governors, volunteers and external providers (including supply staff), know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if concerned about a child.

Staff know that if they have any concerns about a child's welfare they should act on them immediately. All staff are aware of the process for making referrals to children's social care and that statutory assessments under section 17 (children in need) and section 47 (a child suffering harm, or likely to suffer significant harm) may follow a referral along with the role they might be expected to play in such assessments.

All staff are aware of their responsibilities regarding the school's filtering and monitoring systems and processes and what these responsibilities look like in daily practice. See *Stalyhill Junior School's Filtering and Monitoring Policy 2023*.

All staff are aware that if, in exceptional circumstances, the designated safeguarding lead (or deputies) are not available, this should not delay appropriate action being taken to safeguard a child.

Supporting Children.

We recognise that any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who;

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory EHCP)
- Is a young carer
- Is frequently missing/goes missing from care or home
- Is misusing drugs or alcohol
- Is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health problems or domestic abuse
- Has a social worker
- Has returned home to their family from care
- Is lesbian, gay, bi or trans (LGBT)

We recognise that children who are abused, **neglected, exploited** or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our School may be the only stable, secure and predictable element in their lives.

We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all pupils by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring a comprehensive curriculum response to E-Safety, enabling children and parents to learn about the risks of new technologies and social media and how to use these responsibly, including the dangers presented by hoaxes and online challenges
- Relevant issues may be covered through relationships education and relationships and sex education or through PSHE (personal, social, health and economic education)

- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Ensuring all pupils' concerns or disclosures are always taken seriously.
- Providing pupils with a number of appropriate adults to approach if they are in difficulties.
- Ensuring LGBTQ+ children have trusted adults that they can be open with.
- Supporting the child's development in ways that will foster security, confidence and independence.
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability based bullying are considered under child protection procedures.
- Liaising and working together with other support services and those agencies involved in safeguarding.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them.
- Ensuring staff know how to support a child that discloses exploitation.
- Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.
- Monitoring children's attendance and recognising that poor attendance can be a warning sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation.
- Take children's wishes and feelings into account when determining what action to take and what services to provide.
- Ensuring 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 may not recognise their experiences as harmful. Staff should always ensure they use professional curiosity and consult with the DSL if they have concerns.
- Ensuring all staff understand the link between mental health and safeguarding and actively promoting positive mental health in pupils.

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

All staff will be subjected to safeguarding checks in line with the statutory guidance ***Keeping Children Safe in Education: Statutory Guidance for Educational Establishments and Colleges, September 2024***.

We will ensure that agencies and third parties supplying staff provide us with evidence that they have made the appropriate level of safeguarding checks on individuals working in our educational establishment. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

We will ensure that we receive written confirmation from the provider of any fee-funded student teachers that it has carried out all the pre-appointment checks that the school would normally perform.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We will ensure at least one member of every interview panel has completed Safer Recruitment training.

We will ensure that all our Governing Body members are subject to a section 128 check.

We have a procedure in place to handle allegations against members of staff and volunteers (including supply teachers) in line with ***Keeping Children Safe in Education; Statutory Guidance for Educational establishments and Colleges, September 2024***. In accordance with local guidance we adhere to Greater Manchester Safeguarding Procedures- Managing Allegations against Staff Guidance. This also includes where an allegation might meet the harm threshold.

Any allegation made against a staff member or concern raised about a member of staff, volunteer or visitor will be dealt with by the Head Teacher. In the case of allegations made against the Head Teacher the case manager will be the Chair of Governors.

In the event of an allegation being made against a member of supply staff, the school will take the lead in dealing with the allegation in liaison with the supply agency and the LADO.

In line with Keeping Children Safe in Education 2023, allegations against organisations or individuals using the school premises for the purposes of running activities for children outside of school hours, will also be dealt with in the same manner as any in-school safeguarding allegation, following the school safeguarding policies and procedures, including informing the LADO.

In line with Keeping Children Safe in Education 2023, concerns or allegations against staff and adults in school will be considered under two categories;

1. Allegations that may meet the harms threshold
2. Concerns that do not meet the harms threshold.

In the case of an allegation being made that may meet the harms threshold, the school will follow the procedures laid out in Part 4, Section 1 of Keeping Children Safe in Education 2023. The school will work closely with the LADO (and the police or CSC as necessary) where an adult is believed to have;

- 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 the case of concerns that do not meet the harms threshold, or 'low-level concerns', the school will;

- Promote a culture of openness, truth and transparency within the school, which enables concerning, problematic or inappropriate behaviour to be identified early and ensures that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution;
- Have systems in place to ensure that all concerns raised about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately;
- Have systems in place to ensure that all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one) are shared responsibly and with the right person, recorded and dealt with appropriately.
- Use CPOMs 'Staff Safe' as a vehicle for reporting and recording all low-level concerns, ensuring that they are recorded and dealt with in line with the procedures laid out in Part 4, Section 2 of Keeping Children Safe in Education 2023.

Staff Induction, Training and Development.

All new members of staff including newly qualified Teachers and Teaching Assistants, will be given an Induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, E- Safety, including filtering and monitoring systems and processes, and familiarisation with the safeguarding and child protection policy, staff code of conduct, the Positive Behaviour and Anti-bullying policy, **Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One September 2023** and other related policies. We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

The **DSL** will undergo updated child protection training every two years. In addition to this their knowledge and skills should be updated regularly and at least annually to keep up with developments relevant to the role.

All staff members of the educational establishment will receive appropriate safeguarding and child protection training (whole educational establishment training) which is regularly updated, this will also include training in online safety. The **DSL** will provide briefings to the staff on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required but at least annually.

The nominated governor for safeguarding and child protection will attend relevant training, this training will be updated every two years.

The educational establishment will maintain accurate records of staff induction and training.

Confidentiality, Consent and Information sharing.

We recognise that all matters relating to child protection are confidential.

The Head teacher or the DSL will disclose any information about a pupil to other members of staff on a need to know basis and in the best interests of the child.

All staff members must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

Staff that are required to share information with other professionals, including the 3 safeguarding partners, will pay due regard to the data protection principles, which allow them to share personal information. They will be confident of the processing conditions which allow them to store and share information for safeguarding purposes, and they will be aware that, if they need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing category that allows practitioners to share information.

We will ensure that staff understand the circumstances in which they should withhold pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. If we are in any doubt, the school will always seek independent legal advice

Multi-Agency Working.

We will develop and promote effective working relationships with other agencies, including the 3 safeguarding partners named in **Keeping Children Safe in Education 2023**, agencies providing early help services to children, the Police and Children's Social Care.

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Tameside Safeguarding Children Partnership.

Contractors, Service and activity providers and work placement providers.

We will ensure that contractors and providers are aware of our educational establishments Safeguarding and Child Protection Policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations who are working with our children have been subject to the appropriate level of safeguarding checks in line with **Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2023**. If assurance is not obtained, permission to work with our children or use our educational establishment premises may be refused.

We will ensure that we receive written confirmation from the provider of any fee-funded student teachers that it has carried out all the pre-appointment checks that the school would normally perform.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

Whistle Blowing and Complaints.

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary they will speak with the Head Teacher, the chair of the governing body or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline 0800 028 0285.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

Site Security.

All Staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure.

We check the identity of all visitors and volunteers coming into our educational establishment. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The educational establishment will not accept the behaviour of any individual, parent or anyone else that threatens educational establishment security or leads others i.e. a child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the educational establishment site.

Quality Assurance.

We will ensure that Systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the **DSL**.

We will complete an audit of the School safeguarding arrangements at frequencies specified by the Tameside Safeguarding Children Board and using the audit tool provided by them for this purpose.

The School senior management and the governing body will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

Policy Review.

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with policy review cycle.

The **DSL** will ensure that staff members are made aware of any amendments to policies and procedures.

Linked Policies and Procedures.

The following policies and procedures are relevant for the Child Protection and Safeguarding Policy and procedure.

- Administration of Medicines Policy
- Attendance Policy
- Children Missing from Education Policy and Procedures
- Complaints procedure
- Drug and Alcohol
- E- Safety
- Equalities Policy
- Filtering and Monitoring Policy
- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges.
- Health and Safety Policy and other linked policies and risk assessments.
- ICT Acceptable Use Policy.
- Managing allegations against staff
- Offsite Activities and Educational Visits Policy and risk assessments.
- Physical Education and Sports Guidance.
- Positive Behaviour and Anti – Bullying Policy
- Premises Inspection Checklist.
- Preventing Extremism and Radicalisation Safeguarding Policy.
- PSHE Policy.
- Pupil Images Policy.
- Recruitment and Selection Policy and procedures.
- Teachers' Standards, Department for Education guidance available on GOV.UK website.
- Relationship Education Policy.
- Social Media Policy.
- Special Educational Needs and Disability Policy.
- Spiritual, Moral, Social and Cultural Development Policy.
- Staff Code of Conduct/Behaviour Policy

DEFINITIONS

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing 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.

Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in **Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (2023)** as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health, wellbeing or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Significant Harm

The Children Act 1989 defines 'harm' as "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

CATEGORIES OF ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- Making a child feel worthless, unloved or inadequate
- Only there to meet another's needs
- Inappropriate age or developmental expectations
- Overprotection and limitation of exploration, learning and social interaction
- Seeing, hearing or experiencing the ill treatment of another, e.g. domestic abuse
- Making the child feel worthless and unloved - high criticism and low warmth
- Serious bullying (including cyberbullying)
- Exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent failing to:

- Provide adequate food, clothing and shelter, including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision, including the use of inadequate care givers
- Ensure access to appropriate medical care or treatment

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

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

All staff are aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Children with Special Educational Needs and Disabilities (SEND)

Pupils with special educational needs and disabilities (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

School will continue to be responsible for the safeguarding of any pupils we place with an alternative provision provider.

The school will support parents of children with SEND via signposting to specialist organisations as outlined in Keeping Children Safe in Education 2023.

SPECIFIC SAFEGUARDING ISSUES

The government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website

- Child missing from education
- Child repeatedly absent from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Children in the court system
- Children with relatives in prison
- Bullying including cyberbullying, prejudice-based and discriminatory bullying
- Domestic violence
- Drugs
- E-safety
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) / Breast ironing
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- "Honour-based" abuse
- Mental health
- Peer-on-peer abuse
- Private fostering
- Preventing radicalisation and the Prevent duty
- Self-harm and suicidal behaviour
- Serious Violent Crime
- Sexual Violence and harassment
- Sexting
- Teenage relationship abuse
- Trafficking
- Upskirting

Further Information on Children Missing from Education

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

Schools and colleges should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing again.

All Schools must inform the local authority of any pupil who fails to attend School regularly, or has been absent without the educational establishment's permission for a continuous period of 10 days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

We may request more than one emergency contact number for each pupil or student in order to be able to contact more than one responsible adult if a child who is missing education is also identified as a welfare and /or safeguarding concern.

Refer to Keeping Children Safe in Education September 2023 Annex A for further guidance

Further Information on children with **unexplainable and/or persistent absences** from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, abuse child sexual and child criminal exploitation – **particularly drug taking and/or alcohol misuse, serious violence** including county lines, **radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos**.

It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Refer to Keeping Children Safe in Education September 2023 Annex A for further guidance

CHILD EXPLOITATION

Further information on Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and other School staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Schools and Colleges will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual 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 are absent from school

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance - <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation - <https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Child Criminal Exploitation (CCE): 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 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 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further Information on Domestic Abuse

The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many young people are **seeing, hearing and experiencing** domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

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
- Emotional

We recognise that 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, including where they see, hear or experience its effects.

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For further information consult "Domestic Violence and Abuse" <https://www.gov.uk/domestic-violence-and-abuse>
Or locally, the Tameside Domestic Abuse Strategy 2021-2026 document

Further Information regarding On-line-Safety (use of ICT, the internet, mobile technology and social media)

We have an Online Safety Policy which includes guidance for all pupils in relation to online safety, using the internet and social media and we ensure that parents are kept informed of current online safety issues such as hoaxes and internet 'challenges'.

There are appropriate filtering and monitoring systems in place within the school, and school staff and Governors monitor the effectiveness of these, paying due regard to the DfE Filtering and Monitoring standards.

The school;

- has identified and assigned roles and responsibilities to manage filtering and monitoring systems;
- reviews filtering and monitoring provision at least annually;
- ensures that filtering systems block harmful and inappropriate content without unreasonably impacting teaching and learning;
- has effective monitoring strategies in place that meet our safeguarding needs.

Further information regarding our filtering and monitoring systems and processes can be found in the policy document; Filtering and Monitoring Policy 2023

Staff are expected to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances, the DSL should contact the Single Point of Advice for advice on how to proceed with regards to talking to parents and carers about online safety. In some extreme cases the Police may become involved if a child is at risk

of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought.

For further information, see Keeping Children Safe in Education 2023.

Further information on Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage.

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016) <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>. Staff should be aware of new mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out. Further details can be found in Part 1 and Annex A of Keeping Children Safe in Education September 2023.

Further Information on Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

Further details can be found Annex A of Keeping Children Safe in Education September 2023

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine an educational establishment's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

'Channel' is the name for the process of referring a person for early intervention and support, including:

- Identifying people at risk of being drawn into terrorism
- Assessing the nature and extent of that risk, and
- Developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

The Department for education has published The Prevent duty

Departmental advice for educational establishments and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Further Information on Self-harm and suicidal behaviour

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Refer to Greater Manchester Safeguarding Procedures for guidance on recognition, reporting and a child presenting at educational establishment.

GM Procedures Safeguarding Procedures – www.tamesidesafeguardingchildren.uk

Further information on Serious Violent Crime

All staff need to know and look out for the indicators that may signal that children are at risk from, or are involved with, serious violent crime. These include:

- Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school
- Change in friendship or relationships with others or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

If staff have concerns that any child is already a victim of, or may become a victim of serious violent crime, the school safeguarding procedures should be followed immediately and if necessary escalated to Children's Social Care and/or the police.

Further Information on Sharing nudes/semi-nude images

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present a cause for concern, then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

Further information on Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Private Fostering definition

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff plays an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

Fabricated or Induced Illness

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. Such concerns should **not** be dismissed they are very real and have an impact on pupils' behaviour and academic performance. Schools should have their own procedures in place for dealing with such situations.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Professionals must remain open minded to all possible explanations. When dealing with their concerns for a child, a child may present for medical/health attention with unusual and puzzling symptoms that are not attributable to any organic diseases and yet which do not involve deliberate fabrication or deception.

Concerns that a child's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example education staff where a child is frequently absent from school on questionable health grounds. It is essential that a paediatrician is involved in the assessment of FII. However, the paediatrician will almost always need the help of social care and other agencies in gathering information.

In cases of suspected fabricated or Induced Illness, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting.

An Individual Health Plan will be invaluable evidence.

For further information & guidance see the Greater Manchester Safeguarding Procedures
http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html

CHILD-ON-CHILD ABUSE (also known as peer on peer abuse)

At Stalyhill Junior School we believe 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. Allegations of peer-on-peer abuse will always be taken seriously at Stalyhill Junior School. We will never pass such allegations off as 'banter', 'a laugh', or 'part of growing up'.

All staff at Stalyhill Junior School recognise that children are capable of abusing their peers. Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals and upskirting.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and, in most cases, their behaviour will be dealt with under the school's Positive Behaviour and Anti-Bullying Policy.

Safeguarding allegations

It is important to remember that child on child abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse,

emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the educational establishment
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the educational establishment may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting
- Upskirting - typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm).

Sexual Exploitation

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

In cases of child-on-child abuse, schools must decide which course of action to take. The options are;

- Manage the case internally
- Seek early help with a multi-agency approach
- Refer to children's social care
- Report the case to the police

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact The Multi-Agency Service Hub to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough educational establishment investigation should take place into the matter using the educational establishment's usual disciplinary procedures/behaviour policy.

In situations where the educational establishment considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff will be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- That peer on peer abuse may occur within intimate relationships.

EARLY HELP FOR CHILDREN AND FAMILIES

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our educational establishment or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

Our educational establishment will work together with other agencies to provide a coordinated offer of early help, in line with Working Together to Safeguard Children 2015 and local guidance, to any child who needs it.

We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

Where neglect is a presenting factor, we will implement the screening tool and/or the Graded Care Profile in accordance with Tameside's Neglect Strategy 2019 - 2022.

Any child may benefit from early help, but school staff will be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit,
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.'

DEALING WITH A CHILD TELLING YOU ABOUT ABUSE – ADVICE FOR ALL MEMBERS OF STAFF

If a child tells you that he or she has been abused in some way, the member of staff or volunteer should follow this updated guidance;

- Demonstrate you are listening
- Reassure the child
- Show empathy
- Put the child in charge of the pace, flow and direction of the conversation.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever feel ashamed for making a report.

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD

In general, you should always discuss any concerns the educational establishment may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If you make a decision not to discuss your concerns with the child's parents or carers this must be recorded in the child's child protection file with a full explanation for your decision.

It is important to consider the child's wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.

You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.

If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.

If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

When you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when.

INFORMATION SHARING AND CONSENT

It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

Stalyhill Junior School may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.

We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

Staff should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or when a child is already known to local authority children's social care.

We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

Be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.

Try to get consent from parents (or the child, if they have sufficient understanding) to share information, if possible. However, you do not need consent if you have serious concerns about a child's safety and well-being. If you decide to share information without consent, you should record this with a full explanation of your decision.

Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if:

- it would place a child at increased risk of harm; or
- it would place an adult at risk of serious harm; or
- it would prejudice a criminal investigation; or
- it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
- required by law or a court order to share information.

Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

Consent is necessary, for:

- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Single Point of Advice.
- early help assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

If you are in any doubt about the need for seeking consent, get advice from the DSL or from the Children's Social Care Single Point of Advice.

Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

SAFER RECRUITMENT

Our educational establishment has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

Our job advertisements and application packs make explicit reference to the educational establishment's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members who will have contact with children, young people and families will have appropriate pre-employment checks in line with Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges, September 2023, and all references will be obtained and scrutinised.

Candidates are also informed at the point of being invited to interview, that online searches may be done as part of due diligence checks.

At least one member on every short listing and interview panel will have completed safer recruitment training. The head teacher is responsible for ensuring that safer recruitment training is kept up to date.

The head teacher and the nominated governor for child protection are responsible for ensuring that our single central record is accurate and up to date.

PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE MADE AGAINST EDUCATIONAL ESTABLISHMENT STAFF MEMBERS AND VOLUNTEERS (including supply agency staff)

See also – Page 7 Safeguarding concerns and allegations made against staff, including supply teachers, volunteers and contractors.

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our educational establishment. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our educational establishment are safe to work with children. We will always ensure that the procedures outlined in Part 3 of Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2023 are adhered to and will follow the flow chart outlined there.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Headteacher or Chair of Governors will follow the flow chart in Appendix C. No member of staff or the governing body will undertake further investigations before receiving advice from Single Point of Advice or LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should follow the flow chart in Appendix C and make the appropriate contact direct.

Supporting people:

- The educational establishment together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
- The head teacher will ensure that the child and family are kept informed of the progress of the investigation.
- The Human Resource Team will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).
- Human Resource Team will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The head teacher will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

The educational establishment has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our educational establishment, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or The Personnel Advisory Team.

OPPORTUNITIES TO TEACH SAFEGUARDING

At Stalyhill Junior School, children are taught how to keep themselves safe through a range of ways including:

- In PSHE/Circle time activities
- During assemblies

- Via our Child-friendly Safeguarding policy
- During Relationship education lessons (mandatory from September 2020)
- Via Health education
- Via computing and e:safety sessions - <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

COVID-19 SCHOOL CLOSURE ARRANGEMENTS (Currently not applicable)

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

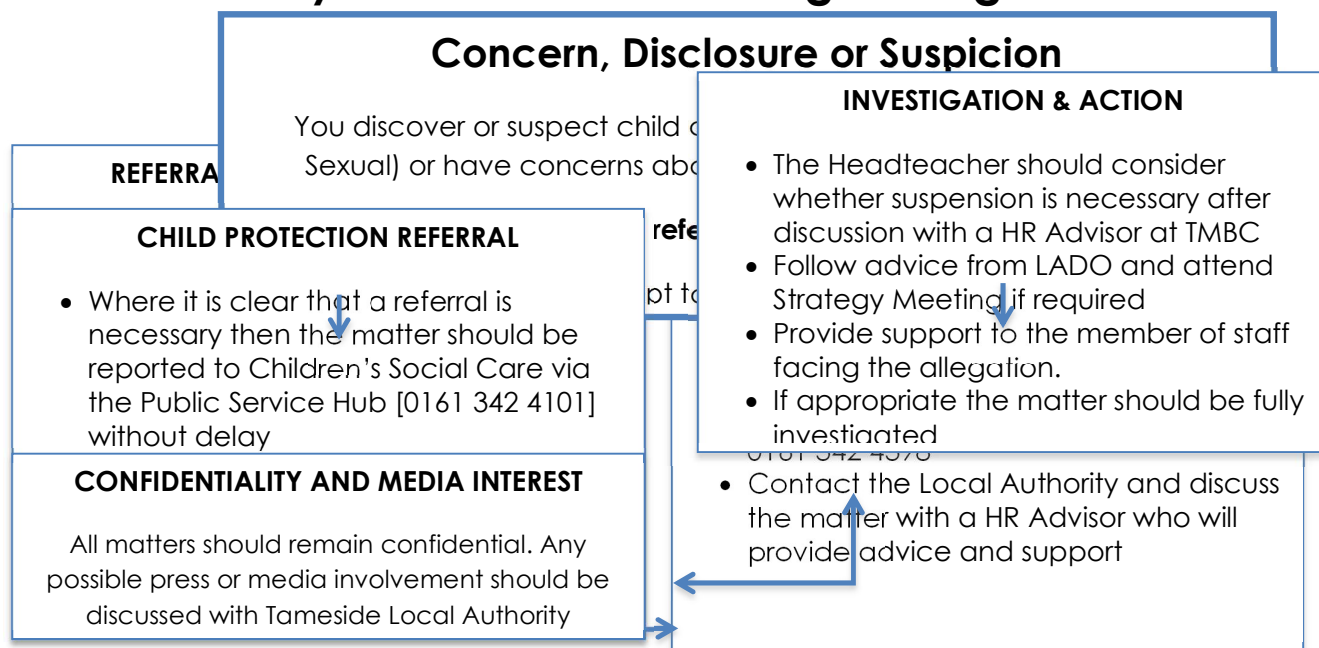
Appendix 2 of this Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements during this school closure period.

From February 2021, during a second national lockdown, the school began to offer weekly whole class Zoom calls to facilitate the children being able to see and speak to their classmates and teacher on a weekly basis. All procedures relating to this process are set out in the Risk Assessment which can be found at **Appendix 3** of this Child Protection and Safeguarding Policy.

From September 2021, no COVID-19 restrictions are in place in school therefore rendering these appendices invalid. However, Stalyhill Junior School has made the decision to retain these appendices until such time that the pandemic is completely over or new guidance is issued that supersedes previous guidance.

Appendix 1

Stalyhill Junior School Safeguarding Procedures



Useful Contact Details

Public Service Hub 0161 3424101
Out of hours 0161 342 2222

Local Area Designated Officer (LADO) –
LADO@tameside.gov.uk 0161 342 4398