

**POLICY NAME: Safeguarding and child protection**

**APPROVAL BODY: Local Governing Body**

**APPROVAL DATE: 27<sup>th</sup> June 2024**

**REVIEW DATE: June 2025**

## Important Contacts

If you have any concerns in relation to a child/young person in our school, please contact the relevant person as listed below. **If there is immediate danger to a child, please contact 999 in an emergency.**

Role/Organisation	Contact Name	Contact Details
Designated Safeguarding Lead (DSL) Edgar Wood Academy	Mateen Kamaluddin	<a href="mailto:m.kamaluddin@edgarwood.org">m.kamaluddin@edgarwood.org</a>
Designated Governor for Safeguarding	Stephen Drysdale	c/o Edgar Wood Academy Heywood Old Road Heywood OL10 2QN
Vice - Chair of Governors	Stephen Drysdale	As above
Local Authority Designated Officer (LADO)	Louise Hurst	<a href="mailto:lado@rochdale.gov.uk">lado@rochdale.gov.uk</a> <a href="mailto:Louise.hurst@rochdale.gov.uk">Louise.hurst@rochdale.gov.uk</a>
Channel Helpline		020 7340 7264
Education Safeguarding Officer	Hayley Reynolds	<a href="mailto:Hayley.Reynolds@rochdale.gov.uk">Hayley.Reynolds@rochdale.gov.uk</a> 01706 925350
Children Services director	Sharon Hubber	<a href="mailto:sharon.hubber@rochdale.gov.uk">sharon.hubber@rochdale.gov.uk</a>
Early Help and Safeguarding Hub (EHASH)		0300 303 0440 0300 303 8875 Out of office hours <a href="mailto:ehash@rochdale.gov.uk">ehash@rochdale.gov.uk</a>
Rochdale Sunrise (Sexual Exploitation Team)		0161 856 8720 <a href="mailto:sunrise@rochdale.gmp.police.uk">sunrise@rochdale.gmp.police.uk</a>
Public Protection and Investigation Unit (PPIU)		0161 856 8067 0161 856 4559/4558 <a href="http://www.gmp.police.uk">www.gmp.police.uk</a>
LA Prevent Officer	Muhammad Abdulaleem	01706 926437 <a href="mailto:muhammad.abdulaleem@rochdale.gov.uk">muhammad.abdulaleem@rochdale.gov.uk</a>
Headteacher for the Virtual School	Christopher Tyler	01706 925209 <a href="mailto:christopher.tyler@rochdale.gov.uk">christopher.tyler@rochdale.gov.uk</a>
Attendance & Safeguarding Officer (EWO's)	Katie Digiorgi	01706 925139 <a href="mailto:Katie.Digiorgi@Rochdale.gov.uk">Katie.Digiorgi@Rochdale.gov.uk</a>
<b>Immediate risk to a child</b>		<b>CALL 999</b>

In line with RBSCP requirements, we adhere to Greater Manchester multi-agency safeguarding procedures Welcome ([proceduresonline.com](http://proceduresonline.com)) and the Rochdale Children's Needs and Responses Framework Rochdale Safeguarding Partnership Board - Children's Needs & Response Framework

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR).
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils regarding these characteristics. The Act allows our school to take positive action to deal with disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

Policy documents and pathways relating to local processes and procedure can be found by visiting; <https://rochdalesafeguarding.com/p/resources-and-tools>

## **Introduction**

At Edgar Wood Academy (EWA) we recognise that safeguarding and promoting the welfare of children is everybody's responsibility and that the best interests of the child are paramount. As everyone who encounters children and their families has a vital role to play, this policy has been developed to provide a shared understanding of expectations.

We maintain an attitude that 'it could happen here' where safeguarding is concerned therefore, the school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of (and feel confident to exercise) their statutory responsibilities with respect to safeguarding.
- We have a skilled and knowledgeable workforce who are properly training in recognising and reporting safeguarding issues and who understand local early help processes where this would be more beneficial.

Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children. Safeguarding and promoting the welfare of children is everyone's responsibility. **Everyone** who encounters children, and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child. Essentially, safeguarding is how you ensure the safety of the children in your care. It is the responsibility of every professional that encounters a child, not simply those who work in education.

The definition of safeguarding and promoting the welfare of children has been amended to reflect the updates to "Working together to safeguard children 2023" and is defined in Keeping Children Safe in Education 2024 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' includes everyone under the age of 18.

The aims of this policy are:

- To prevent children and vulnerable adults suffering abuse and/or being radicalised.
- To raise the awareness of **all** staff of the need to safeguard children and of their statutory responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for robust levels of communication between all members of staff.
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.

- To act in a timely manner to safeguard and promote the welfare of children and young people.
- To confirm that all adults within our school who have access to children have been rigorously checked as to their suitability. An Enhanced Disclosure and Barring Service search will be carried out for all staff working at the school in line with our Safer Recruitment Policy.
- To raise awareness of safeguarding among our pupils and to teach them about safeguarding, including online risks and develop the skills needed to keep themselves safe and free from harm.

### **Roles and Responsibilities:**

**All adults working with or on behalf of children have a responsibility to promote and safeguard and promote the welfare of children.**

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

### **The Local Governing Body will confirm that:**

- There is a named safeguarding governor who is assigned to act upon child and vulnerable adult protection concerns if necessary. This governor will also meet the DSL biannually to review safeguarding procedures and practices.
- Receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Their training should be regularly updated.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- Provide appropriate oversight and challenge to ensure school have the appropriate level of security protection procedures in place to safeguard their systems, staff and learners and ensure a review of the effectiveness of these procedures takes place periodically to keep up with evolving cyber-crime technologies.
- The DSL has the appropriate status and authority to carry out their job, including time, funding, training, resources and support.
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
- The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns.

- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- That school safeguarding responses recognise that children with SEND, or certain medical or physical health conditions, can face additional barriers to abuse or neglect being recognised.
- The Chief Executive Officer is nominated to be responsible for liaising with the local authority and /or partner agencies in the event of allegations of abuse being made against the Headteacher.

All members of the Local Governing Body are subject to an enhanced check with the Disclosure and Barring Service and a section 128 check prior to their appointment.

### **The Virtual School Headteacher**

The Virtual School Head is the statutory lead (Children and Families Act 2014) within the local authority. They have a strategic responsibility for ensuring that arrangements are in place to improve educational experiences and outcomes of children in care and young people previously cared for. Their role has now also been extended to include those children who have currently or have previously had a social worker.

In Rochdale, our Virtual Head is Christopher Tyler, whose contact details are contained at the front of this policy. Chris and his team will identify and engage with key professionals, e.g., DSLs, SENCOs, social workers, mental health leads and others to champion support and aim to improve outcomes for this cohort of vulnerable children.

### **The Headteacher will confirm that:**

- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- There are arrangements in place for safeguarding supervision for the DSL.
- All staff feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed Whistle Blowing policies.
- The DSL is supported in providing a contact/report and attending Initial Child Protection Case Conferences, Reviews and Cared for Children reviews out of term time when needed.
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure.
- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child).
- Liaise with the three safeguarding partners and work with other agencies, ensuring they

understand when they should consider calling the police and what to expect when they do.

### **All staff**

At induction all staff will receive appropriate safeguarding and child protection training which includes online safety and an understanding of roles and responsibilities in relation to filtering and monitoring. All staff will receive safeguarding training annually, with regular updates as required. All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance Keeping children safe in education 2023 and review the guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and the student behaviour policy and procedure.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect, and exploitation, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM, sexual violence and harassment between children and radicalisation.
- The requirement to maintain confidentiality in safeguarding and child protection matters, this includes only involving those who need to be involved, such as the DSL and children's social care.

### **Training**

The DSL should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated annually. The DSL should undertake Prevent awareness training.

Training should provide DSLs with a good understanding of their own role, and the processes, procedures, and responsibilities of other agencies, particularly children's social care, so that they:

1. Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's referral arrangements.
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
3. Enable each member of staff to have access to and understands the school's child protection policy and procedures and how to report a safeguarding concern.
4. Are alert to the specific needs of children in need, those with special educational needs and young carers.
5. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
6. Understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations, and practitioners
7. Can keep detailed, accurate, secure written records of concerns and referrals
8. Understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
9. Can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
10. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
11. Obtain access to resources and attend any relevant or refresher training courses
12. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Some children have an increased risk of abuse and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. All individuals need to be safeguarded irrespective of their individual circumstances or whether they hold a protected characteristic such as:

age, disability, gender reassignment (also known as "trans" or "transsexual"), pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

We ensure that all children have the same protection, regardless of any barriers they may face.

### **Children who are lesbian, gay, bisexual, or gender questioning**

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our "Guidance for Schools and Colleges in relation to Gender Questioning Children", when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

### **Early Help**

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

- is disabled or has certain health conditions and has specific additional needs.
- has a mental health need
- has special educational needs (whether they have a statutory Education, Health and Care Plan or not)
- 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.
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is frequently missing/goes missing from education, care or from home.
- is at risk of modern slavery, trafficking, sexual and / or 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 drugs or alcohol themselves.

- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

## **Mental health**

Children who are experiencing mental health issues may be more at risk of abuse. 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. EWA has clear systems in place to support pupils who are suffering from mental health issues.

- EWA has links with external agencies providing mental health support for young people.
- The DSL will contact the Early Help team / other appropriate agencies to access additional support for those pupils who may need it.

Mental wellbeing is promoted in school through tutorial sessions and awareness events, pupils are aware of who they can speak to should they be concerned about their mental health.

## **Abuse and neglect**

The Children Act 1989 places the primary responsibility for the care and protection of abused children and children at risk of significant harm with the Local Authority. The school has a responsibility to aid the Local Authority in the investigation of child abuse.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may need help or protection. If staff are unsure, they should always speak to the DSL.

### **Indicators of abuse and neglect**

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. 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 causing 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.

**Sexual abuse:** involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening or not. 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.

**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.

### **Specific safeguarding issues:**

#### **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.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

#### **1. Bullying (including cyber bullying)**

#### **2. 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.

#### **3. Child sexual or criminal exploitation (CSE / CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Both are child abuse.

#### **4. Child on child abuse**

We recognise that young people can abuse their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We also recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims\* and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously.

*\*Victim is a widely understood and recognised term and is used interchangeably in this document, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.*

*Alleged perpetrator(s) and perpetrator(s) are also widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what’s appropriate and which terms to use on a case-by-case basis.*

Most cases of pupils hurting other pupils will be dealt with under our behaviour policy, however this policy will apply to any allegations that raise safeguarding concerns. This can include, but is not limited to:

- Abuse in intimate personal relationships between children
- Bullying (including cyber bullying, prejudice based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence.)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing 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.
- Sexting – production and/or sharing of sexual photos and videos by young people who are under the age of 18. Sexting does not include the sharing of sexual photos and videos of under-18-year-olds with or by adults. This is a form of child sexual abuse and must be reported to the police.

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil (s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility).
- Share information about the incident with other members of staff, the pupil (s) it involves or their, or other, parents and/or carers.

- Say or do anything to blame or shame any pupils involved.

You should explain that you need to report the incident and reassure the pupil (s) that they will receive support and help from the DSL.

- Upskirting - which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## **5. Child on Child sexual Violence and Harassment**

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. 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.

EWA is aware of the importance of:

- a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will likely adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is statistically more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

## **6.Fabricated or induced illness**

There are three main ways a parent/carers will fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history

- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- induction of illness by a variety of means.

## **7. Faith abuse**

Faith based abuse, spirit possession and witchcraft frequently involves a mixture of the following:

- Physical abuse (beating, burning, cutting, tying up the child or rubbing chill peppers on genitals / eyes)
- Emotional abuse (in the form of isolation, e.g., not allowing a child to eat in the same room as family. The child may also be persuaded that they are possessed).
- Neglect (failure to provide medical care, nourishment, clothing, or warmth).
- Sexual abuse (usually within the family or community)

## **8. “Honour” based abuse**

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. 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. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.

### **Forced marriage**

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

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial “marriages” as well as legal marriages.

## 7.Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognizes the impact of domestic abuse on children, as victims. The school understands that the 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
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

### Operation Encompass

Operation Encompass operates in most 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 DSL) in school before the child or children arrive at school the following day. When incidents occur on Friday, Saturday or Sunday, the school will receive the notification on the following Monday.

The information is given in confidence to the nominated key adult and enables support to be given to the young person dependent on the needs and wishes of the young person. The key adult will ensure the relevant staff within school are aware that an incident has taken place to ensure the relevant support is put in place for the young person. The key adult will add notes to CPOMS.

The Key Adults at EWA are Karen Hutley and Mateen Kamaluddin.

**Pupil absence:** Following an incident where a notification is made and a pupil is not in school, the following should be considered;

- The information within the police notification should be reviewed in the context of what information the school has about the pupil prior to receiving the police information.
- The key adult in school should ring home to ask why the pupil is not in today as per standard policy. Inform the parent they are aware there was an incident at the home and offer support. If the pupil is not coming into school that day, ask parents when they are expected to return and a reason for their absence. The school should conduct a home visit if there are any concerns raised during this conversation.
- If the key adult from school cannot make contact with the parents or carer and has not received notification why the pupil is not in they need to consider the next steps carefully, actions could include;

- Home Visit - The key adult may consider carrying out a home visit to see the pupil, if concerns or risks to the pupil's safety are identified during the home visit, referrals to Children's Social Care and the Police may need to be made.
- Referral to Children's Social Care - dependent on the circumstances of the incident and the parental response to contact, the key adult may make a referral to Children's Social Care – this referral should be made in accordance with Rochdale's current procedures.

## **9. Gender-based violence/violence against women and girls (VAWG)**

Violence against women and girls is an unacceptable, preventable issue which blights the lives of millions. Crimes of violence against women and girls are many and varied. They include rape and other sexual offences, stalking, domestic abuse, 'honour-based' abuse (including female genital mutilation and forced marriage and 'honour' killings), 'revenge porn' and 'up skirting', as well as many others. While different types of violence against women and girls have their own distinct causes and impacts on victims and survivors, what these crimes share is that they disproportionately affect women and girls. [Tackling violence against women and girls](#)

## **10. Harmful sexual behaviour (HSB)**

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". The term has been widely adopted in child protection and is used in this policy. 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. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B.

It is effective safeguarding practice for the DSL 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 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.

Where a disclosure of sexual violence and harassment is disclosed, staff should follow the school procedures as outlined in this policy. All information must be passed to the DSL, and this will be recorded on CPOMS.

The DSL will liaise with the alleged victims and the relevant agencies and provide the necessary support needed. The DSL will also complete a risk assessment which should consider;

- the alleged victim, especially their protection and support.
- whether there may have been other victims.

- the alleged perpetrator(s).
- all the other children, (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

The risk assessment must be reviewed regularly, actively considering the risks posed to all pupils and ensuring adequate measures are in place to protect them. Where risk assessments by social workers and or sexual violence specialists are required, the school risk assessment does not replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting their pupils and updating their own risk assessment.

## 11. Online Safety

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

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images) and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

### Online safety: Protecting young People

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 IT system. As part of this process, governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place. The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty. To support schools to meet this duty, the Department for Education has published Filtering and monitoring standards (updated May 2024) which sets out that schools should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Review filtering and monitoring at least annually

Whilst filtering and monitoring is an important part of the online safety picture for schools to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G and the school should

carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught regarding online teaching and safeguarding.

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.

### **Filters and monitoring**

Whilst considering their responsibility to safeguard and promote the welfare of young people 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 IT system. As part of this process, governing bodies and proprietors should ensure school has appropriate filters and monitoring systems in place on school devices and the school network. 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 age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. In addition, schools should consider meeting the [Cyber security standards for schools and colleges](#)

## **12. Serious Violence**

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These indicators may include but are not limited to;

- Increased absence from school
- A change in friendships
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Unexplained gifts or new possessions

There are several factors which increase the likelihood of involvement in serious violence, such as being male, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Further advice for schools 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](#).

## **13. 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 school. 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 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
- up skirting
- online sexual harassment.

#### 14. Sexual violence

It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 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 is consent?** 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.

## Safeguarding partners

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will plan to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA) – Rochdale Borough Council
- A clinical commissioning group for an area within the LA – NHS Heywood, Middleton and Rochdale Clinical Commissioning Group
- The chief officer of police for a police area in the LA area – Greater Manchester Police

## Professional Conduct

- All staff (teaching, support and contractors), volunteers and visitors are responsible for the safeguarding of EWA pupils.  
Occasionally, a pupil may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted. **If a situation such as this arises it must be referred to the Designated Safeguarding Lead (DSL).** (Guidance for safer working practice for those working with children and young people in education settings, 2019)
- Where a person aged 18 or over is in a specified **position of trust**, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. (Sexual Offences Act 2003). (In a position of trust is referring to an individual who works at an educational establishment where the pupil is on roll)
- All staff are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children. (Guidance for safer working practice for those working with children and young people in education settings, May 2019)
- If you suspect a breach of policy with regards to safeguarding it is your responsibility to report this to the Designated Safeguarding Lead (Whistleblowing Policy).
- It is in the interest of all staff, if working on a one-to-one basis with a pupil, to be in a public area with CCTV.

**Any member of staff who is concerned that a pupil may be suffering from abuse must inform the DSL immediately.**

The DSL is: Mateen Kamaluddin

0161 676 9620

m.kamaluddin@edgarwood.org

In his absence, staff should inform:

Karen Hutley  
Deputy DSL

0161 676 9620

k.hutley1@edgarwood.org

Paul Jones

0161 676 9620

The DSL will co-ordinate action on child protection concerns within the school, ensuring that all staff are aware of their responsibilities in relation to child protection. Should the DSL change before the review date of this policy, all staff will be informed by means of a briefing and email.

### **Confidentiality**

It is essential that any information relating to safeguarding concerns is shared with the DSL at the earliest opportunity (preferably within 10 minutes of receiving the disclosure/information). This should be a face-to-face conversation and should not be sent as an email.

EWA is committed to sharing information with relevant agencies for the purposes of safeguarding children and young people.

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purpose of keeping children safe. It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the individual's best interests and all adults have a duty to safeguard children.
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information and will support staff who must make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the DSL.

### **Recruitment of staff and volunteers**

The school follows the good practice guidance as outlined by the Department for Education. This good practice includes an enhanced check with the Disclosure and Barring Service and the school also completes a check of all candidates against the barred list. All staff (including agency and contractors) will be trained with regards to their responsibilities whilst on the school site. We will record all information on the checks carried out in the school's Single Central Record (SCR). Copies of these checks, where appropriate, will be retained in individual's personnel files.

When appointing new staff, we will:

- Verify their identity

- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- In addition, as part of the shortlisting process school will carry out an online search as part of the due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which school might want to explore with the applicant at interview. This information will be included in the recruitment pack for vacancies where the applicant will be working directly with young people at school.
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

The school will ensure that at least one person on an interview panel is trained in Safer Recruitment. This training will be completed by all members of the Senior Leadership Team and any other staff members as deemed necessary. All relevant staff members will complete the training every three years.

As well as being trained in Safer Recruitment, one member of an interview panel will be designated to ensure all relevant safeguarding checks are completed at the interview stage; this includes:

- Identifying any gaps in an applicant's employment history and requesting an explanation for all gaps
- Noting on the interviewer notes whether all gaps in employment have been explained (where gaps in employment cannot be explained, that person will not be appointed)
- Ensuring the applicant has signed all relevant sections of the application form
- Ensuring that all safeguarding and child protection questions have been asked and notes made of the applicant's response
- Asking the applicant if the declarations made on signing the application form still stand

## **Training and Support**

The school is committed to supporting and training all staff and students in matters of safeguarding. The DSL will liaise with the appropriate person in the local authority and identify training packages with respect to ensuring that all staff have access to regular appropriate training.

All staff and governors will be trained every three years through completing basic safeguarding training and complete training on the school systems which support safeguarding and child protection annually. In addition, safeguarding updates, such as changes to legislation, the policy or local area procedures will be communicated to all staff through briefings as required. All staff will be provided with section 1 [Keeping children safe in education \(September 2024\)](#) (September 2024) and [Working together to safeguard children](#) (updated February 2024)

This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at school are effective and support the delivery of a robust whole school approach to safeguarding.

The Local Governing Body should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty 23), and their local multi-agency safeguarding arrangements.

The DSL will undertake training every year. The DSL will complete the 'Working Together to Safeguard Children' course and will complete additional training/briefing sessions annually. The DSL will meet with the Local Authority Designated Officer on a regular basis to meet their supervision needs.

All staff will complete Prevent training every three years and will complete an update on the school procedures annually. As with updates to safeguarding information, changes will be communicated through briefings as required.

EWA is committed to ensuring that all pupils have the knowledge and resources available to keep themselves and others safe. This is achieved through sessions delivered through the tutorial programme in which pupils can develop the skills and knowledge in a supportive and safe environment. The tutorial programme is reviewed regularly to ensure pupils are kept informed and are encouraged to recognise situations where they or others may face potential harm and to report such situations as soon as possible, to the DSL or any staff member.

### **Visitors**

All visitors to the school are required to sign in and be accompanied by a named member of the school staff if required. Visitors are also provided with a safeguarding statement with details of what to do if they are concerned about the welfare of a student. The DSL contact details are included in this statement.

Where an individual is visiting the school on one occasion, they will be always accompanied by a member of school staff whilst in the building and will follow the signing in procedure.

Where an individual is visiting the college on a more regular basis, the school will require their DBS number to be registered.

Further information specifically on visiting speakers at the school can be found in appendix 5.

### **Contractors**

All contractors working onsite are required to sign in and report to the Estates Team on arrival. Contractors will only visit the school at pre-arranged times and most of the work in the school takes place in holiday periods when there are no pupils in the building. Where work is being undertaken during term time, the following procedure will apply:

Where the contractor is visiting the school or undertaking work for a short period of time (less than 1 day) or where the completion of the work is urgent, the contractor will be always supervised by a member of staff when working in areas with access to pupils.

Where the contractor is working in the school during term time for a period of more than 1 day (other than where the completion of work is urgent) or will be visiting the school during term time on more than one occasion within a period of 6 months, a DBS check will be obtained for the contractor and the number held on the school's single central record.

## **Dealing with Disclosure of Abuse**

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil (s);
- If a referral needs to be made to the police and/or children's social care;
- What further information is required to decide on the best response;
- Whether immediate action should be taken to delete or remove images from devices or online services;
- Any relevant facts about the pupils involved which would influence risk assessment;
- If there is a need to contact another school or individual;
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult;
- There is reason to believe that a child has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs);
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the child's developmental stage, or are violent;
- The imagery involves sexual acts and any young person in the imagery is under 13;
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the pupil is presenting as suicidal or self-harming).

If none of the above applies then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving external agencies. In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. 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. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual

violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

### **Further review by the DSL/DDSL**

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

At the point of referral to children's social care, the DSL will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the pupil at additional risk). Any such decision will be made with the support of children's social care.

Where the alleged perpetrator attends the same school, the DSL will discuss and agree with the police what information can be disclosed to the alleged perpetrator(s) and their parents or carers.

Where the decision is made not to inform parent/carers, it is important that the pupil is supported by the school alongside children's social care and any other appropriate specialist agencies

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialling 101.

### **Recording incidents**

All incidents and the decisions made in responding to them will be recorded. All incidents will be recorded on CPOMS with any supporting documents uploaded and linked to the incident log.

### **The Prevent Duty**

The Counterterrorism and Security Act 2015 places a duty on schools (and many other organisations) to 'have due regard, in the exercise of its functions, to the need to prevent people from being drawn into terrorism.' The Act requires schools to have regard to the 'Prevent Duty Guidance.' In order to fulfil the Prevent Duty staff have received information and training to help them to identify children who may be vulnerable to radicalisation and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the DSL.

The DSL will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

### **Preventing radicalisation**

Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges 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** is 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 pupil is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a pupil's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). Staff will be alert to changes in pupil behaviour.

The website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

All staff complete training in relation to the Prevent duty and how to identify signs that a pupil may be vulnerable to extreme views and/or radicalisation as part of the safeguarding training every 3 years and policy and procedure updates annually.

All staff should report any concerns to the DSL following the safeguarding referral procedure as detailed in this policy.

## **Safeguarding Procedures**

Any member of staff who has concerns about a pupil must report their concerns in accordance with the procedures below. Normally the student's Head of Year and the DSL will deal with all subsequent notification and actions. If a member of staff has any concerns about the subsequent action taken, they may contact Rochdale Borough Safeguarding Children Partnership.

If a pupil discloses an incident of abuse (or suspected abuse) or has visible signs of what might be abuse, it is the responsibility of the individual member of staff to whom the disclosure is made to, or to whom the signs are visible, to follow the procedure described below.

If a pupil is in immediate danger, you should contact the police on 999 and report your concerns. You should then pass on your concerns to the DSL.

If you are concerned about a pupil who is not in immediate danger (e.g. they are in school or safe and well at home), follow the procedure detailed below.

1. **Do not offer confidentiality**
2. Never do nothing or assume that another agency or professional will act or is acting
3. Offer the pupil a **choice** as to **where they wish to talk**
4. **Listen to the pupil** rather than directly question him or her. Do not interrupt the student when he/she is recalling significant events.
5. **Never ask leading questions**
6. **Make notes** as soon as possible (this is made easier by the presence of a second staff member), writing down as exactly as possible, what was said or seen, putting the scene into context, and giving the time and location, including full names (not initials) of individuals. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. **All records must be signed and dated clearly.**
7. You may include a completed body map (within safeguarding policy and procedure) clearly indicating the site of any injuries.
8. **Refer the issue to the DSL** as soon as possible after any disclosure (preferably within 10 minutes). You must provide all records of any disclosure for safekeeping.
9. **Do not** contact **the pupil's family**, if any such contact is appropriate, it is the responsibility of the DSL.
10. The information **must only** be shared with the DSL.
11. **Do not** investigate or seek to prove or disprove possible abuse

N.B: If the allegation in any way involves another member of staff, the matter needs to be brought to the attention of the Headteacher who will liaise with the DSL. The Headteacher will inform the Chair of Governors of any such allegations against a member of staff.

The Chief Executive Officer should be informed if the allegation involves the Headteacher.

### **Child Protection Online Monitoring and Safeguarding system (CPOMS)**

EWA utilises CPOMS, a software application for monitoring child protection, safeguarding and other pastoral issues. All members of staff have a responsibility to report any concerns, which they are expected to record on CPOMS. It is imperative that the information recorded by the members of staff is accurate and timely so that the information can be recorded effectively. If the concern is immediate the priority is to get the information to the DSL as swiftly as possible.

### **Involvement of the DSL**

The member of staff should contact the DSL as soon as possible after any disclosure. Explain that this is a safeguarding issue. If the DSL is not available, contact either the Headteacher or Assistant Headteacher.

The DSL may need to talk to you and/or the pupil.

If there is a delay in the DSL reaching you and you feel it appropriate you may leave the student with a member of SLT who will sit with them until they can be seen. The SLT member will not need to know the details of the case; simply that it is a safeguarding issue.

### **Action to be taken by the DSL**

Any subsequent discussion with parents/the alleged abuser, etc. regarding the referral or incidents leading up to referral should be undertaken by the DSL. It is the responsibility of the DSL to inform Children's Social Care and Rochdale Borough Safeguarding Children Partnership, via EHASH as soon as possible, but certainly before the end of the school day.

To do so they must contact:

- a) Early Help and Safeguarding Hub (EHASH)  
Telephone: 0300 303 0440 (8.00am – 4.45pm Rochdale Police Station)  
Fax: 0844 963 2483

OR

- b) Emergency Duty Social Work Team (Out of Hours & Weekends)  
Telephone: 0300 303 8875 (4.45pm – 8.00am & Weekends)

Where the DSL is unsure whether a referral is required, they should contact the Early Help Team for advice and guidance on the support services available.

### **Record Keeping**

Any member of staff receiving a disclosure of abuse from a pupil or noticing signs or symptoms of possible abuse in a pupil must make notes as soon as possible, writing down as exactly as possible, what was said or seen, putting the scene into context, and giving the time, location, and full names (not nicknames or initials). Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. This might include the completion of a body map, (Appendix 4 of this document) clearly indicating the site of any injuries and including this information in the pupil's safeguarding file and in subsequent referrals to Rochdale Borough Safeguarding Children Partnership. Details of how the concern was followed up and resolved and any decisions taken, and the outcome will be recorded on CPOMS.

All records of a safeguarding nature (handwritten or typed) must be given to the DSL for safe keeping or be destroyed if the information is on CPOMS. This includes safeguarding conference minutes. Access to any records will be on a "need to know" basis. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached with rationale and the outcome

No records should be kept other than by the DSL. All records should be stored on CPOMS, except for paper safeguarding files that are transferred from schools and that are not practical to be scanned. These files will be kept in a locked cabinet and be separate from a pupil's education file. Record management will be undertaken by the DSL.

Records shall be kept until the student is 36 years of age, as per the Local Authority guidelines.

### **Transfer of Records**

If a pupil leaves the school and continues their education at another educational establishment the following procedure (as detailed in the RBC 'Protocol for the transfer of child protection records between education settings') shall be followed for the transfer of their safeguarding records:

- The DSL will contact the DSL in the education setting to which the pupil is transferring as soon as possible to inform them that a child protection file exists;
- The original file will be transferred within 10 school/college days of the pupil's attendance being confirmed;
- Where possible, the files will be transferred by hand but where this is not practically possible due to distance, the file will be sent via Special Delivery separately from the pupil's main education file. To maintain confidentiality when sending via special delivery, the file will be placed in a double envelope package with both packages containing the full delivery address and marked confidential. Only the inner envelope will be marked with the return address. Where the file is sent via post, the DSL will track the delivery and request confirmation from the receiving school's DSL that the file has been received;
- Where a file is sent via special delivery, a full copy of the file will be retained by the school until confirmation has been received that the original file has reached the new establishment. Once this is confirmed, the parts of the file that would not normally be kept will be securely destroyed;
- Written evidence of the transfer will be required with the receiving DSL's signature. This will be retained by the school;
- Where a student is subject to a child protection plan, the DSL will liaise with the pupil's social worker to discuss the transfer of records;
- Any paper files that remain once the pupil has completed their studies with the school will be transferred to Rochdale Borough Council for safe storage;
- Any records that are stored on CPOMS will be archived automatically on completion of studies and be stored indefinitely, at least until the pupil reaches the age of 36 years.

### **Concerns or allegations that may meet the harm threshold**

The procedures apply to all staff, whether teaching, leadership, support, or contractors, as well as to volunteers. The word "staff" is used for ease of description. If a pupil makes an allegation against a member of staff, the school will follow the Rochdale Borough Safeguarding Children Partnership Safeguarding Procedure; 'Procedures and guidance for managing allegations' [www.rbscp.org](http://www.rbscp.org). This also applies to allegations from persons/organisations external to the school, including any allegations relating to potential criminal proceedings. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. If the allegation made to a member of staff concerns the Headteacher, the DSL should be informed. The DSL will immediately inform the Chief Executive Officer.

The DSL will contact the Local Authority Designated Officer (LADO), if it is judged that a member of staff has:

- Behaved in a way that has harmed or may have harmed, a child
- Possibly committed a criminal offence against, or related to, a child; or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

The school recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those involved with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

The school recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It also recognises that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence, and career. Therefore, those dealing with such allegations within the school will do so with sensitivity and will act in a careful, measured way.

### **The initial response to an allegation**

Where the school identifies a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact local authority children's social care and as appropriate the police immediately.

There are two aspects to consider when an allegation is made:

- **Looking after the welfare of the child** - the DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, the school will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently, and
- provide effective protection for the pupil and support the person subject to the allegation.

The school understands the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school at the time of the allegations
- did the individual, or could the individual have come into contact with the pupil
- whether there are any witnesses, and
- was there any CCTV footage

### **No further action**

Where the initial discussion leads to no further action, the case manager and the LADO should:

- record the decision and justification for it, and
- agree on what information should be put in writing to the individual concerned and by whom

### **Further enquiries**

Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to schools when considering allegations against adults working with children. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, local authority children's social care, the school, or a

combination of these. In straightforward cases, the investigation should normally be undertaken by a senior member of the school's staff.

Where there is a lack of appropriate resource within the school, or the nature or complexity of the allegation requires it, the allegation will require an independent investigator. Many local authorities provide for an independent investigation of allegations for schools that are maintained by the local authority, often as part of the HR/personnel services that schools can buy in from the authority. It is important that local authorities ensure that schools in that area have access to an affordable facility for independent investigation where that is appropriate. Colleges, academies and independent schools should also ensure they secure the services of a person who is independent of the school or college.

The case manager should monitor the progress of cases to ensure that they are dealt with as quickly as possible in a thorough and fair process. Wherever possible, the first review should take place no later than four weeks after the initial assessment. Dates for subsequent reviews, ideally at fortnightly (and no longer than monthly) intervals, should be set at the review meeting if the investigation continues.

### **Allegation outcomes**

The definitions that should be used when schools and colleges determine the outcome of an allegation are set out below:

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

### **Low level concerns**

As part of their whole school approach to safeguarding, schools 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 (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- enable schools to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

### **What is a low-level concern?**

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not 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, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

All low level-concerns should be reported to the DSL immediately.

### **Enquiries and Investigations**

Safeguarding enquiries by Social Services or the police are not to be confused with internal disciplinary enquiries by the school. The school may be able to use the outcome of external agency enquiries as part of its own procedures. The safeguarding agencies, including the police, have no power to direct the school to act in a particular way; however, the school will assist the agencies with their enquiries.

Any internal enquiries shall conform with the existing staff disciplinary procedures.

- If there is an investigation by an external agency, for example the police; the Headteacher (or Designated Safeguarding Lead) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Headteacher or the member of staff delegated the responsibility is responsible for ensuring that the school gives every assistance with any agency's enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made and suggest that he/she should consult with a representative, for example, a trade union.
- The Headteacher (or DSL) will consult with Children's Social Care, the police or the Rochdale Borough Safeguarding Children Partnership, particularly in relation to timing and content of the information to be provided, and subsequently shall:
- Ensure that the parents/carers of the pupil making the allegation have been informed verbally and in writing that the allegation has been made and what the likely process will involve.
- Inform the member of staff against whom the allegation was made verbally and in writing of the fact that the investigation is taking place and what the likely process will involve.

### **Suspension of Staff**

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

Suspension should not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The case manager must consider carefully

whether the circumstances warrant suspension from contact with children at the school, until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school is/are at risk of harm, or the case is so serious that there might be grounds for dismissal.

## **Records**

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. Where the allegation is found to be without foundation, a record of the allegation, investigation and outcome should be retained.

- If a member of staff is dismissed or resigns before the disciplinary process is completed, they should be informed about the school's statutory duty to notify the Independent Safeguarding Authority in accordance with the Disclosure and Barring Service (DBS).

## **Concerns or allegations that do not meet the harm threshold**

For low-level concerns please refer to the Low-Level Concerns Policy.

## **Legislation and Statutory Guidance**

This policy is based on the Department for Education's statutory guidance [Keeping children safe in education 2024](#), [Working together to safeguard children \(2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners; the local authority, clinical commissioning group and the police.

This policy is also based on the following legislation:

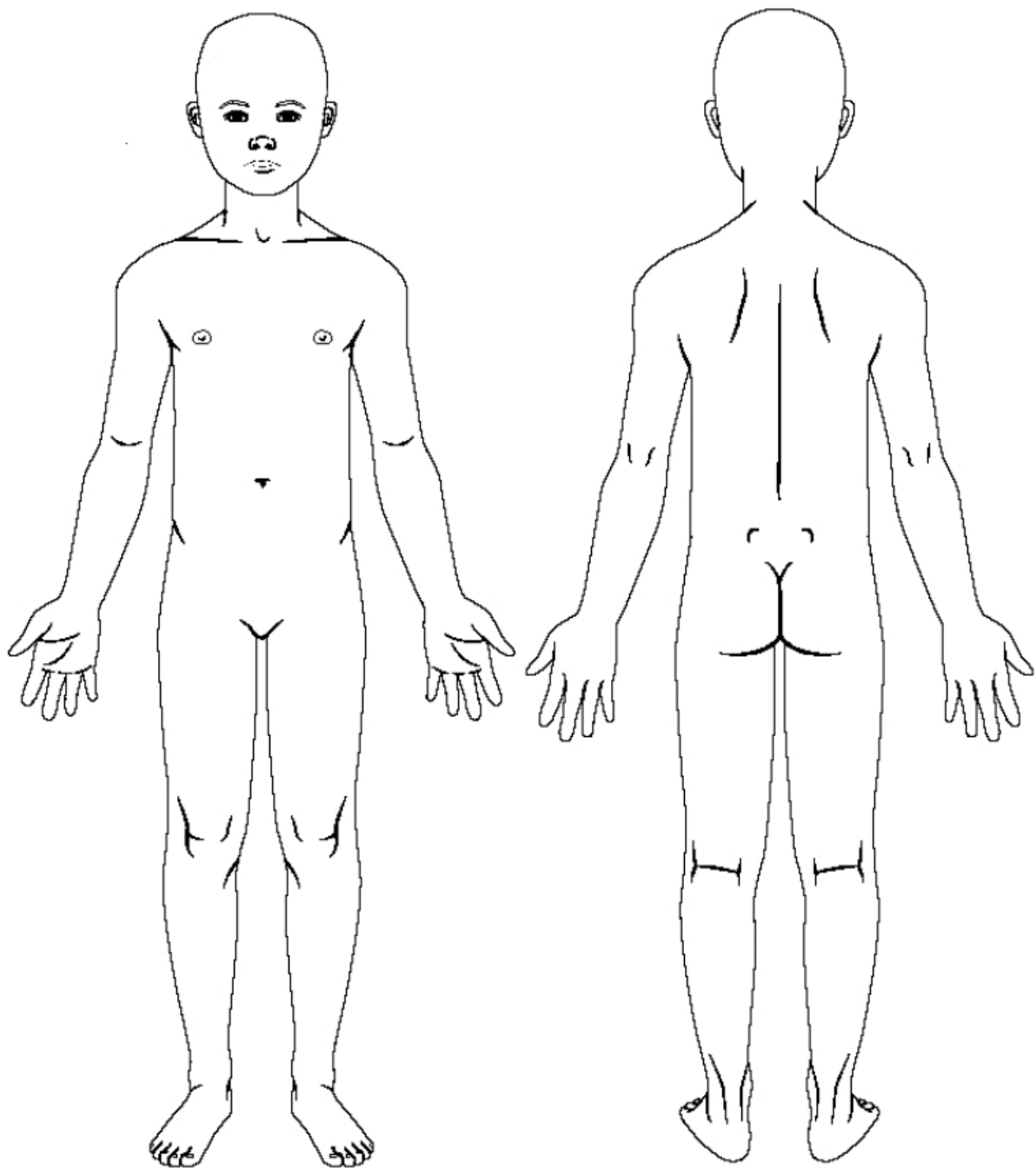
- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- [The School Staffing \(England\) \(Amendment\) Regulations 2015](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques;
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school;
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children;
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18;
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM;
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children;

- [The Prevent Duty Guidance \(2023\)](#) which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty
- [Behaviour in Schools \(updated February 2024\)](#)

#### **Appendix 1 - Policies and procedures linked to Safeguarding**

- Guidance for safer working practice for those working with children and young people in education settings
- Single Equality Policy
- Recruitment and Selection
- Student Behaviour Policy
- Staff Code of Conduct
- Staff ICT Acceptable Use Policy
- Health and Safety Policy
- Student Admissions Policy
- Whistleblowing Policy
- First Aid Policy

**Appendix 2 - Child surface anatomy skin map**



## **Appendix 3 - Visiting Speakers Procedure**

### **Protocols for outside visiting speakers**

EWA is part of a wider community. Occasionally, we have speakers from our wider community who enrich our pupils' experience of school, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our pupils is to ensure that the information they receive they can critically assess as to its value to themselves, and that the information is aligned to the ethos and values of the school and British values.

When organising for a visiting speaker to present to pupils, the following must be completed:

1. Identify the reason for inviting the guest to speak to pupils.
2. Complete a brief biography of the speaker.
3. Complete a summary of the information that the speaker will communicate to the pupils.
4. Identify who the contact for the speaker will be throughout their visit – this member of staff will be responsible for supervising the visitor at all times throughout the visit.
5. Outcome of a Google search (first three pages) to confirm there is anything in the public domain which suggests this speaker would not be suitable to come to school.

**The information above should be completed and should be passed to the DSL.**

### **Further guidelines**

1. School safeguarding procedures apply and visiting speakers should normally have photograph identity from their institution and where possible their DBS certificate or DBS number on letter headed paper. They will be issued with a visitors' badge which they must always wear.
2. Visitors are accompanied in the building at all times and will be escorted to and from the toilets by the supervising member of staff.

### **During the speech monitoring**

1. Staff will be present during the visit and monitoring that the speech aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet this requirement, immediate action will be taken by the staff member to balance the information given or if deemed appropriate, to stop the speech from continuing.

### **Post speech/visit evaluation**

1. The speech/ visit is evaluated by the organiser as to whether it met the needs of our pupils. Should the visit/speaker not meet the needs of our pupils then this will be clearly communicated to the visiting speaker/ institution by the Headteacher.

## Appendix 4

### Child Protection Considerations and Procedures

#### Thresholds for Referral to the Early Help and Safeguarding Hub (EHASH)

Where the DSL considers that a referral to the EHASH may be required, there are two thresholds and types of referral that need to be carefully considered:

(i) **Is this a Child In Need?**

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

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

(ii) **Is this a Child Protection Matter?**

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

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) **there is 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 DSL will make judgements around 'significant harm', levels of need and when to refer, (Children's Needs and Response Framework) and ensure that if there is an open Early Help Assessment (EHA) on a child that this information is attached as part of the referral to EHASH.**

#### Making Referrals to the EHASH (Guidance for the Designated Safeguarding Lead)

(i) **Child In Need/Section 17 Referrals**

The DSL should look with other services as part of the Early Help Strategy to complete a Early Help Assessment (EHA) and copy this to: [karen.donnelly@rochdale.gov.uk](mailto:karen.donnelly@rochdale.gov.uk)

- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate), this should be identified on the CAF
- Where a parent/child refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc., and the possibility of a Child Protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

## (ii) Child Protection

Use the multi-agency referral form (MARF) ([www.rbscb.org](http://www.rbscb.org)) for referrals to the EHASH where it is considered that a child may be at risk of or suffering significant harm. If a EHA is in place then this information must form part of the CP referral and the DSL completes the front sheet of the multi-agency referral form.

- 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), to another member in the family home or to a professional; or
  - (b) Because, in the referrer's professional opinion, to do so might impede a criminal 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.

**See the Rochdale Borough Multi-Agency Safeguarding Children procedures on the RBSCP website for the occasions when parents/carers should not be informed.**

*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 or in any telephone contact with the Multi Agency Screening Service.*

## The EHASH Responses to Referrals and Timescales

In response to a referral, the EHASH may decide to:

- Provide advice to the referrer and/or child/family;
- Refer to Early Help services;
- Undertake an Assessment;
- Convene a Strategy Meeting for referrals under Section 47 of the Children Act;
- Provide support services under Section 17;
- Convene an Initial Child Protection Conference;
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;

## Feedback from the EHASH

The EHASH has 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 the relevant Team Manager at EHASH (0300 303 0440) or the Education Safeguarding Officer (01706 925384)

Appendix 5 - Recording Documentation

## **SAFEGUARDING INCIDENT CONCERN FORM**

<b>Pupil Name</b>		<b>DOB/Year Group</b>	
<b>Name of Staff Completing Form</b>			
<b>Full Professional Job Title of Staff Completing Form</b>			
<b>Date of incident/concern (dd/mm/yy)</b>			
<b>Incident/Concern:</b> Who, what, where and when. Include any witnesses to the event. Ensure the pupil's voice is documented.			
<b>Summary of Risk Posed to pupil:</b> <i>Bullet Point i.e. Student fearful of returning home due to physical abuse experienced.</i>			
<b>Action Taken:</b> <i>Include full name and professional title of DSL.</i> A copy of this form and any additional notes must be uploaded to CPOMS and all actions logged.			
<b>Signature</b>		<b>Date Completed</b>	

## **Appendix 6: Role of the DSL**

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

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

### **Manage referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme •

where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and

- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

### **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health and promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college.

This includes:

Ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and

Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

### **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

### **Raising awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this • link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing information about welfare, safeguarding, and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

### **Training, knowledge and skills**

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. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this KCSIE 2023, and therefore 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 concerns and referrals and understand the purpose of this record-keeping.