

Growing Together

Where every child matters and is prepared for a future of possibilities...

Safeguarding Policy and Procedure For Springside

Updated September 2025

**(updated in line with 'Keeping Children Safe
in Education' September 2025)**



POLICY PART 1

Introduction

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

Mission Statement

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been/are at risk of being abused and neglected.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Ensure all policies and procedures, particularly those concerning referrals of cases of suspected abuse, neglect and exploitation are understood and followed by all staff.
- The Governing Body will facilitate a whole school approach to safeguarding. Safeguarding and child protection will be at the forefront and underpin all relevant aspects of process and policy development.

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)
Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- Bury Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Keeping Children Safe in Education (DfE, September 2025)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2025)
- Working Together to Safeguard Children (DfE Dec 2023)

- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

HANDLING CONCERNS ABOUT THE WELFARE AND SAFETY OF CHILDREN AND YOUNG PEOPLE

KISCE 2024 - Safeguarding and promoting the welfare of children is defined 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 or development
- ensuring that 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.

Children are defined as aged 0-18

What Should Staff/Volunteers in Schools and Education Settings Do If They Have Concerns About a Child or Young Person?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Safeguarding Lead (DSL) in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 1):

The Designated Safeguarding Lead is: Gillian Thornicroft

The Deputy Designated Leads are: [Lysa Griffiths](#) and Ben Connor

For the before and after school club (Oscar's), the safeguarding lead is: [Lysa Griffiths](#)

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

Staff should never:

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

The broad areas of responsibility for the Designated Safeguarding Lead are:-

Managing referrals and cases

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (MASH), Police (cases where a crime may have been committed) and to the Channel Programme where there is a radicalisation concern. There is a

document to help you decide when the police should be informed – ‘Child Centred Policing – When to call the Police – Guidance for Schools and Colleges’

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff who make referrals
- Share information with appropriate staff in relation to a Child’s Looked After (CYPiC) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CYPiC’s social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

Training

- Whole school safeguarding training – **Spring Term 2025 (Bury LA face to face)**
- Whole school Prevent Training – **Spring Term 2025 (School online)**
- Miss Thornicroft DSL training – **November 2024**
- Mrs Griffiths DSL training – **January 2025**
- Mr Connor DSL training – **October 2024**
- Mrs Hinkley (chair of governors and safeguarding lead) safeguarding training – **January 2025**
- Miss Thornicroft – safer recruitment training – **May 2025**
- Mrs Hinkley (governor) – safer recruitment training - **April 2024**
- Mr Connor – safer recruitment training - **February 2024**

DSL training in the last 12 months

DSL forum 18.9.24
Prevent Training 26.10.24
Prevent training 17.11.24
DSL lead training (advanced) 27.11.24
LAC Forum 12.12.24
DSL Forum 16.1.25
Safeguarding update for governors 19.1.25
Graded Care Profile 26.2.25
DSL Forum 20.3.25
Safer Recruitment 9.5.25
Equality Diversity and inclusion 10.5.25
Sexual Harassment 10.5.25
Whistleblowing 10.5.25
Online and E-safety 26.5.25
DSL forum 8.7.25

Deputy DSL (1) training in the last 12 months (Lysa Griffiths)

Domestic Violence 25.9.24
DSL Training 14.1.25
Prevent 20.1.25
Graded Care Profile 26.2.25
Operation Encompass 17.2.25
Trauma Informed School 25.3.25, 26.3.25, 12.5.25, 13.5.25
Equality Diversity and inclusion 16.5.25

Sexual Harassment 24.6.25
Whistleblowing 9.6.25
Online and E-Safety 24.6.25

Deputy DSL (2) training in the last 12 months

DSL Training 2 Oct 24
Safeguarding update for governors 15.1.25
Sexual Harassment 12.6.25
Online and E-Safety 12.6.25
Whistleblowing 12.6.25
Equality Diversity and inclusion 12.6.25

Safeguarding Governor Training in the last 12 months

Prevent Training 17 Oct 24
Safeguarding update for governors 15.1.25

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. Governing boards should make sure the designated safeguarding lead (DSL) takes responsibility for understanding the ICT filtering and monitoring systems and processes in place as part of their role. The DSL should also undertake Prevent Awareness Training in addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:-

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Story so Far Plans.
- 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 safeguarding and child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs, young carers and other vulnerabilities.
- 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.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- 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.
- Take lead responsibility for online safety of children

- Work with mental health leads where a safeguarding concern is linked to mental health
- Understanding the lasting impact adversity and trauma can have on education, behaviour, mental health and wellbeing and what is needed to respond to this
- Promote supportive engagement with parents and carers
- Promoting educational outcomes for children in need by knowing and helping to address the issues they are experiencing. This can be done by
 - Knowing this background of this cohort of children well, working with the social worker and having high aspirations for these children
 - Providing additional academic support and making reasonable adjustments to help children achieve

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Raising Awareness

- The designated safeguarding person should ensure the school's policies are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the Governing Board regarding this.
- Ensure the safeguarding and 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 in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file. This includes in-year moves as well as moves at regular times (and within 5 days of the move or 5 days after the start of a new term).
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

The Governing Board

Governing boards must ensure that they comply with their duties under legislation. They must also have regard to guidance to ensure that the policies, procedures and training in school are effective and comply with the law at all times. All governors should have safeguarding training on induction. Governors should have the knowledge to provide strategic challenge so they can ensure safeguarding policies and procedures are in

place in school and are effective. They need to check that the whole school approach is robust. Training should be regularly updated (annually).

The Nominated Governor for Child protection is: Jean Hinkley

The responsibilities placed on governing boards include:

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

Dealing with a disclosure

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (using the child's language) within 24 hours (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead without delay

Staff should reassure the victim that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression that they are creating a problem or made to feel ashamed for making the report. It is important to note that concerns are not always revealed through a disclosure or allegation. Springside has an approach where staff can raise concerns about a child and a chronology is created as concerns are logged. Referrals can be made without a child making a disclosure or an allegation.

Recognise that it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory so children may not be able to recall all details or timeline of abuse.

Staff must realise that not all children feel ready or know how to tell someone. They may not recognise their experiences as harmful. They may be embarrassed, humiliated or threatened. They may not have told someone due to being vulnerable, having a disability, due to their sexual orientation or having language barriers. Staff should still have 'professional curiosity' and speak to a DSL if needed. Staff need to build strong relationships with children.

What to consider when a concern is raised

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/without referral to Children's Services (formerly Social Services) or other statutory / 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 Services which requests that an assessment of need be undertaken?
- 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?)
- What information is available to me: Child, Parents, Family & 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?

MASH (Multi-Agency Safeguarding Hub) Team (social care referrals) 0161 253 5678

- If I am not going to refer, then what action am I going to take? e.g. Story so Far Plan referral to other agency, time-limited monitoring plan, discussion with parents or other professionals, recording etc.

- From September 2024, all referrals will go through the single-entry point of MASH by completing a MASH referral. MASH will then decide where to refer the referral on to.

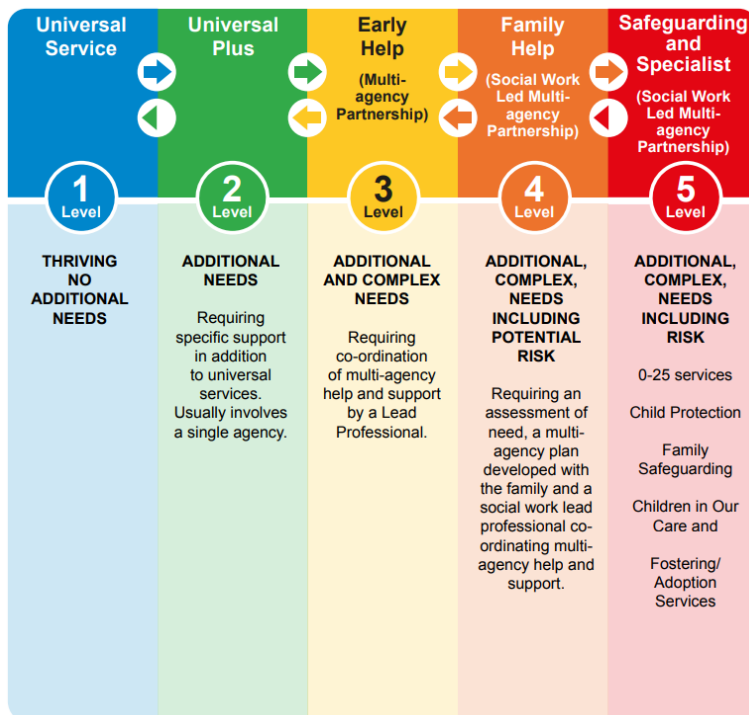
Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

Rules of confidentiality dictate that it may not always be possible or appropriate for the DSL to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Safeguarding 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 Services

Bury has a Threshold Document, DSLs should consult this document when making decisions

Bury Continuum of Need



Where a Designated Teacher or line manager considers that a referral to Children's Services may be required, there are two thresholds (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:

- He/she is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- His/her health or development is likely to be impaired, or further impaired, without the provision of such services;
- 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;
- (c) or where they have reasonable cause to suspect that a child is suffering or is likely to suffer **significant harm**.

Therefore, it is the '**significant harm threshold**' that justifies statutory intervention into family life. A 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 Teacher will make judgements around 'significant harm', levels of 'need' and when to refer.

From September 2024, a MASH referral will be completed for Early Help, Child in Need and Child Protection. As part of the referral, the referrer will be asked to state where they feel the case lies on the Continuum of Need.

MAKING JUDGEMENTS ABOUT 'SIGNIFICANT HARM'

There are no absolute criteria upon which to rely when judging what constitutes significant harm; sometimes a single traumatic event may constitute significant harm. More often, however, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development.

(a) Children Act Guidance and Definitions

Within the Children Act 1989, the following guidance is offered:

Significance is not defined within the Children Act although it is to be 'measured' in terms of:

- a child's health and development, and
- that which could reasonably be expected of a similar child.

'Harm' means ill treatment or the impairment of health or development;

'Development' means physical, intellectual, social, emotional or behavioural development;

'Health' means physical or mental health, and

'Ill treatment' includes physical and sexual abuse and forms of treatment that are not physical, including for example, impairment suffered from seeing or hearing the ill treatment of another.

(b) To begin with, in order to understand and establish significant harm, it is necessary to consider:

- The child's development within the context of their family and wider social environment;
- Any special needs and how they impact at all levels (child and family);
- The nature of any harm and its likely impact upon the child's health and development;

- The adequacy of parental care.

(c) More specifically, how does the following contextual information shape your professional judgement about this situation?

- Age of child (developmental stage/needs, vulnerability, abilities)?
- The 'act(s)' described or referred to – what is being described? Possible criminal act/investigation required? (10 is the age of criminal responsibility – e.g. if the concern relates to the actions of one child against another)
- Severity of ill-treatment?
- Degree and extent of physical harm?
- Duration and frequency?
- Extent and degree of premeditation?
- Degree of threat or coercion?
- Immediate risk?
- Nature of risk and evidence of risk – when and how is the child at risk?
- Impact upon the child's health and development?
- What am I being asked to do and what am I required to do in response to this information?

Story so Far Plan - (formerly EHFSP) process

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (MASH) if the child's situation doesn't appear to be improving.

Any child may benefit from early help, but all school and college staff should 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.

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.

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

Early Help work best alongside strong school policies, preventative education in school and good engagement with parents.

Steps in completing a Story so Far Plan

1. Identify if a child/young person has an additional need.
2. Discuss identified need with the child/young person and/or their parent/carer.
3. During the discussion gain consent to complete the Story so Far form and share information. Any child aged 12 or over and is deemed competent can consent to their own Story so Far Plan.
4. Check with the Early Help Team to ascertain if an assessment has already been completed by e-mailing: earlyhelp@bury.gov.uk (0161 253 5200) giving details of the child/young person's name, address and date of birth. A response will be e-mailed back to you.
5. If a plan already exists contact the person who undertook the assessment and inform them of your involvement.
6. If a plan does not exist undertake the assessment with the child/young person and/or their parent/carer.
7. Document the information from the assessment on the Story so Far form.
8. Agree next steps with the family and record these on the action plan of the Story so Far form.
9. There are 3 likely results from the assessment:
 - a) assessment indicates no additional support is required
 - b) assessment indicates additional support is required from another single agency - liaise with this agency regarding provision of support
 - c) assessment indicates a multi-agency response is required – refer to Early Help Panel **through MASH if appropriate.**

Should a TAF (Team Around a Family) meeting be convened it cannot go ahead without the child (if age appropriate)/young person and/or their parent/carer being present.

10. The Lead Professional is appointed at the first TAF meeting. This is not necessarily the person who completed the Story so Far but usually the person who is most relevant to the action plan.

11. The Story so Far Action Plan and TAF plan should be reviewed regularly.

12. Copies of completed Story so Far Forms and TAF documentation including reviews should be:

- a) kept as part of your own child/young person in-house records
- b) given to the child/young person or parent/carer
- c) sent to Early Help admin by e-mailing earlyhelp@bury.gov.uk

Story so Far forms and CIN documentation along with further information on the Early Help process and advice on completing assessments can be obtained from www.bury.gov.uk and type 'Story so Far' in the search facility. If you have any queries in respect of the Story so Far, contact the Early Help Team at Children's Services.

How to Make A Child Protection/Section 47 Referral

If urgent telephone the **MASH Team 0161 253 5678**; your referral information will be collated and forwarded to the team manager for consideration and action.

- You still need to complete a Referral form and should forward this as soon as possible - **within 48 hours – you should e mail to Childwellbeing@bury.gov.uk** NB – there is a new MASH referral form to be used from May 24
- You **do not require the consent** of a parent or child/young person to make a child protection referral
- A parent should, **under most circumstances, be informed** by the referrer that a child protection referral is to be made. The criteria for not informing parents are:
 - (a) Because this would increase the risk of significant harm to a child(ren); or
 - (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this 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 referral form and in any telephone contact with Children's Social Care.

CSC Responses to Referrals and Timescales

In response to a referral, CSC (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 an Initial Assessment (completed within seven working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy discussion/meeting)
- Undertake a Core Assessment (completed within 35 working days);
- 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

CSC have 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school / a child(ren) in a vulnerable position, you should ask to speak to a Duty Social Worker, the relevant Team Leader or the Lead Officer for Safeguarding Schools (0161 253 5454 or 0161 253 5572)

Record Keeping/Information sharing

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

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

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible and the child's voice.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any injuries.
- Record statements and observations rather than interpretations or assumptions.

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

The designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

In addition, see the DfE Data Protection guidance for schools, which will help school staff, governors and trustees

- understand how to comply with data protection law
- develop their data policies and processes
- know what staff and pupil data to keep
- follow good practices for preventing personal data breaches.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file. The DSL will ensure these records arrive safely and will obtain proof of this in writing. Files should be transferred when a child moves within a year as well as at the end of the year. They will also be transferred to other primary schools and high schools. File transfers will occur within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

Good record keeping is essential in recording Safeguarding concerns. The use of chronologies can highlight patterns of concern/harm in particular in cases of neglect or emotional abuse.

The review of such records is a vital role for the designated person a system should be established and recorded that says all records have been reviewed and if any further action has been taken.

Child protection files should always be stored separately to the general school files and stored confidentially (only certain staff should have access).

All school staff are bound by a confidentiality agreement if safeguarding files are accessed inappropriately this could lead to a disciplinary matter.

From June 2023, school has signed up to an online recording system for child concerns and issues called 'CPOMS'. This system enables all teachers in school to log concerns and issues electronically and send them to the Safeguarding Lead. These concerns are logged chronologically for each individual child and can be printed in the form of a chronology. Only the safeguarding lead has access to information for all children in school.

Designated safeguarding leads have a duty of care to promote the educational outcomes of vulnerable children. This will include working closely with teachers sharing relevant information about their welfare, safeguarding and child protection concerns where necessary.

Confidentiality

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

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

Safeguarding Supervision

Safeguarding supervision is a formal, structured, and confidential process where professionals receive support, guidance, and reflection on their work with children, young people, and vulnerable adults. It provides a safe space to discuss challenging cases, reflect on the emotional impact of their role, and develop skills and knowledge to ensure the safety and well-being of vulnerable individuals.

Purpose of Safeguarding Supervision

- Support for Professionals:
To offer emotional support, reduce stress and burnout, and build resilience in staff facing complex and challenging work.
- Improved Practice:
To enhance decision-making, promote best practice, develop professional skills, and ensure adherence to policies and legislation.
- Better Outcomes for Children and Adults:
To maintain a clear focus on the individual's welfare, ensure cases are managed effectively, and improve overall outcomes for vulnerable people.
- Professional Development:
To facilitate learning from challenging situations, identify knowledge gaps, and challenge biases and assumptions in practice.

Key Components

- Safe and Confidential Space:

A private environment where staff can speak freely about concerns without fear of judgment.

- Reflective Practice:
Encourages professionals to think critically about their actions, the emotional impact of their work, and alternative approaches to cases.
- Structured Sessions:
Includes formal, planned meetings and informal, spontaneous discussions to address safeguarding concerns as they arise.
- Skilled Supervision:
Delivered by trained supervisors who guide the discussion, provide feedback, and ensure a clear focus on the needs of the individual at risk.

How it Benefits the Safeguarding Process

- Maintains a Child/Adult Focus:
Helps professionals keep vulnerable individuals at the centre of their work, avoiding "drift" in case management.
- Promotes Multi-Agency Working:
Supports professionals in collaborative efforts with other agencies to ensure comprehensive support for individuals and families.
- Ensures Compliance:
Helps staff understand and comply with safeguarding policies, procedures, and relevant legislation.
- Empowers Staff:
Equips professionals with the confidence and tools to identify risks, make effective interventions, and advocate for those in their care.

From September 2025, Springside will plan for supervision sessions for the DSL and DDSLs.

Safer Recruitment (see Safer Recruitment Policy)

Several senior managers and governors have been trained in safer recruitment and certificates of training are kept in school. This training is updated regularly. Springside also has the support of Prestolee MAT Human Resources Team who also make sure all procedures are followed in order to recruit new staff in line with safer recruitment regulations.

Springside Primary follows all regulations in relation to DBS certificates. All DBS details are recorded on a Single Central Record which was inspected by OFSTED in February 2025. The inspectors were completely satisfied with all our safeguarding procedures and said that our procedures were 'strong'.

- Miss Thornicroft – safer recruitment training – May 2025
- Mrs Hinkley (governor) – safer recruitment training - April 2024

Allegations involving school staff/volunteers (see Managing Allegations of Abuse Against Staff Policy)

An allegation is any information which indicates that a member of staff/volunteer may have:

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

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

Staff should consider reporting any low-level concerns they have about any adults in school. Concerns raised about adults not employed by the school should be reported to their employer. Logs of all concerns should be recorded so that any potential patterns of inappropriate behaviour can be identified. School leaders should consult the LADO if needed.

At Springside Primary, all volunteers are vetted in a similar way to employed staff. All regular volunteers are required to complete an application form and references are sought. We also carry out DBS checks on all regular volunteers. Volunteers will be supervised, the level of supervision will depend on who the volunteer is and the circumstances. They will be supervised by a person in regulated activity, supervised regularly and will be at a reasonable level for the protection of children.

We also require full safeguarding information on all students. We check that colleges and universities have carried out the required checks.

All visitors to school are required to produce their current DBS check and photo identification so the office staff record this information on the Single Central Register.

Springside only employs supply staff from reputable supply agencies. Full checks are carried out by the supply agency and are sent through to school before the member of staff arrives in school. If there was an allegation against a member of supply staff, it will be fully investigated in the same way as any other member of employed staff by both the school and the supply agency management team (it is not enough to simply decide not to use the teacher again).

Low level concerns

As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote 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. Creating a culture in which **all** concerns about adults (including allegations that

do not meet the harms 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 or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

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;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

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;
- 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.

Staff code of conduct and safeguarding policies

As good practice governing bodies and proprietors should set out their low-level concerns policy within their staff code of conduct and safeguarding policies. They should make it clear what a low-level concern is and the importance of sharing low-level concerns, and an explanation of what the purpose of the policy is – i.e. to create and embed a culture of openness, trust and transparency in which the school's or college's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

The governing body should ensure their staff code of conduct, behaviour policies and safeguarding policies and procedures are implemented effectively, and ensure appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with **any** concerns.

Schools and colleges can achieve the purpose of their low-level concerns policy by, for example:

- ensuring their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empowering staff to share any low-level safeguarding concerns
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage;
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised;
- helping identify any weakness in the school or colleges safeguarding system.

Sharing low-level concerns

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported. Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Schools and colleges should ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Recording low-level concerns

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

It is for schools and colleges to decide how long they retain such information, but it is recommended that it is retained at least until the individual leaves their employment.

To strengthen Springside's procedures in recording low level concerns, from September 2024, we will be using a program called CPOMS Staff Safe - CPOMS StaffSafe is an easy-to-use software tool that provides a way for users to effortlessly input, document, and manage information related to staff members within their school system or other setting.

If you have a low level concern about a member of staff, this should be reported to the DSL. The concern will be recorded on CPOMS StaffSafe and investigated/followed up by the DSL as appropriate.

What school or college staff should do if they have concerns about safeguarding practices within the school or college (see Whistle Blowing Policy)

Governing bodies and proprietors should ensure they have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. To support this, it is important that school creates the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children. It is important that all staff understand the process and procedures to follow if they have a safeguarding concern about another staff member. This can assist employers to support staff, where there is a need, and help them manage children's safety and welfare, potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher this should be referred to the Chair of Governors.

The Chair of Governors in this school is: Jean Hinkley c/o Springside Primary School

In the absence of the Chair of Governors, the Vice Chair should be contacted.

In the event of allegations of abuse being made against the Head Teacher where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate make any referral via them.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher or Chair of Governors.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will make basic enquiries in line with local procedures to establish facts before contacting the Local Authority Designated Officer (LADO) but will not investigate the allegation itself, or take written or detailed statements. Enquiries will help to assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Mark Gay – 07583877250 or 0161 253 5342

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Bury's Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures. A case manager (usually the head teacher) will lead any investigation supported by the LADO. The case manager should also consider the welfare of other children in the community or the member of staff's family. The case manager or DSL may then need to make a referral to Children's Social Services.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0161 253 5678
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO

Alternative Provision

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

When a pupil is placed in alternative provision. Settings are directed to

- Obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment
- Receive notification of any arrangements that may put the pupil at risk
- Remain fully aware of where a pupil is based during school/college hours
- Review AP placements at least half termly
- Review and potentially terminate any placements where safeguarding concerns arise

NB – Bury LA have very comprehensive recording and reviewing procedures to ensure children in AP are safeguarded.

Elective Home Education (EHE)

Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their local authority of all deletions from their admission register when a child is taken off roll. Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, we recommend that local authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. 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. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

DfE guidance for local authorities on Elective home education sets out the role and responsibilities of local authorities and their powers to engage with parents. Although this is primarily aimed at local authorities, schools should also be familiar with this guidance

If a local authority believes a child is not receiving a suitable education, they can issue a School Attendance Order, requiring the parent to enrol the child in school or provide proof of home education.

Part Time Timetables

Safeguarding is a key concern with part-time timetables, as they can indicate underlying issues and pose risks to a child's education and safety, especially if they become a long-term solution or are implemented without proper multi-agency input or parental consent. While part-time timetables are permitted in exceptional, temporary circumstances to support a child's needs, they must have clearly defined objectives, a limited duration, regular reviews, and written parental agreement.

Safeguarding Risks:

- Increased Vulnerability:

A child missing part of their education is more vulnerable to exploitation, abuse, or neglect.

- Identification of Problems:

Part-time timetables can sometimes be used to avoid addressing deeper issues like behavioural problems, anxiety, or poor school culture, requiring schools to investigate these factors.

- Lack of Support:

When a child is not in school, there's a risk they miss vital social interaction, stability, and access to support services that schools provide, especially those with a history of absence or those with social workers.

When Part-Time Timetables Are Permitted:

Part-time timetables are only appropriate in very limited and exceptional circumstances.

- Medical Needs:

A short-term reduced timetable might be part of a medical plan for a child with a serious medical condition.

- Planned Reintegration:

It can be used as part of a planned, short-term re-integration strategy after a period of non-attendance, exclusion, or school refusal.

- Addressing Behavioural or Emotional Needs:

A short-term part-time timetable, agreed by all parties, can support an intervention for behavioural, emotional, or social needs.

Key Requirements for Part-Time Timetables:

- Consent:

Parental or carer consent is mandatory and must not be coerced.

- Exceptional Circumstances:

It is not a long-term solution and should only be used in exceptional cases when it is in the pupil's best interest.

- Limited Duration:

The arrangement must be for a specific and limited period, with a clear endpoint for the return to full-time education.

- Multi-Agency Input:

The use of part-time timetables requires input and agreement from other agencies, especially for children known to social care or with complex needs.

- Clear Objectives & Reviews:

There must be clearly defined objectives, a formal review process, and regular reviews to ensure the arrangement is working and that the pupil is on track to return to full-time education.

- School Responsibility:

The school has a duty of care and must maintain records of the part-time timetable arrangements.

POLICY PART 2

Additional Information and Guidance

The following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency.

Extra-Familial Harm

All staff but especially the DSL should be aware that children can be at risk of abuse in situations outside their family. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Children's Mental Health

All staff should also 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. Staff however, 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, neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

Since September 2020 (following school closures due to COVID) the DfE and Bury Local Authority have provided a variety of training opportunities for staff on staff and children's mental health. Springside has engaged in a number of these programs. The DSL is committed to working closely with senior mental health leads in order to provide the best support for children with mental health needs. In December 2021, the school's Pastoral Lead completed the DfE recommended 'Mental Health Lead' Training and we now have an action plan for further school improvements in this area. From September 2022, we will be delivering the whole school 'My Happy Mind' project and also the Hamish and Milo SEMH intervention to individuals and small groups of children.

Relationship and Health Education

Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools, and Health Education is compulsory in all state-funded schools. These documents were made compulsory from September 2020 but due to COVID, the DfE have given schools until the summer term 2021 to get it fully implemented.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

Vulnerable Children

Staff at Springside School are fully aware that vulnerable children can be of more risk of harm and abuse than other children. During pupil progress meetings (2 per term), vulnerable children are identified and discussed. These children include children on the SEN register, Pupil Premium children, looked after children and children with social workers or who are on the school safeguarding register at any level (TAF, CIN, Child Protection).

Designated safeguarding leads have a duty of care to promote the educational outcomes of vulnerable children. This will include working closely with teachers sharing relevant information about their welfare, safeguarding and child protection concerns where necessary.

In June 2019, the DfE produced a paper setting out what they will do to support Children in Need:-

Our ambition for children who have needed a social worker is the same as for any other child. They should be safe, benefit from education, and have the opportunity to succeed.

It is the important role of children's social care to promote safety, stability and engagement in education for these children, through protecting children and strengthening families. It is the equally important role of schools to provide children with a world-class education. Where children have experienced adversity and trauma, or are disabled, achieving high standards in education often requires support to recognise and overcome barriers that they face to attendance, learning, behaviour and mental health.

In improving the educational outcomes of children who have needed a social worker, the review's conclusion commits us to take action across 4 areas:

- to increase visibility and recognition of children in education
- to keep children in education, so that they benefit from the safety and security that this can offer

- to raise aspiration for children to realise their potential
- to ensure that children receive effective, evidence-based support in and around school

Child Death

New safeguarding partners and child death review partner arrangements are to be in place by 29 September 2019. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in 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.

Springside Primary staff know children and their families well and will support all children and families in whatever way they can in order to ensure that children and families are safe. School employs a Pastoral Support Teacher in order to support parents and children.

Peer on Peer Abuse (bullying, sexual violence or sexual harassment) – Also see Anti-bullying Policy Jan 2024

At Springside, there is a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable and will not be tolerated.

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

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

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

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. Victims of this abuse will likely find the experience distressing, which can affect their progress in school, this can be made worse if the alleged perpetrator attends the same school. Staff should also be aware that girls are more likely to be victims and boys are more likely to be the perpetrators. It also needs to be recognised that this abuse can also be done by a group, not just an individual.

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

It is important that when staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy)

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

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

Staff should be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face). Staff should be aware that children can abuse their peers online through:-

- Abusive, harassing and misogynistic messages
- Non-consensual sharing of indecent nude, and semi-nude images and/or videos, especially around chat groups
- Sharing abusive images or pornography, to those who don't want to receive such content

Staff should have the understanding that ‘it could happen here’ and be able to recognise the indicators of peer on peer abuse, know how to identify it and respond to reports. They should recognise that peer on peer abuse may be taking place even if it is not reported. They should understand their role in preventing it and responding to it if they believe a child may be at risk. They should understand the importance of challenging inappropriate behaviours between peers, if they don't, it can create an unsafe environment and lead to a culture that normalises abuse. Abuse, sexual violence and harassment can happen both on and off line and can take place inside or outside of school. Schools should respond to all reports.

You do not need to wait for a child to make a disclosure, you should act on any concerns immediately. Your concerns may be that you overhear a conversation that suggests a child may have been harmed or a child's behaviour may be an indicator. You may need to confiscate a device for evidence to hand to the police if the report includes an online element. Remember, you can ask a child outright if they've been harmed and what the nature of the harm was.

You should keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.

Following an incident/disclosure, the DSL should consider:

- The wishes of the victim on how to proceed
- The nature of the incident – has a crime been committed? Has Harmful Sexual Violence (HSB) been displayed?
- The ages of the children
- The development stage of the children
- The power imbalance between the children
- Is the incident one off or part of a sustained pattern
- Has this happened inside an intimate personal relationship
- Understanding intrafamilial harms from the incident and support for siblings
- Are there any ongoing risks to victims, other children, adults or school staff?
- Other related issues in a wider context – links to CSE or criminal exploitation
- Consider if there have been any other victims
- Respond appropriately to all reports and concerns both online and offline, including those that have happened outside of school
- Remember that abuse can also occur during intimate personal relationships between peers.
- Think about other wider issues including links to Child Sexual Exploitation or Child Criminal Exploitation
- Keep the alleged victim and perpetrator apart on school premises, including in before and after school activities
- Review actions taken, update relevant policies with any lessons learnt and consider if there are any wider cultural issues at play.
- Record all concerns, discussions, decisions made and reasons for decisions in writing

Abuse online or outside school should not be downplayed and should be treated equally seriously

Staff should be aware that children with disabilities are 3 times more likely to be abused by their peers.

Being LGBTQ is not in itself a risk factor or harm however LGBTQ children can be targeted by other children (children who are also perceived to be LGBTQ can also be targeted)

Risks can be compounded when children who are LGBTQ lack a trusted adult with whom they can be open. Staff should reduce barriers and create a culture for them to speak out or share concerns.

When families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

Teaching children about LGBTQ can increase understanding and reduce risks of bullying or abuse.

Schools need to keep good records and monitoring of all forms of abuse and harassment. All discussions, decisions and reasons for decisions should be recorded.

Schools should also be prepared to have to keep any arrangements in place to protect a victim for a long time. Schools should work with social care to do this.

Sexual Violence and Harassment (linked to Peer-on-Peer abuse)

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. 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 and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Sexual Violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹³⁶ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What consent is - Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence¹⁴⁰)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - o consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of those aged under 18 is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools and colleges
 - o sharing of unwanted explicit content
 - o sexualised online bullying
 - o unwanted sexual comments and messages, including, on social media
 - o sexual exploitation; coercion and threats, and
 - o coercing others into sharing images of themselves or performing acts they're not comfortable with online

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context. When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-

pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. It is effective safeguarding practice for the designated safeguarding lead (and their deputies) to have a good understanding of HSB. This could form part of their safeguarding training. This will aid in planning preventative education, implementing preventative measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Protected Characteristics

The equality act states that we must not discriminate because of age, sex, race, disability, religion, belief, gender reassignment, marriage and civil partnership, pregnancy and maternity or sexual orientation.

Being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all human rights depending on the nature and circumstances of the incident.

Schools should consider how they are supporting pupils with protected characteristics. Schools can take positive action, where it is proportionate, to deal with disadvantages affecting pupils with protected characteristics. Schools have a duty to eliminate unlawful discrimination and harassment and victimisation. Schools need to foster good relationships between those with protected characteristics and those who do not. Consideration to equality must be considered in all policies.

Schools need to realise that some children are more at risk of harm from specific issues such as sexual violence, homophobic, biphobic and transphobic bullying or racial discrimination. Schools need to integrate this into safeguarding policies.

Initiation/Hazing (linked to peer on peer abuse)

Hazing is any action taken or situation created, whether on or off the school site, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. An example of this may be Requiring any form of physically demanding activity (e.g. sit-ups, push up, or runs). Forcing, requiring, or endorsing consumption of alcoholic beverages or other drugs. There can be an online element to this abuse.

Any sort of initiation or hazing activities will not be tolerated at Springside.

Forced Marriage

Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

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

A marriage must be entered into with the free and full consent of both parties; you should feel you have a choice.

An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

In some case people may be taken abroad without knowing that they are to be married. When they arrive in that country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK (What is Forced Marriage? DFE January 2013)

Underage marriage

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Child marriage is any formal marriage or informal union where one or both of the parties are under 18 years of age. Each year, 12 million girls are married before the age of 18. That is 23 girls every minute. Nearly 1 every 2 seconds.

Child marriage happens across countries, cultures, and religions.

Child marriage is fuelled by gender inequality, poverty, traditions, and insecurity.

Child marriage looks different from one community to the next. Solutions must be local and contextual. (information taken from Girls not Brides website)

Genital Mutilation/Female Circumcision

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern are brought to the attention of Springside Primary, we will report these concerns to the appropriate agency in order to prevent this form of abuse taking place.

Section 5B of the Female Genital Mutilation Act 2003 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.

The designated Safeguarding Lead will ensure that staff have adequate training in being able to recognise the risks and signs of FGM and are aware of how to raise concerns.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Attendance and Children Missing Education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Springside Primary we will encourage the full attendance of all of our children at school. Mrs Griffiths will contact all families on the first day of absence if we have not already heard from them and she will also stay in contact with families throughout a period of absence. Following recent advice to schools, from September 2018, we will ensure that we have at least 2 emergency contacts for every child in school. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including our Attendance Office to effectively manage the risks and to prevent abuse from taking place.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as unexplainable and/or persistent absences from education can be a sign that children are at risk.

A CME form will be completed for all children after 20 school days if we have not been contacted by another school for their records to be transferred. This will be done whether we suspect abuse or not. During the 20 days, school will make every effort to stay in touch with the family and get new addresses and contact numbers. The CME form will be sent to the attendance team and they will then take over the case. This system ensures that children do not get 'lost in the system'. The same process will occur if a child leaves the country, we will again endeavour to stay in touch with the family and get addresses in their new country.

Children who are absent from education

'Children Missing Education' is different from 'Children Absent from Education'. Supporting children who are absent from education helps prevent the risk of them becoming a child missing education in the future

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, child sexual and child criminal exploitation - particularly county lines. 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.

The DfE document 'Working Together to Improve School Attendance' is now a statutory document and schools are required to follow the recommendations it contains.

Sexually Active under Eighteen Years Old and Child Sexual Exploitation

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Springside Primary we will ensure our policy for managing this issue links to the available protocol.

The designated safeguarding lead will undertake CSE training and will ensure that governors and staff are aware of the main issues and indicators to look out for. Where appropriate, referrals will be made to the 'Phoenix Team' through the MASH referral service.

Safeguarding Disabled Children and Children with SEN

Children with disabilities are 3 times more likely to be abused by their peers.

Additional barriers can exist when recognising abuse, neglect or exploitation in this group of children. This can include:

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

SEND children have exactly the same human rights to be safe from abuse, neglect and exploitation, to be protected from harm and achieve as well as non-disabled children. SEND children do however, require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment

(Safeguarding Children, DCSF, July 2009).

Springside primary will ensure that our SEND children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Children who are potentially at greater risk of harm than others (online and offline)

Whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children, are potentially at greater risk of harm than others (both online and offline). The list below, is not exhaustive, but highlights some of those groups.

- **Disabled Children and Children with SEN (see above)**
- **Children who need a social worker (Child in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

- **Children who are absent 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, child sexual and child criminal exploitation - particularly county lines. 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.

- **Elective Home Education (EHE)**

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and 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.

- **Children requiring mental health support**

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. 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. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

- **Looked after children and previously looked after children**

The most common reason for children becoming looked after⁴⁶ is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

- **Care leavers**

Local authorities have on-going responsibilities to the children who cease to be looked after and become care leavers⁵⁵. That includes keeping in touch with them, preparing an assessment of their needs and appointing a Personal Advisor who develops a pathway plan with the young person. That plan describes how the local authority will support the care leaver to participate in education or training. Designated safeguarding leads should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

- **Children who are lesbian, gay, bi, or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT

Honour Based Abuse (including Female Genital Mutilation and Forced Marriage)

"Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take" (DfE, 2019a)

Honour based abuse 'is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert for signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based abuse Springside Primary will report these concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where Springside Primary is made aware of a child who is suspected of or is actually being trafficked/exploited we will report our concerns to the appropriate agency.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by

parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

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)

Domestic Abuse

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 Domestic Abuse Act 2021 has taken the phrase 'living together' out of the definition and makes it clear that 'personally connected' does not mean that they have to be living together. Controlling and coercive behaviour can be from partners, ex-partners and family members. Children may suffer Domestic Abuse in their own intimate relationships (teenagers).

The Serious Crime Act 2015 says controlling and coercive behaviour in an intimate or family relationship is a crime.

All children can be victims of domestic abuse because they can witness (see or hear) the incident and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and can affect their ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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 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 support to be given to the child according to their needs.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Springside Primary to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

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, and in accordance with local procedures, 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.

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.

At Springside, if we are aware of children in this situation, we will support children pastorally and ensure they have the academic support they need to ensure they make at least expected progress.

Child Sexual Exploitation

The definition of child sexual exploitation is as follows: 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) it may involve 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.

Child Sexual Exploitation:-

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

NB – Some children may not realise that they have been exploited for example, they may believe they are in a romantic relationship.

Child sexual exploitation can happen to any child or young person. But research has identified certain factors that may make a child or young person more vulnerable to CSE. These include:

- low self-esteem or self-confidence

- lacking friends from the same age group
- being a young carer
- being in or leaving care
- a history of abuse, particularly sexual abuse
- recent bereavement or loss
- homelessness
- links to a gang through relatives, peers or intimate relationships
- living in a gang-affected neighbourhood

E-Safety

There is a large section about e-safety in 'Keeping Children Safe in Education - Sep 2023' We will review our procedures annually to consider the risks our pupils face. Please see appendix 5 for more information on this topic.

Online safety can be categorised into 4 areas

- content: being exposed to illegal, inappropriate or harmful material – **including misinformation, disinformation (including fake news) and conspiracy theories**
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- Commerce: risks such as gambling

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people Springside Primary will ensure we have in place appropriate measures such as security filtering (we currently use Smoothwall – formerly E-Safe Monitoring), and an acceptable use policy linked to our E Safety Policy. KCSIE states that whilst considering responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should 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. Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. **Springside will compile a filtering and monitoring risk assessment and will assess to what extent they meet the filtering and monitoring standards. This assessment will also consider the use of AI tools in school.**

We currently use Smoothwall is a web filter that scans the copy, content and context of every page for unwanted material. It has 120 filtering categories which can be used to tailor the web browsing experience of all audiences to ensure that harmful content is out of reach. When the client requests an HTTPS page, the Smoothwall retrieves this page

and decrypts it, just like your browser does. With the page decrypted, the Smoothwall web filter can then check the contents. After it has checked the contents, the Smoothwall then re-encrypts the page and sends this newly encrypted page to the end user. Smoothwall Monitor analyses everything users type on their device (staff and children), alerting you if there is any behavior you need to be concerned about

Children are not allowed to have any personal mobile phones in school and any child who needs one (e.g. due to independently travelling to and from school) will need to leave the phone in the school office during school hours.

We will ensure that all members of staff are aware of how not to compromise their position of trust in or outside the school and are aware of the dangers associated with social networking sites. Our E Safety Policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Within the teaching of our broad and balanced curriculum, children will be taught how to keep themselves safe online and how to report any issues which concern them. We will also endeavour to ensure parents are able to access any relevant information in order for them to support their children in this area home.

In September 2020, Springside subscribed to 'National Safety Online'. This service provides specific online training for non-teaching staff, teaching staff, SENCO, ICT lead, governors and the Designated Safeguarding Lead. It also allows parents to log in and access online training. The site sends regular updates to the DSL and it also provides regular Online Safety Leaflets for parents. As school staff, governors and parents have accessed the online training, we have been awarded the 'National Certified School Award for 20-21, 2021-22 and 2023-24'. The site also provides lesson plans and videos for staff to use in the classroom with children.



Staff should also be aware of online content which facilitates, threatens and/or encourages abuse such as physical abuse and sexual violence. This can also cause someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

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;
- 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.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

In the school year 2023-24, 1 governor will be nominated to attend training on cyber-crime and ransomware training.

Springside will use the Cyber Security Standards to help us to assess our resilience to cyber-attacks.

Remote Learning

Since the introduction of remote learning from when schools closed at the end of March 2020, we have worked on improving children and parent's knowledge of e-safety. Part of this work was subscribing to 'National Online Safety' (see above section).

Springside applied for the DfE grant to get 'Google Classroom' set up in school. This was completed in October 2020. The school also applied for a grant to access training through Oldham College about the system which started in November 2020.

The use of Google Classroom for online learning is very secure for children and this has improved online safety for our children when they are working from home.

Serious Crime

"All staff should be aware of indicators, which may signal that 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 well-being, 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” (DfE, 2019a)

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.” (DfE, 2019a)

Child Criminal Exploitation and County Lines

Children as young as 12 are being put into danger by criminals who are taking advantage of how vulnerable these young people are.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. Sometimes, they have bank accounts in their name which are used for drug dealing.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and are found away from home. They can also be found in accommodation or hotel rooms with no connection to them.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation

Child Criminal Exploitation does not just involve drugs and county lines. It can involve crimes such as vehicle crime and threatening/committing serious violence. Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying a weapon. They may carry weapons as a form of protection.

Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves.

Girls may also be at risk of criminal exploitation too, even though their experiences may be different.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Appropriate Adult

Juvenile or vulnerable people must not be interviewed about a criminal offence or asked to provide or sign a written statement under caution or record of interview without an appropriate adult.

Juveniles can only be interviewed at their place of education. Every effort must be made to notify the parents and reasonable time must be given to ensure parents or an appropriate adult are present. If waiting would cause unreasonable delay and unless the juvenile is suspected of an offence against the educational establishment, the head or nominee can act as an 'appropriate adult' for the interview.

Responsibilities of the appropriate adult

- Advise person being interviewed
- Observe if the interview is being conducted properly
- Facilitate communication with the person being interviewed

The appropriate adult must be present for

- Any searches involving more than removing outer clothing
- Any form of ID procedures involving collection of DNA
- Fingerprinting, photographing, sample footwear impressions
- When police review whether to keep a person in detention
- When decisions to extend detention to 36 hours is made
- When a person is formally charged

The appropriate adult should stop any proceedings if they are unsure of what is happening and they should gain advice.

Anti-Radicalisation and Extremism

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's susceptibility. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect susceptible people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be susceptible to an extremist ideology and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral. The Prevent duty should be seen as part of schools' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible 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 susceptible to being drawn into terrorism and consider the appropriate support required. According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. The school 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 Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others. Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. Pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

We recognise that children with low aspirations are more susceptible to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

The designated Safeguarding lead will undertake Prevent Awareness training and will be able to provide advice and support to members of staff on protecting children from the risk of radicalisation. Whole school Prevent Training was completed in Sep 2022.

Searching, Screening and Confiscation

Springside Primary recognises the need to keep children safe whilst inside the school environment. This includes banning certain objects such as weapons, drugs and mobile phones. In some circumstances, it may be necessary to search a child's possessions and confiscate an object.

Searching

School staff can search a pupil for any item if the pupil agrees.

The Head Teacher and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Head Teacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscating

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Further information can be found in the document 'Searching, Screening and Confiscation – Advice for Head Teachers, school staff and governing bodies – September 2016'

Sexting

Springside Primary recognises the fact that 'sexting' under the age of 18 is illegal and will need to be addressed if any incidents are uncovered by school staff.

Sexting is defined as 'The consensual and non-consensual sharing of nude and semi-nude images and/or videos. Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

'Sexting' only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

Further information on 'sexting' and how incidents should be dealt with by schools can be found in the document 'Sexting in Schools and Colleges – Responding to incidents and safeguarding young people – August 2016'

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Bury Safeguarding Children Board and Local Authority.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019 therefore 'upskirting' is now a criminal offence. A definition has been published which describes upskirting as, "taking a picture under a person's clothing without their permission (it used to be 'without them knowing') , with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm" (DfE, 2019a)

Any incidences of 'upskirting' will be reported to the Designated Safeguarding lead and will be dealt with in line with advice.

Teaching children about safeguarding and e-safety

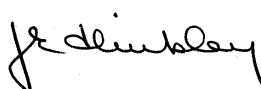
As part of our broad and balanced curriculum, we will teach children about safeguarding and e-safety. Lessons will include anti-bullying, e-safety, visits from agencies such as the NSPCC to work with children, PSHCE lessons etc. Teaching about safeguarding and online safety will be adapted for vulnerable children, victims of abuse and some SEND pupils.

We are currently in the process of re-writing our PSHCE scheme of work to take into account the requirements of the DfE's 'Relationships Education' which is due to become mandatory in 2020.

Reviewed: September 2025
Gillian Thornicroft (Head Teacher)



Jean Hinkley (Chair of Governors)



Appendix 1: Useful Contacts

Referrals

MASH Team

0161 253 5678

Out of Hours / Emergency Duty Team (EDT)

0161 253 6606

Allegations about professionals

Mark Gay

(Local Authority Designated Officers)

0161 253 5342

Early Help Team

0161 253 5200

Appendix 2: Risk Assessment ‘Checklist’

- Does/could the suspected harm meet the BSCB (Bury Safeguarding Children Board) definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am 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?
- Possibilities?
- Probabilities?
- 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 3

Seven golden rules for information sharing

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- 5. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix 4

Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

All staff have been made aware of this policy, have been given a paper copy of Part 1 and Annex A to read and have signed a declaration to say they have read and understood it.

APPENDIX 5: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

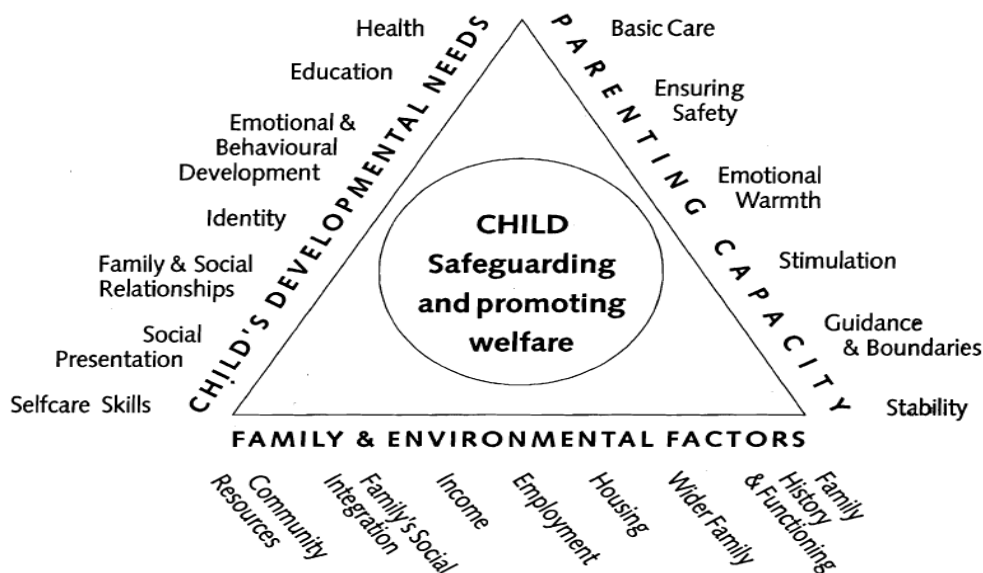
- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

APPENDIX 6: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



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

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

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

Neglect	
<i>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.</i>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or

	multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Appendix 5

E-Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education Opportunities to teach safeguarding, including online safety, are essential. Resources that could support schools and colleges include:

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- Disrespect Nobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- PSHE association provides guidance to schools on developing their PSHE curriculum
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Governing bodies 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, governing bodies should ensure their school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote

the welfare of children, and provide them with a safe environment in which to learn, governing bodies should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs.

Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

Reviewing online safety Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published Online safety in schools and colleges: Questions for the governing board to help responsible bodies assure themselves that their online safety arrangements are effective.

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: safeguarding-in-schools-colleges-and-other-providers and safeguarding-and-remote-education. Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

- Childnet provide guidance for schools on cyberbullying
- Educate against hate provides practical advice and support on protecting children from extremism and radicalisation
- London Grid for Learning provides advice on all aspects of a school or college's online safety arrangements
- NSPCC provides advice on all aspects of a school or college's online safety arrangements

- Safer recruitment consortium “guidance for safe working practice”, which may help ensure staff behaviour policies are robust and effective
- Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones
- South West Grid for Learning provides advice on all aspects of a school or college’s online safety arrangements
- Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on sexting-in-schools-and colleges and using-external-visitors-to-support-online-safety-education Remote education, virtual lessons and live streaming
- Case studies on remote education practice are available for schools to learn from each other
- Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
- London Grid for Learning guidance, including platform specific advice
- National cyber security centre guidance on choosing, configuring and deploying video conferencing
- National cyber security centre guidance on how to set up and use video conferencing
- UK Safer Internet Centre guidance on safe remote learning 106 Support for children
- Childline for free and confidential advice
- UK Safer Internet Centre to report and remove harmful online content
- CEOP for advice on making a report about online abuse Parental support
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Common sense media provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- Government advice about security and privacy settings, blocking unsuitable content, and parental controls
- Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- Let’s Talk About It provides advice for parents and carers to keep children safe from online radicalisation
- London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Lucy Faithfull Foundation Stop It Now resource can be used by parents and carers who are concerned about someone’s behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online

- Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Parentzone provides help for parents and carers on how to keep their children safe online
- Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online

Appendix 6

Indicators of abuse and neglect

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional need