

THE DOVE-SHELL FEDERATION

East Crompton St James' CE (VA) Primary School

St Thomas' Moorside CE (VA) Primary School



SAFEGUARDING POLICY

Date of Policy / Reviews	Author(s)	Approved by Gov. Body	Signed	Date for review
May 2016	D. Hawkins			
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CHILD PROTECTION POLICY

Introduction

The Dove Shell Federation's Governors and Staff are aware of the need to Safeguard Children and protect them from harm.

This policy had been developed in accordance with the principles established by the Children Act 1989; and in line with government publications:

"Keeping Children Safe in Education" 2018
"Working Together to Safeguard Children" 2018
"Use of Reasonable Force" 2013
"Safeguarding Children and Safer Recruitment in Education" DCSF 2006
"What To Do If You Are Worried A Child Is Being Abused" 2006
"Framework for the Assessment of Children in Need and Their Families" 2000
Oldham LSCB Child Protection Procedures
Section 11 Children Act 2004 (Statutory Guidance)

The Governing Body takes seriously its responsibility under section 175 of the Children Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure that adequate arrangements within our schools to identify, assess, and support those children who are suffering harm.

The aims of this policy are to:

- To establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- To ensure that pupils know that there are adults within school who they can approach if they are worried or are in difficulty.
- To include opportunities in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- To ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.
- To provide clear direction to Staff and others about expected behaviour when dealing with Child Protection issues.
- To confirm the Federation's commitment to the development of good practice and procedures.
- To ensure that Child Protection issues are handled sensitively and professionally and the needs of the child are supported.
- To ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- To develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- To support pupils who have been abused in accordance with his/her child protection plan.
- To establish and maintain a safe environment in which children can learn and develop, including safe pupil/student relationships and eliminating peer on peer abuse.

- To emphasise the need for good communication between members of staff and the Designated Person for Child Protection.
- To ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or at risk of being radicalised.

Responsibilities

1. The governing body:

- The nominated Governor for Child Protection is Chris Gloster
- Chris Gloster is also nominated to liaise with the local authority on issues of child protection and in the event of allegations of abuse made against the Executive Headteacher or member of governing body.
- Have a Child Protection Policy, Staff Conduct Policy and procedures in place which are regularly updated.
- Ensure safe recruitment procedures are in place and the Governors make appropriate staff and volunteer checks and have procedures for dealing with allegations against staff and volunteers that all comply in accordance with Oldham LSCB procedures.
- Ensure that each school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.
- At least one member of an appointing panel will have attended safer recruitment training.
- Have appointed Adam Laskey, Sarah Brereton, Carra West, Andrea Laskey and Hannah Hinchliffe to the role of Designated Safeguarding Leads.
- Checks the school Single Central Record (SCR) on a regular basis to ensure it is up to date.
- Are aware of the Prevent Strategy, and understand the Prevent Duty and the responsibilities of the school.
- Monitors the staff and governor training profile.
- Will not be given details relating to individual Child Protection cases or situations to ensure confidentiality is not breached.
- Ensure the child protection policy is available on the schools' websites.
- Ensure this policy and practice complements other policies e.g. Anti-Bullying including cyber bullying, Health and Safety, Drugs and Alcohol, to ensure safeguarding.
- Takes a child-centred approach.

2. The Executive Headteacher / Executive Deputy Headteacher:

- To provide a termly report to Governors detailing any changes to policies or procedures and the schools' child protection/safeguarding activities i.e. number of vulnerable children with child protection plans, child in need plans, looked after children and early help assessments.
- Ensure safe recruitment procedures are in place including DBS checks on all staff who have substantial and unsupervised access to children and have procedures for dealing with allegations against staff and volunteers that all comply in accordance with Oldham LSCB (Local Safeguarding Children Board) procedures.
- Ensure adopted policies and procedures are fed back and followed by all staff.
- Ensure the policies are updated annually and made available to all staff on Pindigo, and Parents on the schools' websites.
- Ensure Staff are aware of the Prevent Training and how to identify young people at risk of being radicalised.
- Ensure a training log is in place detailing all staff and their LSCB Safeguarding Training.

- Foster an environment in school that makes staff and volunteers feel comfortable to approach Safeguarding Leads with any concerns or issues.
- Ensure any outside company provides DBS details for any Contractor they send into school, i.e. Kitchen Staff.
- Refer any children at risk of being radicalised or at risk of extremism to the Local Authority via the Channel Referral and Intervention processes.
- A statement in the schools' brochures will inform parents and carers about our schools' duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy from the school website or on request.
- Ensure the Designated Persons undertake inter-agency working and training (level 3 LSCB approved multi-agency training course) at two yearly intervals to keep knowledge and skills up to date.
- Ensure all staff (including governors) will receive child protection/safeguarding training when first appointed as part of their induction. All visitors to the schools will be made aware of the schools' key safeguarding policies and procedures.
- Takes a child-centred approach.

3. The Designated Leads for Child Protection:

- The Senior Designated Persons are Adam Laskey, Sarah Brereton, Andrea Laskey, Carra West and Hannah Hinchliffe
- Ensure Child Protection procedures are followed in each school.
- Make appropriate, timely referrals to statutory services in accordance with school procedures.
- Advise staff of the schools' policies and procedures and offer support where required.
- The designated person will, on receipt of a child protection concern: check for any existing records on the child/family i.e. does the child have an existing child protection plan or been the subject of one previously; any previous referrals to statutory services; recorded any contact with partner agency professionals about the child/family.
- To provide an annual review of policy to Governors detailing any changes to policies or safeguarding procedures.
- Ensure safe recruitment procedures are in place including DBS checks on all staff who have substantial and unsupervised access to children and have procedures for dealing with allegations against staff and volunteers that all comply in accordance with Oldham LSCB procedures.
- Ensure Staff are aware of the Prevent Training and how to identify young people at risk of being radicalised.
- Foster an environment in both schools that makes staff and volunteers feel comfortable to approach Safeguarding Leads with any concerns or issues.
- Ensure their LSCB Safeguarding Training is up to date.
- Will immediately refer cases of suspected abuse or allegation to the Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 0161 770 7777 and ask to speak to the Duty Officer.
- For urgent concerns outside office hours, designated officers can call the Emergency Duty Team on 0161 770 6936, or the Police on 101 (999 in emergencies).
- A telephone referral should be followed by a written record of the referral, which will be faxed/posted/mailed to social care using the multi-agency referral form as soon as possible

and within the school day. The Oldham referral form is also available on the internet, using the link <https://apps1.oldham.gov.uk/EarlyHelpReferral/EHR00Referral.aspx>

- Will always undertake to share our intention to refer a child to statutory services with the parents or carers unless to do so could place the child/ young person at greater risk or harm or impede an investigation (see LSCB Quick Guide to 'making a Child Protection Referral')
- Recognise that staff working in school, who may have become involved with a child who has suffered harm or appears likely to suffer harm, may find the situation upsetting. Support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support if required.
- Take a child-centred approach.

4. All Staff:

- Any member of staff, volunteer or visitor to the schools who receives a disclosure of abuse, an allegation or suspects abuse may have occurred must report it immediately to one of the senior designated person for child. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- All staff should observe the following best practice guidance:
 - Listen carefully to the child, allowing them freely to recall their concern.
 - Always record what the child says using their own words.
 - Be careful not to ask too many questions. Use open questions intended to elicit only a brief account of the concern.
 - Do not promise not to tell anyone else.
- All staff should be aware of the local early help process and how it can support families.
- Take a child-centred approach.

5. Professional Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Head teacher or Designated Person will disclose personal information about a pupil to other members of staff on a 'need to know' basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of any other.

6. Records and Monitoring

- Any members of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and saving the date, time and location. All records must be signed and will include the action taken.
- An online system, C-Poms, has been in use from September 2016 to record incidents including child protection and safeguarding. From January 2017, all records are stored electronically on C-Poms.
- Ensures that if a pupil transfers from either school, their files will be authorised from CPOMS to be transferred securely, or where the receiving school does not have the system, files be copied and forwarded within five working days to the pupil's new school, marked

confidential and for the attention of the receiving school's Senior Designated Person for Child Protection.

7. Reporting concerns to the designated leads

Any concern should be discussed in the first instance with one of the designated leads or in their absence any senior leader, as soon as possible. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.**

- **What is significant harm?**

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and in each case require discussion with the statutory agencies: Children's Social Care and Police. *See appendices for further information.*

Immediate response to the pupil

It is vital that our actions support the pupil and do not prejudice further enquiries, for example:

- Listen to the pupil, if you are shocked by what is being said, try not to show it.
- It is OK to observe bruises but not to ask a pupil to remove their clothing to observe them

If a disclosure is made:

- Accept what the pupil says
- Stay calm, the pace should be dictated by the pupil without them being pressed for detail By asking leading questions such as "what did s/he do next?". It is our role to listen - not to investigate.
- Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
- Be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
- Acknowledge how hard it was for the pupil to tell you
- Do not criticise the perpetrator, the pupil might have a relationship with them
- Do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

- **Children and individuals with special educational needs**

Both schools, and their staff and safeguarding leads, are aware of the vulnerabilities of children with special educational needs. Children and young people in this group can face communication barriers in disclosing instances of abuse or neglect, therefore staff at both schools:

- Vigilantly check for any changes to children with needs and disabilities, including non-verbal cues such as changes to mood and behaviour
- Monitor interactions between children with SEND and their peers, particularly with peer on peer abuse in mind, and the impact that possible abuse can cause
- Seek to break down barriers by building positive relationships with children and learning their key behaviours

8. Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The schools will support all pupils by:
 - discussing child protection cases with due regard to safeguarding the pupil and his or her family
 - supporting individuals who are or thought to be in need or at risk in line with Oldham's LSCB procedures
 - encouraging self-esteem and self-assertiveness
 - challenging and not condoning aggression, bullying or discriminatory behaviour
 - promoting a caring, safe and positive environment.

9. Early Help and Inter-Agency Procedures

Safeguard Leads are aware of multi-agency approaches within Oldham, which include:

- 'Where there is a pre-existing assessment conducted by a partner agency such as an Early Help Assessment, this should be used to inform the assessment, although it should be clear that the information must be up-to-date and the child seen, wherever possible.' (Oldham's Local Protocol for Assessment)
- 'Whilst Children's Social Care retains the responsibility for the completion assessments, it is the duty of any agency who knows the child and the family to contribute to the process.' (Oldham's Local Protocol for Assessment)
- 'Underlying Principles of the Child in Need Procedure. These reflect the key principles underpinning the safeguarding process, relating particularly to a Child in Need...All organisations must work together in partnership.' (Oldham 'Child in Need Policy', 2016)
- 'Phoenix Oldham', whose initiative is to support the work of the Oldham Local Safeguarding Children Board in ensuring that all agencies work together to safeguard and promote the welfare of children and young people with regards to child sexual exploitation. Phoenix

Oldham is a strategic partnership between Oldham Council, Greater Manchester Police (Oldham Division), the CCG Positive Steps and Barnardos.

- Multi-agency meetings are held as part of an Early Help Assessment when 3 or more agencies are involved in a case.

Safeguarding at the Dove-Shell Federation remains child centred and robust. Safeguarding leads and other staff members work hard with other agencies to identify young people and families in need of help, undertake assessments to identify the help required and support the implementation of early help services, focusing on positive outcomes for all. Key information is always shared with relevant agencies in a timely and accurate way on a needs to know basis.

Safeguarding leads are also aware of the Early Help Assessment Framework. The Early Help assessment framework is Oldham's approach to conducting an assessment of the needs of a child or young person and deciding how those needs should be met.

There are six distinct stages of the Early Help Assessment process

- **The assessment stage** - An assessment is undertaken, which identifies needs and support areas with the parent, young person or adult. Initial actions are agreed.
- **The recording stage** - The assessment information and initial actions are recorded on the web based electronic system.
- **The multi-agency meeting stage** - A multi-agency meeting is organised, inviting all agencies currently working with the family, young person or adult to come together, with the subjects of the referral, to agree and initiate a co-ordinated action plan
- **The support/intervention stage** - Actions agreed in the multi-agency plan are undertaken
- **The plan review stage** - A meeting is held with all parties to review actions agreed in the plan and to decide on future work. This stage will be repeated until all needs have been fully met.
- **The close or escalate stage** - If all needs have been satisfactorily met, the Early Help case will be closed down on the system. If needs have not been met then a decision to escalate to the early help service could be made.

Safeguarding leads are aware of their responsibilities to instigate referrals paperwork for Early Help will be completed by the family engagement worker but will support the early help assessment process throughout.

10. Vulnerability to radicalisation or extreme view points

The schools recognise their duty to protect children from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aim to safeguard children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. Each school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of

life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

11. Peer on Peer Abuse

Both schools recognise that abuse can also occur from peer to peer. This includes the following areas:

- Bullying
- Cyberbullying
- Physical Abuse
- Sexual Violence and Sexual Harrassment
- Sexting
- Initiation/ hazing type violence and rituals

At the Dove-Shell federation, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Children in both schools are educated through e-safety, PSHE and assembly themes to demonstrate the Christian values; values such as respect, friendship and compassion, which help to promote good relationships and prevent peer on peer abuse. Where relationships between peers raise concerns, immediate and targeted work with the pupils involved is undertaken to prevent behaviours from escalating. Such children and relationships are then closely monitored by staff members.

Staff members are instructed to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred, as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Staff members must: gather the facts; speak to all the young people involved separately; gain a statement of facts from them and use consistent language and open questions for each account. Staff will allow the young people to tell them what happened, only interrupting the young person from this to gain clarity with open questions, 'where, when, why, who'.

Designated safeguard leads must be made aware of any instances or suspicions of peer on peer abuse, and where there is risk of significant harm, must make a safeguarding referral to social care immediately (where a crime has been committed, the police will also be involved). They will contact the MASH team on 0161 770 7777 and ask to speak to the Duty Officer.

All staff are clear as to the schools' policy and procedures with regards to peer on peer abuse.

Staff are also aware that:

- Abuse, in whatever nature or form, is abuse, and will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" the Dove-Shell federation.

- There is a gendered nature of peer on peer abuse (it is more likely that girls will be victims and boys perpetrators)
- Peer on peer abuse can take many forms, as previously outlined

An emphasis on the teaching of e-safety within both schools ensures that children are aware of the different forms of peer on peer abuse, know how to identify and attempt to prevent it, and who to share information with if they have concerns. Access to the internet and electronic devices is limited and monitored, including the use of appropriate filters, ensuring that within school e-safety is a priority. Children who bring mobile phones to school to ensure that they remain safe on the journey to and from school MUST hand their phone in to their teacher on arrival. This is made explicit to all children and staff, thus limiting the opportunities for peer on peer abuse during the school day.

Once the outcome of the incident(s) has been established, staff work to ensure that future incidents of abuse do not occur again, and consider the support and intervention required for those involved.

For the young person who has been harmed: The support required depends on the individual young person. They may wish to seek counselling or one to one support via a mentor, or they may feel able to deal with the incident(s) on their own or with support of family and friends. The young person would continue to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required. Other possible interventions may target a whole class or year group, for example a speaker on cyber bullying, relationship abuse etc. If the young person feels particularly vulnerable, a risk assessment may be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour: Staff aim to find out why the young person has behaved in such a way. In some cases, support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a early help assessment/strengthening families/early help referral and the young person may require additional support from family members. Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice. In cases of sexually harmful behaviour, it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation on going it may be that this young person cannot be educated on site until the investigation has concluded.

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident, and that staff ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). Regular reviews will be held with the young people following the incident(s).

Contextual Safeguarding – safeguarding leads and staff are also aware that threats to a child's welfare can come from beyond the family home, including at school.

12. Children Missing in Education

Both schools respond appropriately and act to safeguard children missing in education, especially those who have repeatedly been missing. Each school holds appropriate contact information for all children, and staff and leaders are vigilant in monitoring children who have previously been identified as at risk. This is to prevent the risks of children going missing in the future.

- Both schools notify the local authority when a child's name is to be removed from the school admission register.
- When removing a pupil's name, the notification to the local authority includes: the full name of the pupil; the full name and address of any parent with whom the pupil normally resides; at least one telephone number of the parent; the pupil's future address and destination school, if applicable; the ground in regulation 8 under which the pupil's name is to be removed from the admission register.
- Both schools make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting the pupil's name from the register.
- Both schools also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification also includes all the details contained in the admission register for the new pupil.

Both Schools monitor pupils' attendance through their daily register, monitoring attendance closely and addressing poor or irregular attendance. Each setting prioritises referring pupils' poor attendance to the local authority.

13. Staff, volunteers including Governors and Pupil relationships

At St. James' and St. Thomas', relationships between staff, volunteers, governors and pupils remain positive, yet highly professional.

Effective and rigorous recruitment and selection procedures for staff/volunteers help screen out and discourage those whose behaviour may have already identified them as unsuitable to work with children from applying to work in school. School leaders and members ensure that they have training on and comply with safe recruitment practices for staff, volunteers and others who come into contact with children in both schools.

Clear guidelines are provided to all staff, volunteers, pupils and parents/carers on their conduct towards young people.

Governors, whole school staff and volunteers receive safeguarding training, providing the knowledge and skills appropriate to their role. This is updated as identified.

In the rare occurrence that an accusation may be made against a member of staff, the Executive Headteacher, (or Chair of Governors if the accusation refers to the Executive Headteacher), uses common sense and judgement when quickly acting.

- The incident will be immediately discussed with the LADO, who will assist the ‘case manager’ in judging appropriate next steps. The LADO, Colette Morris, can be contacted on 0161 770 8870.
- Where investigations take place, the ‘case manager’s’ actions are supported by the LADO
- The police may be informed of the incident and included in the investigation process
- Stress levels must be minimised for the members of staff involved, and both schools have a duty of care
- Confidentiality is maintained
- If an accused person resigns or removes their services, the incident will still be pursued and a DBS referral made
- A summary of allegations – except any found to be malicious – is recorded clearly and comprehensively on personnel records
- Suspension may be considered if deemed appropriate to the accusation

The use of reasonable force -

Staff are trained, using a team teach approach, to use ‘reasonable force’ (only when absolutely necessary) to safeguard children. This can include actions such as guiding a child carefully by the arm, breaking up a fight or restraining a child who is attempting to cause personal injury.

Staff are trained to use no more force than is necessary. They also consider the nature of the children involved, considering risks involved when using reasonable force on children with special educational needs, and planning positive behaviour strategies to avoid such situations where possible.(See Federation behaviour policy)

14. Allegations against staff/ Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are expected to follow our Whistleblowing Policy.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.

If a child makes an allegation against a member of staff the Executive Headteacher should be immediately informed.

The Executive Headteacher will contact **the Local Authority Designated Officer (LADO) on 0161 770 8870.**

If the allegation concerns the behaviour of the Executive Headteacher, the Chair of Governors should be immediately informed.

If the allegation concerns the behaviour of a Governor, the Executive Headteacher should be immediately informed.

Our schools’ lettings agreement for other users, who must have an approved letting by the Governing Body, requires the hirer to manage the suspension of adults where necessary from the school premises. This includes the Friends Group.

15. Safer Working Practice

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document "Guidance for Safer Working Practice for Adults Who Work with Children and Young People" (DCSF 2007) provides advice on this and circumstances which should be avoided in order to limit complaints against staff of abuse, and/or allegations of physical or sexual abuse. This document is available on the St James' and St Thomas' Conferences.

Each school is committed to safer recruitment and the suitability of all staff at the school. At least one member of the Recruitment Panel will have undertaken Safer Recruitment Training.

16. Prevention in the Curriculum

The schools recognise the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

Our curriculum in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- safely explore their own and others' attitudes
- develop a trusting climate so that children feel able to talk and share their thoughts and feelings.
- recognise and manage risks in different situations and how to behave responsibly or judge what kind of physical contact is acceptable and unacceptable
- recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure.
- ESafety

17. Policy Review

The Governing Body is responsible for the ensuring the annual review of the policy.

We recognise there are a number of policies that there are relevant to safeguarding and promoting children's welfare. This policy links to other keys safeguarding policies e.g. anti-bullying, safer recruitment, e-safety and curriculum.

APPENDIX

Appendix 1 – Definitions of Abuse (Working Together to Safeguard Children 2010)

Appendix 2 – Possible Indicators of Abuse

Appendix 3 – Tackling Child Sexual Exploitation

Appendix 4 – The Prevent Duty – Notes for Schools

Appendix 5 – Oldham LA Child Protection Procedures

Appendix 6 – Links to other policies.

APPENDIX 1

Definitions of Abuse – Working Together to Safeguard Children 2010

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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, including assault by penetration (eg. rape, buggery or oral sex) or non-penetrative acts such as masturbating, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Neglect

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

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

- Ensure access to appropriate medical care or treatment

Domestic Abuse

We recognises that exposure to domestic abuse can have a serious impact on a child's development and emotional well-being.

Forms of abuse linked to culture, faith or belief

All staff in each school will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (ie that they 'could not happen here') and to report promptly any concerns to the DSL who will seek further advice from statutory agencies.

Female Genital Mutilation

Is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration. There is a specific legal duty on teachers to report this to the police.

Forced Marriage

Is also illegal and occurs 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 not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad.

So called 'honour-based' violence

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 can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members.

http://www.oldham.gov.uk/lscb/info/9/local_and_government_guidance

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

APPENDIX 2

POSSIBLE INDICATORS OF ABUSE

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

Possible signs of Physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Untreated injuries or lingering illness not attended to.
- Shrinking from physical contact.
- Fear of returning home or of a parent being contacted.
- Fear of undressing
- Fear of medical help
- Aggression/bullying.
- Over complicated behaviour or 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation.
- Deterioration in work
- Unexplained pattern of absences, which may serve to hide bruises or other physical injuries.

Possible signs of Emotional Abuse:

- Continual self-deprecation.
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Depression, withdrawal

Possible signs of Neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.
- Constant tiredness.

Possible signs of Sexual Abuse

- Bruises, scratches, burns or bite marks on the body.
- Scratches, abrasions or persistent infections in the anal or genital regions.
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the child's age – shown, for example in drawings, vocabulary, games and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

Possible Signs in older children

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destruction behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-complicated behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

Possible signs in young children

- Over compliant behaviour.
- Mature sexual behaviour.
- Acting out aggressive behaviour (tantrums.)
- Tummy pains – no medical explanation.
- Child doesn't trust anyone.
- Air of detachment – don't care attitude

Appendix 3

Tackling Child Sexual Exploitation (CSE)

Key messages

1. Child Sexual Exploitation (CSE) happens in all communities, including Oldham.
2. Most sexual exploitation happens within families, and broader family and friend networks.
3. A majority of perpetrators in recent high profile cases are of Pakistani heritage, other communities are also represented. Nationally, most perpetrators of child sexual exploitation are of White British origin.
4. Oldham has a number of nationally recognised support services– Messenger, ROSE and KOGS.
5. If you have any concerns, please contact the Multi Agency Safeguarding Hub (MASH) on (0161) 770 3790 or contact the Police directly.

What is Child Sexual Exploitation?

- Child Sexual Exploitation is a form of abuse of children and young people where the victim is given something – such as food, money, drugs, alcohol or gifts - in exchange for sexual activity with the abuser. Offenders target vulnerable young people and use their power over the child or young person - physical, financial, emotional etc. - to sexually abuse them.
- CSE can occur through the use of technology without the child's immediate recognition that they are being exploited. For example they could be persuaded to post images on the internet / mobile phones.
- CSE is a criminal offence. Police and prosecutors can charge offenders with rape and other sexual offences as well as abduction, kidnapping and trafficking.
- This is a national issue. Children are being sexually exploited in all communities across the UK. CSE affects both girls and boys, and children of all ethnicities, cultures and social classes. Furthermore, children from loving and secure homes can be abused, as well as children with pre-existing vulnerabilities.
- CSE occurs in many forms and in many different settings. There is no single type of victim or offender. Focusing on just one model, such as group or gang CSE, risks missing other victims who are exploited in different circumstances.
- There is also a risk that victims don't recognise their abuse as CSE because it doesn't fit a particular model.

- The characteristics common to all victims are not their age, ethnicity, disability or sexual orientation, but rather their powerlessness and vulnerability. Violence, coercion and intimidation are commonly used by those exploiting children. And the child or young person's social, economic or emotional vulnerability limits their ability to resist exploitation.
- A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation. They sometimes confuse what is exploitation and what is genuine affection. This means that they are unlikely to report the abuse themselves.
- In order to prevent CSE, parents and carers and other community members need to have greater awareness of the issue and report concerns to the authorities. Everyone has a responsibility for this.
- CSE is a top priority for Greater Manchester Police and all the Local Safeguarding Children Boards in Greater Manchester. All key partners are working collectively to tackle CSE with a consistent and joined-up approach – the Phoenix project. As part of this, there is a dedicated, specialist team in every district. In Oldham this is called Messenger.
- The loud and clear message to perpetrators of CSE is that we will find you and bring you to justice for the abuse you inflict on vulnerable young people.

Further information:

<http://www.itsnotokay.co.uk/>

http://www.barnardos.org.uk/get_involved/campaign/cse/spotthesigns.htm

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

How to raise concerns

- If you have any concerns about a child or young person please call Greater Manchester Police on 101 (999 in emergencies) or Oldham Council's Multi-Agency Safeguarding Hub on (0161) 770 3790. ChildLine provide free and confidential advice for children and young people on 0800 1111.

BRIEFING NOTE FOR PRIMARY SCHOOLS

THE PREVENT DUTY

A. THE TERRORISM THREAT AND THE UK COUNTER-TERRORISM STRATEGY

How serious is the terrorism threat in the UK?

The Home Office and MI5 publish a national terrorism threat level. In August 2014, the United Kingdom threat level in relation to international terrorism was raised from 'Substantial' to 'Severe'. This means that a terrorist attack is 'highly likely'. This was a result of concerns about the threat of terrorism resulting from the activities of the self-styled Islamic State (IS) in Syria and Iraq.

The threat level in Great Britain from Northern Ireland related terrorism is "Moderate" (an attack is possible, but not likely).

How is the UK tackling terrorism?

CONTEST is the UK counter terrorism strategy. It aims to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence. The strategy is based around four areas of work (the four "P"s):

- **Pursue:** the investigation and disruption of terrorist attacks.
- **Protect:** improving our protective security to stop a terrorist attack;
- **Prepare:** working to minimise the impact of an attack and to recover from it as quickly as possible; and
- **Prevent:** work to stop people becoming terrorists or supporting terrorism and extremism.

What is the Government's approach to Prevent?

The national Prevent Strategy was revised in 2011. Prevent aims to stop people becoming terrorists or supporting terrorism, and it deals with all kinds of terrorist threats including:

- International terrorism - the most significant of which is the threat from Al-Qa'ida associated groups and IS.
- Northern Ireland related terrorism.
- Domestic extremism – extreme right wing groups; extreme left wing groups; animal rights and environmental extremists.

It is important to be clear that peaceful protest / campaigning is not extremism. The concern is with the tiny minority whose protests involve extremism, including the use of violence.

The Prevent Strategy has three objectives (three “I”s):

- to respond to the **ideological** challenge of terrorism and the threat we face from those who promote it;
- prevent **individuals** from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with **institutions** and sectors where there are risks of radicalisation (e.g. schools, health, faith, the internet).

The Prevent Strategy explicitly includes:

- tackling non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit;
- challenging extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups; and
- intervening to stop people moving from extremist (albeit legal) groups into terrorist-related activity.

How does the Government define extremism and radicalisation?

Extremism is defined as “*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of our armed forces, whether in this country or overseas*” (Prevent Strategy, 2011).

Radicalisation is defined as “*the process by which a person comes to support terrorism and forms of extremism leading to terrorism*”. (Prevent Strategy, 2011)

B. NEW DUTIES UNDER THE COUNTER-TERRORISM AND SECURITY ACT 2015

What is the new Prevent duty?

The Government passed the Counter-Terrorism and Security Act in 2015 in response to the murder of Lee Rigby and concerns about the threat from IS. The Act contained proposals to:

- ensure that law enforcement and intelligence agencies can disrupt the ability of people to travel abroad to fight (such as in Syria and Iraq) and control their return to the UK;

- enhance operational capabilities to monitor and control the actions of those in the UK who pose a threat; and
- help combat the underlying ideology that supports terrorism.

The Act created a new statutory duty (the “Prevent Duty”) for “specified authorities” to have “*due regard to the need to prevent people from being drawn into terrorism*” in everything they do. Specified authorities include: local authorities; schools; registered childcare providers; further and higher education; NHS Trusts; Prisons and probation; and the Police.

What duties are there in relation to Prevent safeguarding?

The Act introduced further duties in relation to the arrangements for safeguarding individuals who are vulnerable to being drawn into terrorism. These arrangements are referred to as the Channel programme.

The Act requires:

- Local authorities to ensure that a multi-agency panel exists in their area to protect people who may be vulnerable to being drawn into terrorism;
- Local authorities to chair the Panel;
- The Panel to develop a support plan for individuals accepted as Channel cases;
- The Panel to consider alternative forms of support; including health and social services, where Channel is not appropriate; and
- All partners to co-operate with the police and the Panel in carrying out their functions.

These arrangements have been in place for some time in Oldham, and schools have already made referrals.

C. THE PREVENT DUTY AND SCHOOLS

Which schools does the Prevent Duty apply to?

The Prevent Duty applies to all schools, including both primary and secondary schools and schools with all forms of governance arrangements – maintained schools, academies, independent schools etc.

When did the Prevent Duty come into effect?

The Duty took effect on 1 July 2015.

What does the school need to do to meet the Prevent Duty?

The key elements of the Duty are:

- **Risk assessment** – The school needs to understand the general risk to children and young people in Oldham, and have a specific understanding of how to identify individual children who may be at risk of radicalisation, and what to do to support them. There need to be clear procedures, set out in safeguarding policies, for protecting children at risk of radicalisation. A separate Prevent safeguarding policy is not required. Staff need to understand when it is appropriate to make a Channel referral.
- **Working in partnership** – the Duty builds on existing local safeguarding arrangements. The Council and Greater Manchester Police operate the Channel programme, and will also support schools in implementing the Prevent Duty. The school may also work in partnership with parents / carers in safeguarding their children.
- **Training** – Senior leaders and governors need to understand the school's responsibilities under the Prevent Duty. All staff need Prevent awareness training to equip them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- **IT policies** – The organisation's IT policies need to ensure that children are safe from extremist and terrorist material when accessing the internet at school. This should be part of wider awareness raising work around e-safety.
- **Building children's resilience to radicalisation** – schools can also build students' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them understand how they can influence and participate in decision making. Schools are already expected to promote the spiritual, moral, social and cultural (SMSC) development of students and, within this, fundamental British values.

The Council has prepared a self-assessment toolkit to assist schools in implementing the Duty. Guidance on protecting children from radicalisation and the Prevent Duty is available at:

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

What duty do schools have in relation to promoting British values?

Since November 2014 all schools (including independent schools) have had a duty to “actively promote” fundamental British values. Doing so can help the school to demonstrate how it is meeting the requirement to promote the SMSC development of their students.

Fundamental British values are defined as: “*democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs*”.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be inconsistent with schools’ duty to promote SMSC development. Schools do not need to promote teachings, beliefs or opinions that conflict with their own (e.g. as a faith school), but it would be unacceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Department for Education advice on promoting fundamental British values is available at: <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

(maintained schools)

<https://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools> (independent schools, academies and free schools)

D. TRAINING AND SUPPORT

What training is available for staff?

The Council and Local Safeguarding Children Board are offering free Workshop to Raise Awareness of Prevent (WRAP) training to school safeguarding leads / strategic leads for Prevent. Additional WRAP sessions for other staff will be offered subject to the availability of trainers.

An on-line Channel general awareness raising course is available at:

http://course.ncalt.com/Channel_General_Awareness

Additional resources about Prevent which can be used by schools are to be provided through an on-line learning environment. Access details will be provided to school Prevent leads once this is available.

E. MYTHBUSTING ABOUT PREVENT

What concerns have there been about Prevent?

There has been some criticism of Prevent in the press and media. Some key messages which may help address this are:

- Prevent is concerned with all forms of terrorism and extremism.
- Prevent is a safeguarding issue. The same principles apply to protecting young people from being drawn into terrorism as to protecting them against sexual exploitation or other forms of abuse. Like any other safeguarding risk, professionals need to take action when they observe behaviour of concern.
- A referral to Channel is not criminalising young people. Channel is concerned with preventing people committing any criminal offences or getting into trouble with the police.
- Channel does not result in a criminal record, nor will it show up in future Disclosure and Barring Service checks.
- Support provided through Channel is voluntary. People do not have to participate.
- Prevent should not discourage debate and the exploration of contentious and sensitive issues. Developing critical thinking skills helps build resilience to extremism.
- We are committed to delivering Prevent in Oldham in a fair and proportionate way, informed by assessment of risk and vulnerability.

FURTHER HELP

How should the school raise any concerns?

If you have a concern about a risk of terrorism, contact Greater Manchester Police. In an emergency, dial 999. Otherwise, call the non-emergency number 101 or the Anti-Terrorist Hotline on 0800 789 321.

If you have a concern that an individual is being radicalised, or is vulnerable to radicalisation into extremism, please make a (Channel) safeguarding referral through the Multi-Agency Safeguarding Hub (MASH) on 0161 770 3790 E-mail: cat-duty@oldham.gov.uk

Who can provide further information?

If you have any further questions, please contact:

Oldham Council Prevent lead:

Bruce Penhale e-mail: bruce.penhale@oldham.gov.uk tel: 0161 770 4196 / 0779 383 7646

Greater Manchester Police Prevent officer for Oldham:

DC Dave Bull e-mail: david.bull@gmp.police.uk tel: 0161 856 8912 / 0777 540 5550

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues; and
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 5

Oldham LA Child Protection Procedures

“Making a Child Protection Referral”

These procedures are to be followed in reported abuse cases or suspicion of abuse. Copies of the procedure are held by the Headteacher.

Procedures can also be found at:

<http://www.oldham.gov.uk/lscb/>

Central to all procedures for child abuse is a case conference which is led by Social Care. The Headteacher and/or the Deputy Headteacher attend case conferences and co-operate fully as required. The following people and agencies must be invited to attend:

- Social Care
- Senior Medical Officer
- Senior Nurse
- NSPCC
- Probation Service
- Police

Other agencies may be involved:

Clinical or Educational psychologist

Consultant Psychiatrist (if hospital is concerned)

Senior Educational Welfare Officer

Headteacher or designated teacher

Headteacher from siblings' school

Community worker if appropriate

Housing Department

County Council Chief Executive/Clerk's Department

Recognised voluntary organisations

Emergency duty team (Social Service)

Appendix 6

Links to Other Policies

This child protection policy forms part of a suite of policies and other documents which relate to the safeguarding responsibilities of the school. In particular it should be read in conjunction with the:

Equality Policy
Behaviour Policy
Anti-Bullying Policy
Health and Safety Policy
Curriculum and Subject Policies
Staff Conduct Policy
Whistleblowing Policy

Essential Reading

Working Together to Safeguard Children (DfE March 2015)

Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE March 2018)

Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)

Oldham LSCB Procedures
<http://www.oldham.gov.uk/lscb/>

The Children Act 1989 and 2004

The Education Act 2002 s175/s157

Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)

“Framework for the Assessment of Children in Need and their Families” 2000.

Sexual Offences Act 2003 (Position of Trust offence)

Childcare (Disqualification) regulations 2009

Counter Terrorism and Security Act 2015

“What To Do If You Are Worried A Child Is Being Abused” March 2015.

Safeguarding and Vulnerable Group Act 2006

School staffing regulations (England) 2009