



**MOSAIC**  
LEARNING TRUST  
Raising Aspirations,  
Empowering Futures

# SAFEGUARDING, CHILD PROTECTION AND EARLY HELP POLICY



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Safeguarding and child protection is at the forefront and underpins all relevant aspects of process and policy development at Golborne Community Primary School

Our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment. Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life. Through first-hand experiences and subsequent understanding, we wish to cultivate in all our children not only the need to learn but also a pride in their work, respect for their surroundings and good relationships with others at home and at school.

**This policy and our Safeguarding procedures will be reviewed and updated annually (as a minimum).**

## 1. Key Contacts

Table of identified persons with specific lead responsibilities in relation to Safeguarding and other key agencies.

Key Safeguarding Personnel at Golborne Community Primary School			
Role	Name	Telephone	Email
Headteacher	Mr A Hunt	01942 726059	<a href="mailto:enquiries@admin.golborneprimary.wigan.sch.uk">enquiries@admin.golborneprimary.wigan.sch.uk</a>
Designated Safeguarding Lead (DSL)	Headteacher	01942 726059	<a href="mailto:enquiries@admin.golborneprimary.wigan.sch.uk">enquiries@admin.golborneprimary.wigan.sch.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Principle Deputy Headteacher Deputy Headteacher Out of School Club Manager (OOSC)	01942 726059	<a href="mailto:enquiries@admin.golborneprimary.wigan.sch.uk">enquiries@admin.golborneprimary.wigan.sch.uk</a>
Nominated Governor/Trustee	Vice Chair of Governors	N/A	
Chair of Governors/ MAT Trustees	Chair of Governors MAT Trustee	N/A	
Designated Teacher for Looked After Children	SENDCo	01942 726059	<a href="mailto:enquiries@admin.golborneprimary.wigan.sch.uk">enquiries@admin.golborneprimary.wigan.sch.uk</a>
Agency Contact Details			
LADO	Heather Martin		<a href="mailto:lado@wigan.gov.uk">lado@wigan.gov.uk</a>
Virtual School Head	Charmaine Tarring		<a href="mailto:c.tarring@wigan.gov.uk">c.tarring@wigan.gov.uk</a>
Virtual School Lead	Michelle Amberry		<a href="mailto:m.amberry@wigan.gov.uk">m.amberry@wigan.gov.uk</a>
Children's First Partnership Hub	Early Help/Children's Social Care		<a href="mailto:wscb@wigan.gov.uk">wscb@wigan.gov.uk</a>

CAMHS Link worker	Helen Clucas	<a href="mailto:Helen.Clucas@gmmh.nhs.uk">Helen.Clucas@gmmh.nhs.uk</a>
School Nursing / Health Visiting service	Lauren Somers	<a href="mailto:lauren.somers1@nhs.net">lauren.somers1@nhs.net</a>
Housing		
SDF Huddle Manager	Angela Addis	<a href="mailto:Angela.addis@wigan.gov.uk">Angela.addis@wigan.gov.uk</a>
If you believe a child or young person is <b>at immediate risk</b> of significant harm or injury, contact the <b>Police on 999</b>		

## 2. Introduction

This policy has been developed in accordance with the principles established by

- The Children Act 1989 (as amended).
- The Children and Social Work Act 2017.
- The Safeguarding Vulnerable Groups Act 2006.

In addition to the revised documents.

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education September 2025
- Working Together to Improve School Attendance 2022

Other key documents are noted, which have prompted changes to safeguarding requirements over time. This policy references these throughout where relevant:

- GDPR and the Data Protection Act 2018.
- Information Sharing: Advice for Practitioners 2024.
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (guidance document) 2021
- Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- Childcare Act 2006 (as amended in 2018).
- Human Rights Act 1998
- The Equality Act 2010

This policy should also be read in conjunction with Wigan's Threshold of Need <sup>1</sup>Document / Procedure and Wigan's Resolution Policy<sup>2</sup>.

Safeguarding is defined as:

- protecting children from maltreatment;
- preventing 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; and
- taking action to enable all children to have the best outcomes and life chances.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education;

<sup>1</sup> <https://www.wigan.gov.uk/Docs/PDF/WSCB/Thresholds-of-Need-booklet.pdf>

<sup>2</sup> Escalation policy recently updated to Resolution Policy

providing first aid and site security. Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- |  |  |   |
|--|--|---|
| • Positive Discipline Policy                           | • Quality of Education Policy                        | • Equality Statement                        |
| • Staff Handbook                                       | • SEND Policy  | • Safer Recruitment Policy                  |
| • E- Safety Policy                                     | • GDPR Policy  | • Well-being Trust Policy                   |
| • Healthy Relationships including Sexual Relationships | • School Uniform                                     | • Attendance and Punctuality Policy         |
| • Whistleblowing Policy                                | • Emergency/Lockdown Procedure                       | • Code of Conduct for Parents/Carers Policy |
| • PSHE Policy  | • Health and Safety Premises Policy (Inc. First Aid) | • Social Media Policy                       |
| • Code of Conduct for Employees                        | • Educational Visits                                 | • Induction Policy                          |
| • Intimate Care Plan                                   |  |   |

It is also consistent with other relevant documentation, Keeping Children Safe in Education (September 2025) and Guidance to Safer Working practice for those working with children and young people in education settings. Working together to safeguard children (December 2020).

#### **Our Core Aims:**

- All of our pupils / students are safe and protected from harm; attendance is monitored
- Safeguarding procedures are in place to help pupils and students to feel safe and learn to stay safe
- All adults in the school are aware of the expected behaviours and the legal responsibilities in relation to safeguarding and child protection, including supply teachers.
- All agencies are providing appropriate support to children through adoption of the early help framework.

#### **This will be achieved by:**

- Providing a high quality, safe and stimulating environment in which children feel safe, valued, respected, confident, and are able to enjoy, learn and grow in character. The pupils have positive relationships with the adults caring for them and know who to approach if they require support.
- Continuing Professional Development (CPD) log is completed linked to training that staff receive.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and young people, of their responsibilities in identifying and reporting possible cases of abuse (reference appendices 1 and 2) and preventing and intervening earlier to address support and social needs of young people through the early help framework.
- Providing a systematic means of monitoring children / young people known or thought to be at risk of harm, and ensure we contribute to assessments of need and support packages for those pupils/students.
- Clear communication and a culture of vigilance at all times.
- Clear and consistent policies and procedures which will be followed by all adults.
  - Employee code of conduct (for safer working practice)
  - D/DSL training KCSIE Part 1 (September 2025)
  - Looked After Children (CLA)
  - Online safety training for staff including filtering the filtering and monitoring system and Cyber Security
  - Preventing Radicalisation (PREVENT)
  - FGM
  - CSE

- Regular staff training on all aspects of Safeguarding and Child Protection
  - Safe Teach Training – positive handling techniques
  - Whistleblowing
  - Annual CPD to raise staff awareness and knowledge around safeguarding
  - Safer Recruitment
  - Single Central Record
  - Domestic Abuse
  - Positive Behaviour – Jason Bangala approaches
- Developing and promoting effective working relationships with other agencies, such as the police and social workers.
  - Ensuring that all staff working within our education setting who are in contact with children have been checked as to their suitability, including verification of their identity, qualifications, reference checks and a satisfactory DBS check <sup>3</sup> prohibition check, online checks, work outside UK, disqualification, Section 128 (managers/MLT/SLT/Governors according to guidance) and a central record is kept for audit, Including 'Supply Teachers'.
  - DBS checks will be carried out on all new staff prior to starting their new role in school and DBS's for all staff will be renewed every 5 years by the school.
  - Staff will have two references prior to starting at the school.
  - All staff will be required to complete a staff suitability declaration form every year.
  - Curriculum - our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE curriculum specifically includes the following objectives:
    - Health and Well-being.
    - Relationships Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive, healthy relationships and consent)
    - Living in the wider world.
    - Developing strategies for self-protection including online safety.

At Golborne Community Primary School all stakeholders ensure that children are taught about safeguarding, this includes online safety. This is fully embedded through our bespoke sequenced curriculum in all subjects. To be read in conjunction with [KCSIE 2025](#).

### 3. Health and Wellbeing

We recognise that some pupils may experience social, emotional or mental health difficulties that can impact their wellbeing, development and ability to engage fully in school life. As part of our safeguarding commitment, we provide a range of pastoral support tailored to the individual child.

We understand that early intervention and consistent support can make a significant difference in a child's school experience and outcomes. Our approach is child-centred, inclusive and responsive to the changing needs of our pupils.

#### **Pastoral care may include but is not limited to:**

- Access to a qualified school counsellor
- Use of social stories and visual aids to support understanding and emotional regulation
- Implementation of individualised sensory diets to meet sensory processing needs
- Regular check-in sessions with designated staff
- Use of safe spaces where pupils can regulate or take a sensory break when needed
- Regular communication and planning with parents/carers to ensure a joined-up approach

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<sup>3</sup> Guidance regarding DBS checks was updated by the Protection of Freedoms Act 2012  
<https://www.gov.uk/db-check-applicant-criminal-record>



- Group interventions such as friendship clubs or social skills groups
- Liaison with external agencies where necessary, such as social workers, Educational Psychologists, CAMHS, bereavement services or Early Help services

Through these and other strategies, we aim to ensure that all children feel safe, supported and able to thrive within our school community.

#### 4. Curriculum – Teaching About Safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

We deliver a bespoke PSHE and SMSC curriculum. The programme is designed to support children to build resilience, emotional intelligence and empathy. It enables children to adopt a growth mind-set whilst maintaining a healthy emotional self. This curriculum is bespoke to the needs of our pupils and is adapted accordingly.

#### 5. Health Education

Though PSHE and our wider curriculum our pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body.

At Golborne Community Primary school children's mental health and physical well-being is always of the highest of priority and is embedded in our ethos and culture.

#### 6. Child and Adolescent Mental Health

All staff are aware of the relevant risk factors that can impact on emotional wellbeing and mental health in pupils.

- Risk Factors
- Domestic Violence
- Neglect
- Physical abuse
- Child Sexual Exploitation
- Bereavement
- FGM

All staff are accountable to ensure that the above risk factors are reported to the DSL (Headteacher) and the DDSLs (Deputy Headteachers and Out of School Club Manager). Concerns will be reported in the usual way and recorded on CPOMs under the categories of Safeguarding, Mental Health or Well-Being.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern therefore immediate action should be taken, following our 'Child Protection Policy' and speaking to the DSL/DDSL. Good mental health and resilience are fundamental to our children's physical health, relationships, education and to achieving their full potential. The school will promote positive self-esteem and tackle behaviours such as bullying that can impact a young person's self-esteem. Support will be available to those with mental health concerns as well as staff being aware of pathways for young people to Early Help and CAHMS.

Staff have been alerted to lots of different resources to support children's mental health and wellbeing including the following link: [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/mental-health-and-behaviour-in-schools)

## 7. Digital Literacy (Online Safeguarding)

Digital literacy is explicitly taught as part of our safeguarding curriculum from Reception through to Year 6 and more widely across our school community during parent workshops and through regular parent communication. This is strategically planned by the Computing Lead.

All of our wider curriculum skills progression documents indicate where safeguarding is taught through our curriculum, with specific subjects of Computing, Science, PE and PSHE having the most content.

Further enrichment days planned as part of our SMSC and Personal Development Calendar which provide further opportunities to discuss safeguarding in the curriculum, for example: NSPPC visits, Safer Internet Day, Bikeability, Anti-Bullying, Healthy Relationships and World Mental Health Week.

Online Safeguarding is an essential part of the Computing Curriculum at Golborne Community Primary School which allows us to safeguard children. Our role is to ensure that this is taught age appropriately throughout the children's school journey.

The children are taught the positive and negative aspects of technology and understand how to follow the SMART Rules when keeping safe online. The children participate yearly in extra curriculum days to promote the importance of keeping safe online through Safer Internet Day and assemblies delivered by the NSPCC. Safer Internet Day and assemblies are child focused and are planned specifically linked to what the children are accessing and any safeguarding concerns we have had reported as a whole school.

Computing displays are situated in the Computing Suite sharing key information on E –Safety which provides resources for the children as well as showcasing their online safety curriculum work.

School assemblies are delivered by the Computing Leader, to ensure the children are aware of applications, games and other sources they are using and whether this is age appropriate. During these assemblies, the children revisit the SMART rules to ensure they are embedded and learn to give practical examples.

The Complex Safeguarding team also deliver yearly workshops to Upper Key Stage 2 pupils on consent for social media and how to keep safe on different platforms.

Our school aim is to involve all parents in regards to their child's online safety and learning by providing online safety information via newsletters, X posts, the school website and via Parentmail alongside workshops throughout the year. A half termly newsletter is sent out via Parentmail to all parents/carers.

## 8. Home Online Learning

The home learning platforms that Golborne Community Primary School use to aid home learning are all reputable online education website:

- TT Rockstars
- Spelling Shed

If any pupils are educated at home, whilst this is the responsibility of the Local Authority, we will support and help parents have the right information and support them in the decision process. In addition, we will notify the Local Authority if we have any safeguarding concerns.

## 9. HRE Through Our Curriculum

The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils).

At Golborne Community Primary School we deliver HRE within our PSHE Curriculum using a bespoke curriculum that covers all mandatory elements of the PSHE curriculum including healthy relationships.

### **What do we teach and why?**

- Our PSHE curriculum prepares our pupils for the opportunities, responsibilities and experiences of adult life. We teach our pupils to develop resilience, to know how and when to ask for help and to know where to access support. We also promote the spiritual, moral, social, cultural, mental and physical development of pupils both in school and in society.
- As part of PSHE, 'relationships and health education' is compulsory for all primary school pupils however 'sex education' is not compulsory for primary school pupils. At Golborne Community Primary School, we have chosen not to teach 'sex education' to our pupils.
- Through the Year 5 Science National Curriculum, our pupils still learn subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction process in some plants and animals. In addition, during Summer Term, our Year 5 pupils are taught about the menstrual cycle and puberty.
- We have decided that there is no requirement for us to cover any additional content on 'sex education' to meet the needs of our pupils. In addition, we work closely with our high school to ensure the transition phase supports pupils' ongoing emotional and physical development effectively.

Our PSHE curriculum, taught using a bespoke curriculum:

### **Relationships**

- Families and People Who Care For Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

### **Physical Health and Mental Wellbeing**

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

Please see our policy for further information.

At our school, the statutory content is delivered through a structured, timetabled PSHE programme from Year 1 to Year 6, aligned with our bespoke school curriculum.

Sex education is not compulsory in primary schools and at Golborne Community Primary School we have chosen not to teach 'sex education' to our pupils.

Through the Year 5 Science National Curriculum, our pupils still learn subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction process in some plants and animals. In addition, during Summer Term, our Year 6 pupils are taught about puberty changes and the menstruation cycle as part of our PSHE curriculum.

### **Parent/Carer Consultation**

We have worked closely with parents/carers to ensure that they know what will be taught and when. We have clearly communicated to parents/carers the fact that we are not teaching 'sex education' and therefore the content taught through our Science curriculum is statutory. Please see our policy for further information.

**Date of Parent/carers Consultation:** September 2025

As well as the above DIAS (a domestic violence registered charity) deliver an age-appropriate workshop to every class in school on healthy relationships.

At Golborne Community Primary School we ensure that appropriate filters and monitoring systems are in place to ensure the children are safeguarded whilst online learning. All staff are trained and understand their role around the filtering and monitoring systems in place.

### **10. Parent/Carer Consultation**

We have worked closely with parents/carers to ensure that they know what will be taught and when. We have clearly communicated to parents/carers the fact that we are not teaching 'sex education' and therefore the content taught through our Science curriculum is statutory. Please see our policy for further information.

**Date of Parent Consultation:** September 2024

As well as the above DIAS (a domestic violence registered charity) deliver an age-appropriate workshop to every class in school in the Autumn Term on healthy relationships.

At Golborne Community Primary School we ensure that appropriate filters and monitoring systems are in place to ensure the children are safeguarded whilst online learning. All staff are trained and understand their role around the filtering and monitoring systems in place.

### **11. Safe Setting, Safe Staff**

Our health and safety policy, is set out in a separate document, reflects the consideration we give to the protection of our children and young people both physically within the education setting environment and, for example, in relation to internet use, and when away from the education setting, undertaking off site trips and visits.

Golborne Community Primary School security guidance has been compiled to support the Senior Leadership Team of the school in their responsibilities by ensuring the development and implementation of suitable procedures. In particular, maintaining the security of the premises in response to potential threats to the staff and pupils of the setting.

Golborne Community Primary School will ensure that:

- The Governing body of Golborne Community Primary School and the Trustees of Mosaic Learning Trust take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our

school to identify, assess, and support those children who are suffering / at risk of suffering abuse and neglect and exploitation. As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the key actions set out in Keeping Children Safe in Education 2025. (Keeping Children Safe in Education is statutory guidance that education settings in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children).

- There is a Safeguarding, Child Protection and Early Help Policy together with a staff behaviour (code of conduct) policy as well as a Staff Handbook.
- Golborne Community Primary School operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.<sup>4</sup> The Headteacher, Principle Deputy Headteacher, Operations Manager and Chair of Governors have all completed Safer Requirement in Education.
- We acknowledge that Disqualification by Association checks are no longer allowed within school settings, although Disqualification under the Childcare Act 2006, still applies to staff themselves.<sup>5</sup>
- All applicants who are shortlisted for interview are notified that online checks and searches may be conducted a part of the pre-interview checks.
- A Senior Leader has Designated Safeguarding Lead (DSL) responsibility.
- The DSL & DDSL will help promote the educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff’.
- On appointment, the DSL undertakes interagency training and also undertakes DSL “new to role” training and an “updated” course every 2 years.
- All other staff have access to safeguarding training as appropriate.
- Any weaknesses in Child Protection processes and procedures are addressed immediately.
- A member of the governing body / trustees, usually the Chair, is nominated to liaise with the LA on safeguarding issues and in the event of an allegation of abuse made against the Headteacher / Head of School.
- Safeguarding and Child Protection policies and procedures are reviewed annually and that the Safeguarding, Child Protection and Early Help (Thresholds of Needs) policy is available on the school’s website or by other means.
- Children are taught about safeguarding. This is part of a broad and balanced curriculum covering relevant issues through Personal, Social, Health and Economic education (PSHE) and / or for maintained schools through relationship and sex education (RSE). At Golborne Community Primary School we refer to it as Health and Relationship Education.
- The nominated Safeguarding Governor, liaises with the Headteacher/DSL to complete an annual Section 175 safeguarding audit to return to the Local Authority.
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through Personal, Social, Health and Economic education (PSHE) and / or for maintained schools through Relationship and Health Education (RSHE).
- Online Safety
- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety

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<sup>4</sup> Safer recruitment training can be accessed through Wigan Safeguarding Partnership

<sup>5</sup> Disqualification by Association now only applies in domestic settings, not schools. Disqualification under the Child Care Act still applies to staff themselves who work in a child care capacity, whether paid, volunteer or are on work placements. Relevant staff are those working in child care, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours. Keeping Children Safe in Education (DfE, 2023) paragraph 116 also refers to disqualification: “For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009”.

- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent).
- Other topics relevant to your setting
- That enhanced DBS checks are in place for Chair of The Governing Body / Trustees of independent, academies, non-maintained special schools.
- Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor. Using the free 'Employer Secure Access' sign-in portal via the Teaching Regulation Agency's (TRA) Teacher Services' web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction.
- Some overseas qualified teachers can apply to the Teaching Regulation Agency (TRA) for the award of Qualified Teacher Status (QTS) in England. More information about this is available Qualified teacher status (QTS): qualify to teach in England - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Associate members are appointed by the governing body to serve on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 made enhanced DBS checks mandatory for maintained school governors but not associate members.
- The nominated governor (NG) for safeguarding liaises with the Headteacher / Principal Deputy Headteacher and the D/DSL to complete an annual Section 175 safeguarding audit to return to the Local Authority.

- 1) Keeping Children Safe in Education is statutory guidance that education settings in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children applying to.
  - Governing bodies of maintained schools (including maintained nursery schools) and colleges;
  - Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
  - Management committees of pupil referral units (PRUs)
- 2) The lead DSL, the Headteacher is a member of the Senior Leadership team who has; along with the Deputy Designated Safeguarding Leads have undertaken the relevant training, and, upon appointment will undertake DSL new to role training followed by biannual updates.
- 3) The DSLs who are involved in recruitment and at least one member of the governing body / trustees will also complete safer recruitment training to be renewed every year via the National College. Headteacher, Principal Deputy Head, Deputy Head, Office Manager and Vice Chair of Governors have all completed Safer Recruitment in Education training. Any short-listed candidates will now complete a self-declaration form prior to interview about their criminal record.
- 4) The name of the designated members of staff for child protection (DSL's and DDSL's) are clearly visible in school, with a statement explaining the education settings role in referring and monitoring cases of suspected abuse.
- 5) All members of staff are trained in, and receive, regular updates in e-safety and reporting concerns, including training and understanding their role around the filtering and monitoring systems in place within the school. This is covered during the Safeguarding Induction that all new staff receive when employed by the Trust.

- 6) All new members of staff will be given a copy of our safeguarding statement and Safeguarding, Child Protection and Early Help (thresholds of need) policy, with the DSL's names clearly displayed, as part of their induction. All new staff will be trained on how to use CPOMS through understanding our monitoring systems on Induction and a refresher for all staff during Autumn term. (See CPOM's Guidance section)
- 7) All other staff, volunteers and governors / trustees, have Child Protection Awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 8) Child protection and safeguarding concerns or allegations against adults working in the school are referred to the DO (previously LADO) <sup>6</sup> for advice and that any member of staff found not suitable to work with children or young people will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 9) All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through publication of the education settings Safeguarding, Child protection and Early Help policy, and reference to it in the school or setting's Parent's Handbook. At Golborne Community Primary School we have a designated section for parents/carers on Safeguarding on the Schools Website. <http://www.golborneprimary.co.uk/>, this has been updated September 2024.
- 10) The Policy is available publicly either on the education settings website or by other means. Parents / Carers are made aware of this policy and their entitlement to have a copy of it via the website / newsletter.
- 11) All visitors sign in/out electronically and will wear a school ID badge with a coloured lanyard (Red not to left unsupervised, Yellow DBS safe and Green DBS checked Governor/Trustee) and are provided with safeguarding information including the contact details of safeguarding personnel. (Golborne Community Primary School Safeguarding Leaflet)
- 12) Visitors of a professional role are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the education setting. Supporting letters in relation to DBS checks of visitors holding professional ID badges can be found in (**Appendix three**)
- 13) Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 14) Our lettings policy, for community use of the premises, will seek to ensure the suitability of adults working with children on school sites at any time. If school receive an allegation relating to an incident during the letting period, school will follow their safeguarding policies and procedures as standard, including informing the LADO.
- 15) Our procedures will be annually reviewed (as a minimum) and updated.

## 12. Monitoring and Evaluation

Our child protection policy and procedures will be monitored and updated by:

- Local Governing Board visits to the education setting with a link Safeguarding Governor

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<sup>6</sup> DO – Designated Officer (previously LADO - Local Authority Designated Officer) for allegations against staff. DO threshold document can be found here <https://www.wigan.gov.uk/Docs/PDF/WSCB/LADO-threshold.pdf>



- SLT/SENDCo drop ins and discussions with children, young people and staff
- DSL – checks of CPOMS, discussions with children and staff
- Site check – DSL and Site Manager
- Emergency drills – lockdown drills, evacuation and fire safety
- Termly Single Central Record Check by DSL, Office Manager and the Safeguarding Governor.
- Pupil Voice/ student surveys and questionnaires
- Scrutiny of exclusion and attendance data
- Scrutiny of Governing Board minutes
- Logs of bullying / racist / behaviour incidents for SLT and Governing Board to monitor
- Review of parental concerns including parent/ carer questionnaires
- Review of the use of intervention strategies
- Governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are: aware of and understand the systems in place and manage them effectively and know how to escalate concerns when identified. Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online.

### 13. Part-time timetables

The use of part-time timetable for children in our setting, is not something our ethos, or DFE guidelines support. However, through discussions with the relevant professionals and class teachers, this may be something we can consider, only under exceptional circumstances. This is extremely rare, as every child is entitled to a full-time education.

Where it is considered necessary to implement a part-time timetable for a child in the setting, there would be an initial consultation meeting with parents/carers, the Headteacher, SENDCo and the class teacher to discuss the plans. The plan will then be reviewed on a fortnightly basis, with parents/carers and the school, to look at all possibilities of increasing the child's access to full - time education.

### 14. Scope

The term '*safeguarding children*' encompasses a wide range of measures, including child protection procedures. It involves a preventative approach through the *Early Help* framework to ensure children's safety and well-being. This includes ensuring pupil health and safety, promoting positive behaviour, preventing bullying, and supporting pupils with medical conditions. Safeguarding also incorporates personal, health, social and economic (PHSE) education, including training on issues such as domestic violence.

In addition, safeguarding involves the provision of first aid, site security, and specialised training in areas such as diabetes, visual impairment, and general health needs. The statutory guidance *Working Together to Safeguard Children* (December 2020) further emphasises that children's mental health must be considered alongside their physical health. Schools must recognise that concerns about a child's well-being may be linked to abuse, neglect, or exploitation. As such, relevant training should be provided to staff to reflect and respond to these potential concerns within the school environment, including access to a school counsellor when needed.

All staff are aware of the categories of abuse, which are:

- Physical abuse
- Emotional Abuse
- Neglect
- Sexual abuse



The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in *Appendix one and two*.

This policy assumes that any of the categories of abuse could be disclosed within the Borough of Wigan, and gives further information relating to individual types of abuse within this document in line with advice and guidance within Keeping Children Safe in Education 2025.

## 15. Expectations

All staff are:

- Familiar with this Safeguarding Policy and have an opportunity to contribute to its review. There is also annual training through the National College Annual Refresher Training and Bi-Yearly Safeguarding Level 1.
- All Staff have Safeguarding Level 1 and receive regular updates.
- Are part of external reviews.
- Alert to signs and indicators of possible abuse.
- Able to record and report concerns as set out in this policy. CPOMS is to be used effectively and staff will have training on CPOMS on Induction and all staff have a refresher during the Autumn Term.
- Able to deal with a disclosure of abuse from a pupil.
- Involved in the implementation of individual education programmes, integrated support plans, Child in Need plans and interagency Child Protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSIE 2025). All staff working directly with children have also read Annex A.

We recognise that all adults, including temporary staff, including supply teachers<sup>7</sup>, volunteers and governors, have a full and active part to play in protecting our pupils/students from harm, and that the child's/young person's welfare is our paramount concern.

- On entry to our school, all visitors are given a Safeguarding Leaflet, required to sign in and present ID and valid DBS.
- All supply teachers and new staff are updated on our safeguarding processes, all staff have access to our Safeguarding Board in the staff room which outlines all the information regarding safeguarding expectations for Golborne Community Primary School that are vital in keeping our children safe.
- Visitors to our school use our electronic sign in system and DBS checks are carried out.
- All school volunteers will have an enhanced DBS check before working with the children.
- Visitors will sign in and be given a visitor badge on a coloured lanyard. (Detailed below)
- A red lanyard will be given to visitors with no valid DBS to advise staff this visitor is not to be left unattended at any time whilst on the premises.
- Visitors with a valid DBS and ID or from a company with prior agreement that their company identification only is acceptable i.e., Wigan Council Children Services or the NHS will receive a yellow lanyard.
- Governors/Trustees or members of the trust when on site will receive a Green Lanyard which shows they have a valid DBS.

The Headteacher, our senior leadership team and office manager are all Safer Recruitment trained and ensure these processes are in place, ensuring that the Single Central Record is updated to ensure everyone is kept safe at all times.

All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child or young person. We have broad curriculum in

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<sup>7</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

place which covers many areas to equip the children with skills to keep them safe. PSHE/E-Safety are key areas in which children are taught about keeping safe and what to do if they feel concerned. We also have additional support from outside agencies when required.

We recognise that a child/young person who is neglected, abused or is a witness to violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of worth.

We recognise that the education setting may provide the only stability in the lives of children and young people who have been abused or are at risk of harm.

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

We recognise that the Early Help Framework provides opportunities to intervene early and prevent safeguarding issues developing, as well providing a framework for appropriate support to be wrapped around the child/young person and their family. We have a SENDCo to support staff. We also keep track of attendance and punctuality and for children who are a concern, meetings are held to support improving the child's attendance and provision is put in place.

## 16. Responding to concerns/disclosures of abuse

Staff adhere to the following Do's and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

### Do:

- **Create a safe environment by offering** the child a private and safe place if possible.
- **Stay calm** and reassure the child and stress that he/she is not to blame.
- **Tell** the child that you know how difficult it must have been to confide in you.
- **Listen carefully** and **tell** the child what you are going to do next.
- Use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **Tell only the Designated or Deputy Safeguarding Lead.**
- **Record** in detail using CPOMS Safeguarding Monitoring System, using the child's own words where possible.
- **Do** deal with any issues/concerns in a timely manner using the positive relationships created.

### Don't:

- Take photographs of any injuries.
- Postpone or delay the opportunity for the pupil to talk.
- Take notes while the pupil is speaking or ask the pupil to write an account.
- Try to investigate the allegation yourself.
- Promise confidentiality, e.g. Say you will keep 'the secret'.
- Approach or inform the alleged abuser.

All staff report immediately any concerns/incidents or a disclosure by a pupil of abuse or neglect to the D/DSL, then record this using Golborne Community Primary Schools CPOMS monitoring tool. Staff have been trained on using CPOMS and record issues linked to the four categories of need.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

All staff have access to CPOM's via the school computer systems. It is the responsibility of each adult in school to ensure that any safeguarding concerns are reported directly face to face first to the DSL, the Headteacher, or in their absence the DDSL's.

Following the discussion all safeguarding concerns are to be recorded on CPOMS without delay using only relevant factual information, whilst also ensuring the voice of the child is recorded accurately. CPOMS is configured to notify the DSL, the Headteacher, and the safeguarding team of all safeguarding concerns. The DSL (the Headteacher) will verify all safeguarding concerns raised and monitor all further relevant actions, ensuring to keep the relevant staff members informed.

In the absence of the D/DSL, staff will seek advice direct from Wigan Safeguarding Partnership Hub. During school hours there will always be either the DSL or DDSL's in the school setting. In some circumstances, the D/DSL or member of staff seeks advice by ringing Wigan Safeguarding Partnership hub.

During term time, the DSL (Headteacher), and Deputy Designated Leads are always available during school hours for staff to discuss any safeguarding concerns. A Deputy Designated Safeguarding Lead (OOSC Manager) is available as part of the Out of School Club for staff to raise any safeguarding concerns as a DDSL.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them. This is collected by pupil voice, meetings with the School Ambassadors and daily contact with the children. We are committed to working in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wigan Children's Social Care. We follow this up by contacting Children's Social Care directly. (MASH 01942 828300).

## 17.CPOMS Guidance

CPOMS is an online platform used within our school, to record and monitor safeguarding concerns. All staff are trained in the use of CPOMS and all staff have refresher training every Autumn, in the recording and updating of the system. Any new staff that start throughout the year are trained on CPOMS as part of their induction. Throughout the academic year any updates or changes are passed on to all staff through relevant training with the Safeguarding Lead (Headteacher).

Staff have different elevated access to the system to ensure that only the staff relevant to the incident and child can access the records. The Designated Safeguarding Lead (Headteacher) and the Deputy Designated Safeguarding Leads are all notified electronic via CPOMS of every safeguarding incident raised on the system. All staff have received detailed training on the use of CPOMS and the process can be found within the Staff Handbook around non- negotiables in the inputting and sharing of information regarding children or their families.

All adults in school are aware they need to raise the safeguarding concern immediately face to face with the Headteacher (DSL) to discuss their concerns, then record this on CPOMS under Safeguarding. The DSL or DDSL and member of staff will discuss the next steps to ensure staff know what to do next, DSL/DDSLS will then categorise the incident under the relevant safeguarding category and take any further necessary action in regard to the incident.

In the event the DSL is unavailable to raise the concern with, the member of staff will need to speak to one of the deputy DSL's available on site. The OOSC Manager is available before and after school in Out of School Club, who will liaise with the DSL. However, in the event there is no Designated Safeguarding lead available, it is the responsibility of the member of staff to contact the Children's First Partnership Hub on 01942 828300 and raise their concerns. If this department is unavailable as a last resort we advise you contact 999, to raise your concerns.

## 18. Responsibilities

The Designated Safeguarding Lead (Headteacher) will take lead responsibility for safeguarding and child protection and is responsible for:

- 1) Referring a child if there are any concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss these concerns. Referrals should be made by calling the Children's Duty Team. School will provide as much information as possible as part of the referral process to help social care assessments, consider contexts outside the home and enable a contextual approach to harm.
- 2) Keeping electronic records of concerns about a child even if there is no need to make an immediate referral on CPOMS Safeguarding Monitoring System.
- 3) Ensuring that all such records are kept confidentially, securely stored and are separate from pupil / students record, are transferred securely and held by the setting where the pupils / students attend until their 25th birthday. In the instance of an early help intervention, consideration will be given to the welfare of the child / young person and consult with the family for appropriate transfer of information.
- 4) Ensuring that an indication of the existence of the additional file outlined above is clearly marked on the pupils' records.
- 5) We will ensure that all records are kept and retained in line with the "Record Retention" policy; Children Looked After (LAC) records are retained for 99 years, and a record is kept and witnessed of the disposal of an individual's record.
- 6) Making sure when a pupil / student leaves, any information regarding safeguarding (current or historic) as well as the child protection file, where applicable, is transferred to the new education setting as soon as possible. A list of which adults can collect the child are completed by the parent/carer and updated when required. Parents/Carers also complete the GDPR form linked to different areas. 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 SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- 7) Ensuring that they, or the staff member attending case conferences, Core Group meetings, Early Help meetings or other multi-agency planning meetings, contribute to assessments and provide a report which has been shared with the parents. All reports will be uploaded to CPOMS Safeguarding Monitoring System on the child's individual record. Reports will contain a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome.
- 8) Ensuring that any pupil or student currently with a Child Protection Plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 9) Organising child protection induction and update training annually for all school staff.
- 10) Providing, the Headteacher with an annual report for the governing body/trustees, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and a number of children on the Child Protection Register (anonymised).
- 11) Liaising with other agencies and professionals
- 12) Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.
- 13) Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges those children in this group might face and the additional academic support and adjustments that they could make to best support these children.

## 19. Supporting Children and Young People

At Golborne Community Primary School we will consider the need for an Early Help assessment when it is identified that there are low level concerns or emerging needs. Detailed information on Early Help can be found in Chapter 1 of Working Together to Safeguard Children.

It is our responsibility to initiate Early Help to identify what the family's strengths and needs are. This will inform whether the setting can support the family or whether a referral to another agency is needed. This process provides a way of recording support and interventions that have been provided by the school to the child / young person and also supports a referral for additional support that may be needed from more targeted services where a single agency has been unable to meet that need. A team around the child meeting (TAC) can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parents' voice is captured as part of this assessment and that they take ownership of the plan. This plan should be regularly reviewed up to 4 to 6 weeks until outcomes are achieved.

If at any point during the Early Help process, the risk increases and we become concerned that the child or young person is, or is likely to suffer significant harm, then a referral will be made to Children's Social Care. We will provide as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

In all cases we will consider the statutory guidance for schools and colleges, Keeping Children Safe in Education, published by the DfE September 2025, with particular reference to Part 1: Safeguarding Information for all staff.

We will support all children and young people by:

- Encouraging self-esteem and self-assertiveness through the curriculum and planned events, as well as our relationships, whilst not condoning aggression or bullying.
- Healthy relationships
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child or young person, about whom there have been concerns, who leaves the school by ensuring that appropriate information is copied under confidential cover to the pupils new setting and ensuring the school medical records are forwarded as a matter of priority.

If at any point we become concerned that a child or young person is at serious risk of harm, we will respond appropriately. If we are concerned that a child is at **immediate** or **imminent** risk, then we will contact Greater Manchester Police on either 101 or 999. If, however we are concerned that a child is, or is likely to suffer serious harm but it is not imminent we will call Wigan Children's Social Care Referral Team on 01942 828300.

## 20.Prevention

We recognise that the education setting plays a significant part in the prevention of harm to our children and young people by providing them with good lines of communication with trusted adults.

If early help is appropriate, the Designated Safeguarding Lead or deputy will contact the Early Help Hub to ensure there is no current intervention and will generally lead on liaising with other agencies, setting up an inter-agency assessment as appropriate.

Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

The education settings community will;

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. (This is constantly reminded to the children through our assemblies).

- Include regular consultation with children and young people e.g. through safety questionnaires, participation in anti-bullying week, asking children and young people to report whether they have had happy / sad lunchtimes / playtimes / breaks. Weekly pupil voice from Senior Leaders and Subject Leaders.
- Ensure that all pupils and students know there is a trusted adult in the education setting whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities to equip children with the skills they need to stay safe from harm and to know whom they should turn to for help. In particular, this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to secondary school and more personal safety / independent travel workshops are delivered across the school with Wigan's Road Safety team in the Autumn term.
- Staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## 21.Children with family members in prison

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

## 22.Children with Special Education Needs and Disabilities (SEND)

At Golborne Community Primary School we will use the same considerations for children and young people with SEND, as detailed above. However, we must also take into consideration that additional barriers can exist when recognising abuse and neglect in this group of children and young people. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEN or disability without further exploration (the setting must consider the child first and foremost, rather than the child's SEND);
- A higher risk of vulnerability due to factors such as; a learning disability, lack of awareness, social isolation, which may contribute to risks such as online vulnerability.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children and young people with SEN and disabilities can face a number of challenges to disclosure, which must be recognised and taken into account, including; prejudice, negative responses and low expectations.

At Golborne Community Primary School we go above and beyond to ensure our SEND pupils have a broad and balanced curriculum and have experiences that develop their individual talents and interests. Through pupil voice, we ensure SEND pupils feel fully included in all aspects of school life from Eco Warriors, School Ambassadors, Sports Leaders and all SEND pupils attend regular lunchtime clubs.

## 23.Information Sharing

We recognise that all matters relating to child protection are confidential<sup>8</sup> and information is handled in line with the education settings Privacy Notice.

The Government has issued Information Sharing for Safeguarding Practitioners Guidance that include 7 'Golden Rules' of Information Sharing in safeguarding :

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<sup>8</sup>

[https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info\\_sharing\\_advice\\_content\\_May\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf)



The Government guidance (described by the NSPCC, 2018) is:

- 1) **Remember that the General Data Protection Regulation (GDPR) Data Protection Act 2018 and human rights law are not barriers** to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- 2) **Be open and honest with the individual** (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3) **Seek advice from other practitioners** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- 4) **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk.
- 5) **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- 6) **Necessary, proportionate, relevant, adequate, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 7) **Keep a record of your decision and the reasons for it** – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

All staff must be aware that they have a professional responsibility to share information in order to safeguard children and cannot assume that someone else will pass on the information.

Sharing of information will be necessary for the purpose for which it is being shared, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

As data controllers who process personal information we are registered with the Information Commissioner's Office.

The Governing body and the Trustees of Mosaic Learning Trust will ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied. (KCSIE, 2024)

Key Organisations who have a duty under section 11 of the Children Act 2004 to have arrangements in place to safeguard and promote the welfare of children are:

- The Local Authority
- NHS England
- Integrated Care Systems
- NHS Trusts
- The Local Police body
- British Transport Police Authority

- Prisons
- National Probation Service and Community Rehabilitation Companies
- Youth offending Teams
- Bodies within education and or voluntary sectors and any individual to the extent that they are providing services in pursuance of section 74 of the education and skills Act 2008.

We will always undertake to share our intention to refer a child to Social Care with their Parent's/carers unless to do so could put the child or young person at greater risk of harm, or impede a criminal investigation.

## 24.Supporting Staff

Golborne Community Primary School will work with partners in the safeguarding partnership to ensure positive outcomes for children and young people.

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Our DSL will make use of support available by the Local Authority and the partnerships Safeguarding Team.

The DSL will have oversight of Early Help and Child Protection plans with appropriate structure in place to monitor progress and outcomes in partnership with Children's Social Care and other stakeholders.

Golborne Community Primary School use the Employee Assistance Programme and we offer an Employee Assistance Programme (EAP) to all employees. Our EAP is aimed to be a positive, preventative programme of information, advice, training and services that help employees deal with events and issues in their everyday work and personal life. Key benefits include:

- Telephone Support
- Online Cognitive Behavioural Therapy (CBT)
- Telephone based bereavement counselling
- Manager consultation / coaching
- Immediate crisis intervention
- Medical information

## 25.Training/CPD for all staff

All members of staff and volunteers have read, signed and understood the school's Staff Behaviour Policy (for safer working practice).

We ensure training attended meets the minimum standards set out by WSCP in the document 'WSCP recommended minimum standards for child protection training'.

Safeguarding is on the agenda at regular Staff meetings - All staff receive safeguarding updates through the DSL, The DSL highlights important changes of information.

Staff have completed the following training in:

- ACE's (Adverse Childhood Experiences)
- PREVENT Duty
- FGM
- CSE
- 'Seen & Heard'
- Winston's Wish
- Attachment Training



All staff have undertaken Safeguarding Level 1 in September 2024 and this is being renewed in Autumn term 2025.

#### 25.1. Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers and supply teachers are informed of our safeguarding procedures including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Handbook
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management / mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.
- Fire, lock down and evacuation procedures discussed
- Site Walk round by Site Manager/DSL
- Training on CPOMS
- Safeguarding policies and practices

#### 25.2. Safeguarding Training

This training is for all staff, including governors and is updated every 2 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receives training in online safety, which includes the IT filtering and monitoring system, and this is updated as necessary.

#### 25.3. Advanced Training

The D/DSL has additional training which is updated every two years as a minimum. The D/DSL also attends multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs.

#### 25.4. Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every three years as a minimum.

KCSIE (2025) guidance to safer recruitment. To include:

- The recruitment and selection process; all applicants who are shortlisted for interview are notified that online checks and searches may be conducted a part of the pre-interview checks.
- Pre appointment and vetting checks
- Prohibition
- Online checks
- Work outside UK
- Disqualification
- Section 128 (manager roles/MLT/SLT/Governors)
- How to ensure the ongoing safeguarding of children and legal responsibilities of employers.
- Two references to be received before staff start at the school

#### 25.5. Preventing Radicalisation

All staff undertake Prevent training annually.

### 25.6. Governors (Local Governing Board)

Governors undertake the school's Induction programme. They may choose to complete face to face training for governors provided by Wigan Council. In addition, governors may choose to attend whole school safeguarding and child protection training.

### 26. Allegations against staff (see separate policy)

All education settings and Early Years staff should take care not to place themselves in a vulnerable position with a child this includes 'Supply Teachers'.

All staff should be expected to have awareness and knowledge of Guidance on Behaviour Issues, along with the school's own Positive Discipline Policy and this should be part of induction for all new staff or volunteers.

- Where they have behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is when an individual may have been involved in an incident outside of the school that could have an impact of their suitability to work with children. An example of this could be an incident of domestic abuse.
- At Golborne Community Primary school we will ensure allegations are dealt with properly. As a Trust we will take the lead in any investigation including the allegation of a supply teacher because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts or liaise with the Designated Officer (formally known as LADO)'

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction, alongside information on Safer Working Practices.

We understand that a pupil or student may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children / young people, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Designated Officer (formally known as LADO).<sup>9</sup>

If the allegation made to a member of staff concerns the Headteacher / Head of School, the person receiving the allegation will immediately inform the Chair of Governors / Trustees who will consult the Designated Officer (formally known as LADO), without notifying the Headteacher first.

The Headteacher on all such occasions will discuss the content of the allegation with the Designated Officer (formally known as LADO).

If the allegation made to a member of staff concerns the Headteacher / Head of School, the person receiving the allegation will immediately inform the Chair of Governors / Trustees who will consult the Designated Officer (formally known as LADO), without notifying the Headteacher first.

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<sup>9</sup> Designated Officer ( Formally known as LADO ) process can be found on the WSCP website

<http://www.wiganlscb.com/Professionals/LADO.aspx>

The school will follow Wigan's procedures for managing allegations against staff. Under no circumstances will we send a child / young person home pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the Designated Officer.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of Human Resources / Legal in order to make that decision and informing the Designated Officer at the earliest opportunity.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors / Trustees with advice as outlined above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

We will make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned. The DBS will consider whether to bar the person. Detailed guidance on when to refer to the DBS, and what information must be provided, can be found on GOV.UK.

Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance, which can be found on GOV.UK

Low –Level concerns & allegations are concerns that do not meet the harm threshold.

A low-level concern is any concern that an adult has acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

- being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child one-to-one in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

To help prevent low-level concerns, staff codes of conduct, behaviour policies and safeguarding policies and procedures are implemented effectively and appropriate action is taken to deal with any concern.

### **Sharing Concerns:**

Low-level concerns about a member of staff should be referred to the Headteacher. If there are concerns about the Headteacher these concerns should be referred to the Vice-Chair of Governors. Golborne Community Primary School creates an environment where staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.

### **Recording Concerns:**

All low-level concerns (LADO) will be recorded in writing. Records should include the details of the concern, how the concern arose, the actions taken and the name of the person sharing their concerns. If the individual wishes to remain anonymous, this should be respected as far as possible. Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

## 27. Disagreements, Escalation and Resolution

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree (this can be done in staff meetings) and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice which can be completed by communication between all staff especially face to face. Staff are encouraged to press for re-consideration if they believe a decision to act / not act in response to a concern raised about a child is wrong. Face to face discussions with DSL support any decisions that are made. In such cases the Wigan Safeguarding Partnership Case Resolution Protocol (formerly escalation policy) is used if necessary. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making. We endure to look at our good relationships with pupils, trust, our instinct and honesty with parents/carers.

### **Whistleblowing (see separate policy)**

All staff can raise concerns about poor or unsafe practice and potential failures in the education settings safeguarding regime. Our whistleblowing procedures, which are reflected regular in safeguarding staff training and our Staff Handbook, are in place for such concerns to be raised with the Headteacher or Chair of Governing Body.

If a staff member feels unable to raise an issue with the Headteacher or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC's [what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. The NSPCC whistleblowing helpline - Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- A member of the governing body

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fails to do so. We understand as a school that all staff who work in school are responsible for safeguarding children.

All staff should be aware of their Teachers' Standard and duty to raise concerns, where they exist, about the management of child protection, which may include the attitudes or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in

the first instance, to the Area Education Officer / Designated Officer following the Whistleblowing Policy.

Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body (or trustees) whose contact details are readily available to staff (as pertained to setting).

It's acknowledged that Whistle-blowers have the right to remain anonymous, however identifying yourself may assist with any further investigations.

The Mosaic Trust Whistleblowing Policy is available on the school website.

## 28. Physical Intervention and use of reasonable force

We acknowledge that staff must only ever use physical intervention as a last resort, when a child or young person is endangering him / herself or others. Safe Teach training is attended by staff and they know to use de-escalation

strategies when required. Staff need to complete the Safe Teach record form and file a copy on the school drive and add a copy on CPOMS when physical restraint has been used.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children / young people. "Reasonable" in these circumstances means using no more force than necessary and staff should refer to the section on "use of reasonable force" within the Behaviour Policy. It is important for areas to be safe if to ensure safety at all times and especially if reasonable force is being used.

Such events should be recorded by completing a serious incident log and signed by a witness. Staff are aware that classrooms and learning environments should be safe and tidy and preventative.

Staff who are likely to need to use physical intervention or reasonable force will be appropriately trained in an accredited positive handling technique. All staff at Golborne Community Primary School completed Safe Teach Training in January 2025. Clear routines to be followed around break and lunch times. During break and lunch times children are supervised and engaged through clubs and staff deployment.

We understand that physical intervention of a nature which causes injury or distress to a child or young person may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children and young people, and all staff are aware of the safer working practice guidance<sup>10</sup> to ensure they are clear about their professional boundary. Staff also ensure clear and open communication with the headteacher.

At Golborne Community Primary School we have an Exclusion and Positive Discipline Policy in place which is used when dealing with circumstances. Cloud letters are part of the Positive Disciplinary Policy to reduce unwanted behaviour and this is shared with parents/carers to support a positive working relationship. Staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a physical restraint form)

## 29.Domestic Abuse and Coercive Control

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members, this includes controlling or coercive behaviour.

We recognise the significant impact domestic abuse and coercive control can have on children and young people; therefore, we operate in partnership with Operation Encompass, a system which facilitates the sharing of information relating to domestic incidents where children live or frequent. As a school we ensure we have a visible presence and having a good positive relationship with parents/carers and children. Any incidents of domestic violence reported to the police are notified to us. This helps us to effectively support the child(ren) / young person.

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<sup>10</sup> Available to view on the WSCB website

All Operation Encompass incidents are recorded on our CPOMS safeguarding monitoring system. Staff are aware of the impact that domestic violence and coercive control has upon children, both as witnesses and by being forced to collude in this. CPOMS has a dedicated section for Domestic Abuse and this is in line with the strategic monitoring of safeguarding, this is followed in staff training.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationship (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

### 30. Sexual Violence and Sexual Harassment including Child-On -Child

At Golborne Community Primary School we recognise that allegations (no tolerance policy) of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. Decisions will be made on a case by case basis with the DSL taking a leading role, supported by other agencies such as: Children's Social Care and the Police as required .

Children and young people will never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment, the children are consistently reminded that they can speak to any member of the school community. Any disclosures made by children are recorded in a timely manner and are kept up to date.

Golborne Community Primary school has created a Sexual Violence and Sexual Harassment strategy, alongside this strategy we have a formal flow chart that is detailed and comprehensive on how to deal with an allegation of Sexual Violence and Sexual Harassment. We have visible presence of staff and follow the rule of no unsupervised time. Children are taught how to keep safe in a variety of situations (age-related) and we follow sequenced curriculum across the school in particular this links to Science, PSHE and Computing.

### 31. Child-On-Child abuse

All children have a right to attend school and learn in a safe environment. All child- on- child abuse at Golborne Community Primary School is unacceptable and we have a zero tolerance approach, all allegations will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys' perpetrators of such abuse. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- Bullying (including cyber bullying)
- Physical abuse which can include hitting, shaking, biting, hair pulling or otherwise causing physical harm.
- gender based violence / sexual assaults
- Sexual harassment
- sexting or
- Initiation / hazing type violence and rituals.
- Upskirting
- Abuse in intimate personal relationships between peers

Consequently, child-on-child abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in the school Behaviour Policy. All child-on-child abuse will be recorded on CPOMS. Victims, perpetrators and any other child affected by child –on-child abuse will be supported through the school's Senior Leadership Team and the support will be regularly reviewed. Pupil will be never made to feel ashamed or that they are creating a problem by reporting child-on-child abuse.

Staff understand that even if there are no reports of child-on-child abuse in their school, this doesn't mean it is not happening. If staff have any concerns about child on-child abuse, they will speak to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSL). There is an Anti-Bullying Policy that is shared and amended by staff which follows the 7 steps approach to ensure the right action is taken.

We minimise the risk of child-on-child abuse by providing:

- A relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Established / publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- School work with DIAS and all children receive an age-appropriate workshop aimed at healthy relationships.
- Visibility of staff.
- Positive relationships

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.

Our school policy on Anti-Bullying (respect policy) is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. The PSHE includes all forms, e.g. cyber, racist, homophobic and gender related bullying. We have clear routines and expectations around school that support positive behaviour management.

All staff are aware that children with SEND and / or differences / perceived differences are more susceptible to being bullied / victims of child abuse.

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

We keep a record of known bullying incidents and will keep a record of racist incidents.

#### **Behaviour Outside of School**

- The school will only apply the Positive Discipline policy and issue consequences for physical incidents that occur outside of school if the behaviour could negatively impact the reputation of the school—for example, during a school trip; when pupils are travelling to or from school or when students are clearly identifiable as members of the school, such as by wearing the school uniform.
- If an incident takes place outside of school, online or via electronic devices (e.g. cyberbullying through mobile phones or social media platforms), the school will not apply the Positive Discipline policy or issue consequences. Parents/Carers will be notified of any safeguarding concerns that arise from information shared with the school however it is the responsibility of parents/carers to report any concerns to the police.

### **32. Upskirting**

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. In the event of any reported Upskirting, school staff will follow safeguarding procedures and report to the DSL or DDSL.

### **33. Images and Video Recording for Parents at Events**

Parents/Carers are able to take pictures/videos of their child during a performance or sporting event at designated times as stated at the start of each event by a member of the Senior Leadership team. Pictures and videos are to only be taken of your child and no one else and used for personal matters.

### **34. Preventing Radicalisation**

Protecting children from the risk of radicalisation is part of our school's wider safeguarding duties, one way in which this is upheld is by having good relationship with the children. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. As with managing other safeguarding risks, education settings should be alert to changing in children's and young person's behaviour that could indicate that they are in need of protection. Staff should use their professional judgement in identifying children and young people who might be



at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Staff receive regular training in regards to this area.

Our school safeguarding policy has been written to comply with the schools duty under Section 26 of the Counter Terrorism and Security Act 2015 in accordance with the Department of Education advice for schools specific guidance for schools

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevention-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevention-duty-departmental-advice-v6.pdf)

Our school Safeguarding Policy is aligned with and reflects the processes described in the Wigan's Prevent Policy and Procedure

(<http://www.wiganlscb.com/Docs/PDF/Professional/Guidance-for-working-with-peoplevulnerable-to-messages-of-violent-extremism.pdf>)

### 35. Exploitation – CSE, Criminal, Human Trafficking, Modern Day Slavery, County Lines

Our school has ensured that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of exploitation outlined in Appendix one (this is not an exhaustive or definitive list). We recognise that child sexual exploitation is a form of sexual abuse and can be a one-off occurrence or might happen over time.

### 36. Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity.

Golborne Community Primary school has ensured that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of exploitation outlined in Appendix One and Two (this is not an exhaustive or definitive list). However, we also aware of the vulnerability of children involved in criminal exploitation is not always recognised by adults and professionals and that the indicators of exploitation are different for boys and girls.

### 37. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (Within the UK), using dedicated mobile phone lines or other form of 'deal lines'.

Our school has ensured that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of exploitation outlined in Appendix One and Two (this is not an exhaustive or definitive list).

### 38. Weapons – Carrying of an offensive

The carrying of an offensive weapon or knife on school property is prohibited. If we believe a child or adult on school premises is in the possession of an offensive weapon we have the power to conduct a search of their belongings without consent (please see section 8 of our Positive Discipline Policy).

If a child is found to be in possession of an offensive or dangerous weapon the school have a duty of care to protect all children and staff on site. The child will be isolated from peers, Headteacher and/or Deputy DSLs will immediately notify parents and the police. The child will be issued with an immediate fixed term suspension, DSL or DDSLs will then conduct a full investigation into the incident and liaise with the Headteacher, SLT, Governors and parents on the outcome and next steps.

### 39. Female Genital Mutilation (FGM)

The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 where the law was extended to:

- A non- UK national who is 'habitually resident' in the UK and commits such an offence abroad can now face a maximum penalty of 14 years' imprisonment. It is also an offence to assist a non-UK resident to carry out



FGM overseas on a girl who is habitually, rather than pertinently, resident in the UK. This follows a number of cases where victims were unable to get justice as FGM was committed by those not permanently residing in the UK.

- A new offence is created of failing to protect a girl from the risk of FGM. Anyone convicted can face imprisonment for up to seven years and / or and unlimited fine.
- Anonymity for the victims of FGM. Anyone identifying a victim can be subject to an unlimited fine.

The school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

Our Designated Safeguarding Lead will maintain up to date knowledge of the Greater Manchester Safeguarding Partnership Protocol to Female Genital Mutilation.

## 40.Children Missing Education

### **Responsibilities for Children Missing from Education (CME):**

At Golborne Community Primary School we follow the guidance as set out by the DFE in their CME documentation

- Education settings must enter pupils on the admission register at the beginning of the first day on which the setting has agreed, or been notified, that the pupil will attend. If a pupil fails to attend on the agreed or notified date, the education setting should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the Wigan Local Authority at the earliest opportunity.
- Education settings must monitor pupils' attendance through their daily register. Settings should agree with their local authority the intervals at which they will inform local authorities of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission. Education settings should monitor attendance closely and address poor or irregular attendance. Settings should note that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.
- Education settings must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found in the Exclusion from maintained schools, academies and pupil referral units in England statutory guidance.

### **Making reasonable enquiries for Children Missing in Education;**

- The term 'reasonable enquiries' grants education settings and local authorities a degree of flexibility in decision-making, particularly as the steps that need to be taken in a given case will vary. The term 'reasonable' also makes clear that there is a limit to what the school and local authority is expected to do.
- In line with the duty under section 10 of the Children Act 2004, the expectation is that the education setting and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to Children's Social Care (and the police if appropriate).

### **Staff report immediately to the D/DSL, if they know of any child who may be:**

- Missing – whereabouts unknown and unable to make contact (as a result of making reasonable enquiries)
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The Local Authority requires Education Settings to complete the '**Children Missing Education**' referral form. (**Appendix Five**). This form should be completed once the setting has completed reasonable enquires, but failed to locate the child following 10 days of absence as advised by the local authority. However our policy is after 5 days of no contact we would visit the home and start the above process. The first part should be completed by school and submitted to the Early Help Hub [EHH@wigan.gcsx.gov.uk](mailto:EHH@wigan.gcsx.gov.uk) . The EHH will then complete further checks to ensure all lines of enquiry have been exhausted, before it is agreed the child is removed from roll.

Making these enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next, for example, to contact the police, Children's Social Care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

Where a pupil has not returned to school for 5 days after an authorised absence, or is absent from school without authorisation for twenty consecutive school days they can only be removed from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after **jointly** making reasonable enquiries. Local authorities and education settings should agree roles and responsibilities locally in relation to making joint enquiries. This only applies if the setting does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

The designated teacher for CLA and care leavers to discuss any unauthorised / unexplained absence of a Looked After Children with the Virtual School Team, when required.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised / unexplained absence, and after reasonable attempts have been made to contact the family, the DSL follows the WSCP procedure and refers to Children's Services as appropriate. The updated guidance highlights that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

Where there are no known welfare concerns about a pupil, follow procedures outlines in [Working Together to Improve School Attendance 2024](#). Should a pupil's attendance become a cause for concern it is advisable to intervene early to prevent entrenched non-school attendance. School should make contact with the Early Help Hub (EHH) to initiate an Early Help, if appropriate. This will evidence and identify the barriers impacting on the pupil's engagement with school.

#### 4.1. Elective Home Education

Schools should inform the local authority when a child is being withdrawn to Electively Home Educate (EHE) this allows the local authority EHE team to oversee suitability of education as outlined in Elective Home Education Guidance for local authorities<sup>11</sup> and Elective home education guidance for parents and carers<sup>12</sup>. This guidance is applicable to school practice and safeguarding duty.

Parents have a right to educate their children at home. Section 7 of the Education Act 1996 provides that:

*"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable*

*–*

- a) *to his age, ability and aptitude, and*
- b) *to any special educational needs he may have, either by regular attendance at school or otherwise."*

When a parent writes to inform school of their intention to withdraw a child the DfE recommends that the school arrange a meeting with the parent/guardian to discuss the reasons to withdraw. Wigan EHE team would recommend this is a member of senior leadership team, DSL or inclusion manager to support the parent to consider the wider implications of EHE as set out in guidance.

School should contact the local authority EHE team for further information via [ehe@wigan.gov.uk](mailto:ehe@wigan.gov.uk)

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<sup>11</sup>

[https://assets.publishing.service.gov.uk/media/66bf6d2bdcb0757928e5bd47/Elective\\_home\\_education\\_departmental\\_guidance\\_for\\_local\\_authorities.pdf](https://assets.publishing.service.gov.uk/media/66bf6d2bdcb0757928e5bd47/Elective_home_education_departmental_guidance_for_local_authorities.pdf)

<sup>12</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/791528/EHE\\_guidance\\_for\\_parentsafterconsultationv2.2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791528/EHE_guidance_for_parentsafterconsultationv2.2.pdf)

## 42. Missing Child Procedure

Golborne Community Primary school takes the safety of every child very seriously and will take every precaution necessary to ensure that the children in their care do not leave a session unaccompanied. In the unlikely event that a child is noted to be missing from school premises, the school will put into practice the below agreed procedures.

If, in the event a member of staff is not able to account for a child's whereabouts, the following action will be taken:

### **During in the school day:**

- Class teacher to retake the register to confirm all children are present.
- Class teacher to remain with the other children in class, LSA (if no LSA in class, teacher to send a responsible child to locate another member of staff to come and support).
- LSA/staff member to notify school office and the Headteacher (DSL) and all to immediately check toilets, shared areas, rooms and playground to ensure the child is not hiding or locked in anywhere. Office Manager to check if the child has been signed out.
- If after no more than 10 minutes the child is not located, the school office to contact the police and parents/carers with parental responsibility. At this point, school will support the police who will now lead the response to this incident. The Headteacher and Senior Leadership will liaise with emergency services and parents/carers.
- Designated Safeguarding Lead or Deputy Designated Safeguarding Leads or School Office staff request the rest of the school retake their class registers to ensure all other children are accounted for and remain in the morning classrooms.

We recognise that during the time a child is missing, however briefly, all involved, parents/carers and others suffer great fear, guilt and distress. It is not always easy to control all these emotions when the child is found. We will accept that it is important to remember:

- That the child also might have been afraid and distressed and might now be in need of comfort.
- Remain calm, reassure the child and acknowledge it is not the child's fault.
- Ensure the child is not hurt.
- That the incident provides a good opportunity to talk to all the children to ensure that they understand that they must not leave the premises, and why.
- The Headteacher/Principal Deputy Head should communicate the incident to the appropriate Local Authority.
- A written record of the incident and any action taken should be made and recorded on the child's record on CPOMS, the system the school uses to record safeguarding concerns and all staff involved should input any relevant information; including conversations with parents, carers, police, the Local Authority and any other person they feel has contributed to the collection of evidence.
- The Senior Leadership Team will conduct an internal investigation to establish how the situation occurred, how effective was the response and whether action could be taken to ensure it does not happen again. This information will also be recorded on the child's CPOMS log.

### **Child Missing coming to school:**

All children are the responsibility of parents/carers until the classroom door opens. It is then the duty of the class teacher to complete the register within 5 minutes of the classroom door opening in a morning. This allows for the school office to be able to cross reference the children absence from school with those who arrive late through the main entrance.

Once all the registers and lates are collated the office will contact the parent/carers of the child on the absence list prior to 9.45am to gather a reason for absence, then update Arbor with the reason for absence. Where staff have had to leave a voicemail to advise the child is not in school due to no answer, they will try the other contacts on the child's record in Arbor. However, if staff are not able to make contact with parents/carers they will continue to try again two further times throughout the day, if no reason obtained a child will be marked as unauthorised and monitored.

- If a parent advises that a child has been dropped off at school or has walked, a member of the school office will check in class and around school to see if the child is present then update parents.
- In the event the child has not arrived parents/carers are responsible for contacting the police and conducting a search for their child.
- A member of the school office team will also conduct a search of the school perimeter to see if they can locate the child. The School Office Manager will notify the Headteacher and/or Deputy Headteachers of the incident.
- At this point, school will support the police who will now lead the response to this incident. The Headteacher and/or Deputy Headteachers will liaise with emergency services and parents/carers.
- The School Office Manager will request the rest of the school retake their class registers to ensure all other children are accounted for and remain in the morning classrooms.

#### **Child Missing after school:**

All children are the responsibility of the parents/carers once they leave the classroom.

- Children from Year 5 and Year 6 will not be allowed to walk home alone without prior written consent from parents/carers.

In the event a child does go missing following leaving school:

- Parents must contact the police and then notify the School Office.
- School Office to notify the Headteacher or Principal Deputy Headteacher.
- At this point, school will support the police who will now lead the response to this incident. Senior Leaders will liaise with emergency services and parents/carers.
- If required, all staff still available on site will be able to help search for the child.

### **43.Young Carers**

A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol.

Our school recognises the impact that being a Young Carer can have on pupils, and the importance of identifying those young people so that appropriate support can be provided.

Wigan Safeguarding Partnership coordinates our local Young Carers Strategy.

Where a pupil / student at our school is identified as having additional support needs due to being a young carer, or where a multi-agency approach may be required, our school uses the Early Help Framework and routes into the StartWell Service.

### **44.Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Further information can be found in relation to local authorities duties to intervene at an early stage in the [Homelessness Code of Guidance](#).

### **45.Alternative Provision**

Where a school places a pupil within an alternative provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. For children who attend an alternative provision academy these conditions should be outlined in their Education and Skills Funding Agency (EFSA) funding agreement. A separate letter outlining this has been provided by Three Towers and can be requested by emailing [WSCBtraining@wigan.gov.uk](mailto:WSCBtraining@wigan.gov.uk).

## 46.Mobile Phone Expectations

### Visitors/contractors:

All visitors and contractors are required to switch off their mobile phones or put them on silent, on entry to the school. Mobile phones are required to stay in bags or pockets and not be used within the vicinity of children. Any visitor or contractor seen using their phone within the school grounds will be asked to end the call and be reported to the Headteacher.

### Pupils:

Pupils are not permitted to bringing their mobile phone to school, this also applies to smartwatches. Pupils are not allowed to wear any smart watch to school (E Safety Policy). Pupils in Year 6 will be allowed to bring their mobile phone to school during boosters if they attend before or after school. Pupils are required to give their mobiles to the school office and can collect this at the end of the day.

## 47.Pupils With Medical Conditions Requiring Them To Wear A Smart Watch

Parents will need to arrange a meeting with the Headteacher and provide relevant medical evidence in writing to support this.

As detailed in the positive discipline policy, children who do not adhere to this policy will have their device confiscated and a parent/carer will need to collect this at the end of the school day from the School Office.

## 48.Glossary

A Child	A person who has not yet reached their 18 <sup>th</sup> birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm, or by failing to act to prevent harm. Children may be abused, neglected or exploited in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"><li>• repeated</li><li>• intended to hurt someone either physically or emotionally</li><li>• often aimed at certain groups, for example because of race, religion, gender or sexual orientation</li></ul>
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation (CSE)	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN – a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability – a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Child-on-child Abuse	Child-on-child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18.
County Lines	Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, neglect or exploitation between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse, neglect or exploitation can encompass, but is not limited to: <ul style="list-style-type: none"> <li>• psychological</li> <li>• physical</li> <li>• sexual</li> <li>• financial</li> <li>• emotional</li> </ul>
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Elective Home Education (EHE)	When a parent exercise their right to provide their child's education via an alternative to school. This involves the parent working in partnership with the local authority to support the authority meeting their duty to ensure the education is efficient and suitable. In this case the safeguarding duty for the child rests with the parent or guardian. Although safeguarding concerns from schools and professional would continue as with any other case and should follow safeguarding referral routes into the MAST for triage and assessment.
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse, neglect or exploitation is involved in all types of maltreatment of a child, although it may occur alone.</p>



Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	<p>Defining a gang is difficult. They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> <li>• disability</li> <li>• race</li> <li>• religion</li> <li>• transgender identity</li> <li>• sexual orientation.</li> </ul>
Homelessness	<p>The definition of homelessness means not having a home. You are homeless if you have nowhere to stay and are living on the streets, but you can be homeless even if you have a roof over your head.</p> <p>You count as homeless if you are:</p> <ul style="list-style-type: none"> <li>• staying with friends or family; staying in a hostel, night shelter or B&amp;B;</li> <li>• squatting (because you have no legal right to stay);</li> <li>• at risk of violence or abuse in your home;</li> <li>• living in poor conditions that affect your health;</li> <li>• living apart from your family because you don't have a place to live together.</li> </ul> <p><a href="https://safeguarding.network/safeguarding-resources/parental-issues/homelessness/">https://safeguarding.network/safeguarding-resources/parental-issues/homelessness/</a>  <a href="https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities">https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities</a></p>
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Neglect	<p>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> <li>• Protect a child from physical and emotional harm or danger.</li> <li>• Ensure adequate supervision (including the use of inadequate caregivers).</li> <li>• Ensure access to appropriate medical care or treatment.</li> <li>• It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul>

Modern Slavery	Modern slavery is a serious crime being committed across the UK in which victims are exploited for someone else's gain. It can take many forms including trafficking of people, forced labour and servitude. Victims are often hidden away, may be unable to leave their situation, or may not come forward because of fear or shame.
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.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children's health or development;</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best outcomes.</li> </ul>
Nudes	<p>Sharing nudes or semi nudes is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages.</p> <ul style="list-style-type: none"> <li>• They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</li> </ul>
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.</p> <p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p>



Sexual harassment	Is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome or inappropriate promise of rewards in exchange for sexual favours. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault
Sexual Violence	Is the general term we use to describe any kind of unwanted sexual act or activity, including rape, sexual assault, sexual abuse, and many others.
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.
Upskirting	Upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

## Appendix 1 - Recognising signs of child abuse, neglect and exploitation

### **Signs of Abuse in Children:**

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse, neglect and exploitation. Their presence is not proof that abuse, neglect or exploitation has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse, neglect or exploitation has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse, neglect and exploitation

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused, neglected or exploited children, move into the household.

### **Recognising Physical Abuse, Neglect and Exploitation**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment

- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

#### ➤ Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

#### ➤ Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

#### ➤ Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

#### ➤ Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

➤ Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse, neglect and exploitation.

### **Recognising Emotional Abuse**

Emotional abuse, neglect and exploitation may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse, neglect and exploitation. The indicators of emotional abuse, neglect and exploitation are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and Lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental,

inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

#### Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

#### Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss

- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### **Child Sexual Exploitation — (FGM, Adverse Childhood Trauma)**

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

### **Criminal Exploitation / County Lines**

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of Criminal Exploitation / County Lines. All staff receive safeguarding training to support their understanding and polices and produces linked to this.

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going

- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly disheveled
- Having hotel cards or keys to unknown places.



## Appendix 2 – Further Information

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse, neglect and exploitation and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Staff receive CPD to support their understanding regarding this subject.

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

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Staff receive CPD, are aware of policies and procedures and know to contact the police if this situation occurs.

#### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems

- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**. This is in the Staff Hand Book and all staff are aware of this.

### **Upskirting:**

Upskirting is now a criminal offence. Upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. To support this does not happen no phones are allowed in school and iPads are password protected.

### **Serious Violence:**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Staff receive training on this to support their knowledge and actions.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

## Appendix 3 – DBS Checks

To : All Schools and Academies

**Our reference:** HRESC  
**Your reference:**  
**Please ask for:** HR Employment  
Service Centre  
**Extension:** 2333  
**Direct line:** 01942 827333  
**Date:** 8<sup>th</sup> June 2022

Dear Colleague

### DBS Checks for School Visitors

I have been asked to confirm the situation regarding schools asking visitors to provide copies of their DBS certificate or DBS number. It is unlikely that visitors will carry their certificate with them and in many cases it will not be necessary for them to do so.

I can confirm that any visitor who is employed by Wigan Council will have had their post assessed for eligibility for a DBS Check, including an assessment of the work they do in schools. They would not have been employed without an acceptable clearance being received. Therefore, if your visitor is a current Wigan Council employee, you can be assured that they have received satisfactory clearance and you do not need to see it. You should of course check their Wigan Council badge to confirm their identity.

Further guidance on DBS checks for other visitors to school will follow.

I hope you find this advice useful. If you have any questions or wish to clarify any areas, please contact me. As lead counter signatory, I am available to provide advice on any DBS issue you may have.

Yours sincerely

Claire O'Sullivan  
Lead Counter Signatory

## Human Resources

Bevan House  
Beecham Court  
Smithy Brook Road  
Wigan  
WN3 6PR

Tel: 01942 482965

Wigan Borough Head Teachers

9<sup>th</sup> June 2022

Dear Headteacher

### RE: DBS Checks

Bridgewater Community Healthcare NHS Foundation Trust operates a Disclosure and Barring Service (DBS) Policy based on the requirements of the Police Act 1997 and the mandatory pre-employment checking procedure requirements of the Department of Health. The Policy ensures that enhanced DBS checks are mandatory for every staff member who has access to children or vulnerable adults as part of their normal duties or standard DBS checks for staff who have access to health care records. New staff are not allowed to start in post until their DBS and all other relevant pre-employment checks have been completed. Such checks must be satisfactory and in line with national NHS safe recruitment standards.

In line with the requirements of this Policy, all staff working with children or vulnerable adults are subject to enhanced DBS checks prior to being offered a contract of employment.

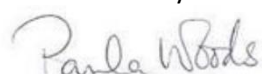
All Trust staff are required to display their identification badges on their person at all times to confirm to Schools and other providers that they are subject to this safeguarding process.

Where a DBS disclosure provides information about allegations and/or convictions relating to children or an allegation is made about an existing member of staff, the nominated Senior Officer will share that information with the Local Authority Designated Officer in accordance with the requirements of Safeguarding Vulnerable Groups Act 2006.

If you have any further queries, please do not hesitate to contact the Trust's Human Resources Department via the contact details detailed at the top of this letter.

We are more than happy to work with you and members of your Team to confirm/validate our staff members' identification when they present at your premises.

Yours sincerely



**Paula Woods Assistant Director Workforce**



### **CHILDREN MISSING EDUCATION REFERRAL & CHECKLIST** **September 2020 v4**

As outlined in the statutory guidance for Local Authorities 'Children Missing from Education' are children of compulsory school age who are not a registered pupil at a school or are not receiving suitable education other if they are not registered at a school.

Where a pupil has not returned to school for ten days without authorisation the school and the local authority have a responsibility to jointly make reasonable enquiries to establish the whereabouts of the child. The appropriate completion of this checklist ensures that the Local Authority and school have fulfilled this responsibility.

It is school's responsibility to follow up all unexplained and unexpected absences in a timely manner and every effort should be made to establish the reason for a pupil's absence. If you require advice and guidance please contact the Multi-Agency Safeguarding Team on 01942 828300.

It is important that one checklist is completed for each child within the family, please do not include all children on one.

During the first 10 days of absence (reason unknown), school must complete this referral form and checklist. Once completed if the child's whereabouts remains unknown, please make a referral to the Multi-Agency Safeguarding Team [CINdutyteam@wigan.gov.uk](mailto:CINdutyteam@wigan.gov.uk)

At any point if you feel a child is at risk of significant harm, FGM, human trafficking or sexual exploitation refer immediately to social care please contact 01942 82830

Please note that if the child is residing or located in the Wigan Borough, they are not a CME and should not be removed from school roll. Policies in relation to school attendance should be followed in these cases.

### **CHILD'S INFORMATION:**

Child's Name:		DOB:
Child's Address:		
Previous Address: (if known)		
School:		
Parent/carer's names:		
Parent/carer's address:		
Contact names & numbers: (include emergency)		

Any known siblings & school:	
Reason for CME checks:	
Any other agencies involved:	
Known vulnerability/risk factors Do you feel this child is at risk of harm or neglect <b>Y/N</b> please provide detail:	
Is this child Gypsy Roma Traveller? <b>Y/N</b>	
Is this child an Asylum Seeker?	
Is this child known to Operation Encompass? <b>Y/N</b> Please provide detail	
Is this child parents service personnel? <b>Y/N</b>	
Has this child had any Missing from home episodes? <b>Y/N Please circle</b> Current or historic	
Is this child known to the Youth Justice System? <b>Y/N Please circle</b> current or historic	
Does this child have any SEN/learning needs? <b>Y/N</b>	
Are there any other vulnerabilities you are aware of? Please provide detail including whether the child is at risk of criminal exploitation or Child Sexual Exploitation	
Date:	

**All boxes must be completed, of not relevant please enter N/A**

**CHECKLIST:**

<b><u>School checklist</u></b>	<b><u>Dates/ Times</u></b>	<b><u>Outcomes</u></b>	<b><u>Name</u></b>
School to attempt to contact parent on first day of absence.  This includes Truancy Call, First Day calling, Text, Email, all emergency contacts. Please detail all contact methods - whether a message was left, if the phone is working, is there an international dialling tone.			

School to check possible whereabouts with staff and pupils?  This should include checking with family friends, all staff members, the child's friends, social media Contact all emergency contact numbers you hold in school.			
Visit to address(es) by school.  Leave card if no answer Does the property look empty? Is someone at home but not answering the door? NB if school policy does not permit home visit a police welfare check to be requested			
Contact made with involved agencies within 5 working days (Social Care, EMAS team, School Nurse etc)			
Contact made with agencies to understand when they last had contact/saw the child (no consent needed) - Social care - school nurse (when did health have any contact with the child)			
School to contact the new school or Local Authority the child is believed to have moved to? What were the outcomes? <a href="https://www.gov.uk/find-local-council">https://www.gov.uk/find-local-council</a>			
NB – Has the child been seen? State when & by whom If not seen, what further action has been taken? (Refer to CME Policy Doc for advice)			

**ALL BOXES MUST BE COMPLETED, IF NOT RELEVANT PLEASE ENTER N/A**

Please submit this referral to [CINdutyteam@wigan.gov.uk](mailto:CINdutyteam@wigan.gov.uk)

Contact the MAST team on 01942 828300 for any further advice.



## Appendix 5 - Elective home education school information and reporting form referral



### Elective Home Education Information Request Form

The following student's parent/carer has requested they be educated from home. It would be useful if the appropriate member of staff could provide the information requested below, where appropriate. Please return to [Ehe@wigan.gov.uk](mailto:Ehe@wigan.gov.uk)

**Student Name:**

**DoB:**

**School:**

**Year:**

**Parent/Carer**

**Contact Details (email & phone)**

**Address**

<b>Communication with Parents</b>	YES / NO	
<b>Safeguarding</b>	YES / NO	
<b>LAC</b>	YES / NO	
<b>Child Protection</b>	YES / NO	
<b>Child in Need</b>	YES / NO	
<b>CAFAS/similar assessment completed/offered?</b>	YES / NO	
<b>Agency/Service involvement</b>	YES / NO	
<b>EAL? If yes, fluency of parent &amp; child in English</b>	YES/NO	
<b>Attendance Concerns</b>	YES / NO	
<b>Permanent / Fixed term exclusions</b>	YES / NO	
<b>Medical diagnosis/needs</b>	YES / NO	
<b>SEND: Band K (SEN support) / EHCP?</b> Please give a brief summary of need and support.		
<b>Behaviour Overview.</b>		
<b>Brief description of home circumstances.</b> .		
<b>Are there considered to be any risks to a lone worker when visiting the home?</b>		

Reason given for choosing to home educate (if known)

Completed by:

NAME:

Date:

POSITION:

Please also send a copy of the withdrawal letter to [ehe@wigan.gov.uk](mailto:ehe@wigan.gov.uk)

## Appendix 6 - Operation Encompass Teachers' Helpline

Details of the Operation Encompass Helpline can be found here –  
<https://www.operationencompass.org/>

If you wish to speak to an educational/child psychologist following an Encompass referral you are now able to contact the Operation Encompass Teachers' National Helpline, 8.00am to 11.00am, Monday to Friday on 0845 646 0890

Online key adult training <https://www.operationencompass.org/operation-encompass-on-line-key-adult-briefing>