



Spring Lane School

Safeguarding Policy 2023-2024

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Bury Children's Services Vision Statement

'Enabling Bury children to be the best they can be.....'

The Safeguarding Policy recognises that work with children and families, where concern about a child's welfare is difficult and sensitive. It is committed to good practice, which requires effective communication between different agencies and professionals; sensitive work with parents and carers in the best interest of the child; and careful exercise of professional judgement, based on thorough assessment, planning, implementation and review.

Bury Secondary PRU expect the staff to work together in accordance with the guidance set out in the child protection procedures handbook compiled by the Bury Integrated Safeguarding Partnership (BISP) in order to promote and safeguard the welfare of the children across the Pupil Referral Units. (All staff possess - Level 1 Child Safeguarding Certification). Deputy Designated Safeguarding Leads are trained at a higher level which specialise in relevant areas of expertise, designed to support and safeguard the children and young people in our care.

Spring Lane in partnership with parents and carers seeks to improve the quality of life for children and young people within the settings. We aim to help families get the services they need to reduce and eliminate abuse, which additionally prevents escalation into Children's Services. We will work towards ensuring a safe environment for all children receiving education at Spring Lane so that they are protected from harm and feel valued and respected. Every Child Matters.

Education professionals in school, Lifelong Learning and the Local Authority Support Services have a corporate responsibility to promote all children's well-being, to identify and meet their needs and to safeguard them from significant harm through effective agencies in a multi-agency arena.

The Children Act 1989 places statutory responsibility on the Education Service, including schools to assist Social Services with their function of assessing children in need, including those children who may be at risk of significant harm and in providing services to those children and their families. In matters of possible abuse or neglect, whilst Education staff have no direct investigative responsibility, they have a crucial role in the identification and reporting of possible abuse.

Aims of Policy

The aims of this policy are to:

- Ensure that all staff, students, parents and carers know that safeguarding is everyone's responsibility
- Staff to adapt the attitude that 'it could happen here' where safeguarding is involved. When concerned about the welfare of a child, staff should always act in the best interests of the child
- Provide pupils, parents and staff with clear guidance concerning procedures when safeguarding concerns are raised and know who to speak to should a pupil disclose to them an allegation of abuse
- Emphasise the importance of early help and intervention including inter-agency working, in order to support children and families, making use of such procedures as the 'The Story so Far', 'team around the family' (TAF) meetings and 'team around the school' (TAS) meetings
- Raise awareness that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school
- Raise awareness and provide guidance about different types of abuse
- Ensure that there is a clearly understood procedure, following an allegation being made against the Head teacher or a member of staff
- Foster an open environment in which all members of the community should feel free to raise concerns in good faith and be assured that such concerns will be responded to in an appropriate manner
- Ensure that the curriculum includes activities and opportunities which equip our pupils with the skills they need to stay safe from abuse, including e-safety, and to know to whom to turn for help, if necessary

Introduction

This policy has regard to legislation including Keeping Children Safe in Education (KCSIE - September 2022) which is key government guidance which sets out how all organisations should work together to promote children's welfare and protect them from abuse and neglect. It states that every organisation should have clear procedures in place for dealing with concerns or suspicions of abuse and that these should be in line with the Local Safeguarding Children Board procedures and Bury's Integrated Safeguarding Partnership (BISP).

The previous Government legislation 'Working Together to Safeguard Children (July 2018) (WTSC) and The Prevent Duty Guidance: for England and Wales (March 2015). More importantly, the core beliefs of this policy are based upon 'The Children Act 1989' and 'The Children Act 2004', which places emphasis, and on staff - that safeguarding is a shared duty and all staff have a responsibility to protect children. In addition, to ensure children are safeguarded and their welfare is promoted at all times.

This policy should be read together with the school E -safety Policy and our Safer Recruitment Policy where more detailed safeguarding arrangements and risk assessments specific to these areas are detailed. Additionally, we have also adopted a 'whistle blowing policy' as a preventative measure designed to ensure that staff can raise any serious concerns about wrongdoing or malpractice within the workplace.

This policy follows local and national guidance produced by the Bury Integrated Safeguarding Partnership (BISP) although it should be noted that many of our pupils live in areas outside Bury. Local procedures can be obtained from BISP who have (since) November 2016 joined forces and signed up to the Greater Manchester Safeguarding Children Board – Procedures.

There are three main elements to our safeguarding:

A) Prevention (e.g., positive school atmosphere, a school culture where staff refer any concern at an early stage, where safeguarding has a high priority, effective PSHE, E- safety and pastoral support available to pupils under the effective safeguarding 'umbrella' policies)

The School regularly informs its pupils about safeguarding, including online, through the curriculum, PSHE lessons and verbally. Depending on the age group different areas are taught. Our aim is to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet. The UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's thinkuknow website (www.thinkuknow.co.uk) offers further guidance and advice on how to keep children safe.

B) Protection (e.g. by following agreed procedures, ensuring staff are trained and supported appropriately and sensitively in safeguarding matters and ensuring the school has robust recruitment procedures)

c) Support (to pupils, including those who are survivors of abuse/ maltreatment)

What school staff and Governors need to know

All staff members and governors should be aware of systems within their School or College, which support safeguarding, and these should be explained to them as part of staff induction. This should include:

- Safeguarding policy
- Staff Code of Conduct and the 'Safer Working Practice' guidance
- Role of the Designated Safeguarding Lead and the role of Designated Safeguarding Leads
- How to 'report a concern' to a Designated Officer
- Follow procedures in line with Keeping Children Safe in Education (September 2022)
- Their personal responsibility to share information and safeguard children and young people in their care
- Management and motivational policy

Information Sharing

Schools and Education Support Services have a responsibility to be mindful of the Assessment Framework and to establish agreed protocols and procedures when:-

- Gathering and receiving information
- Undertaking assessments
- Referring to other Services within Education, to Social Services or contributing specialist assessments for Social Services
- Engaging in joint assessments with Social Services or contributing specialist assessments for Social Services
- Contributing to Educational Review Meetings, CYPIC meetings, Team Around the Family meetings Pastoral Support Programmes, Planning Meetings, Professionals' Meetings, Statutory Reviews, Core Groups, Child Protection Case Conferences
- Implementing other relevant legislation, such as Children's Disability Act and the SEN Code of Practice

Schools, Lifelong Learning and Education Support Services have a duty of confidence and consent. Information on children and families is subject to a legal duty of confidence and should not normally be disclosed without the consent of the subject (i.e., parent or those holding parental responsibility) unless it is necessary to safeguard a child at immediate risk of harm. However, new GDPR legislation should not act as a barrier of sharing information where you believe that a child is at risk of harm.

There is a duty to keep all information relating to children and their families in accurate and clear records that are treated highly confidential and that contain factual and objective recordings. Subjective judgements and opinions need to be recorded as such. All action, including copies of letters, details of phone calls and conversations, results and reports of assessments, are stored securely with limited access that only designated staff have access

too. All staff understand confidentiality and share information of that nature with Designated Leads only.

Schools and Education Support Services have a responsibility to inform parents of concerns in relation to their children and to gain informed consent from a parent, before referring to other services within Education, other agencies and to Social Services. In referring to Social Services the lack of gaining parental consent must not impede a referral if there are concerns that the child is experiencing, or is at risk of experiencing, significant harm.

This policy has been revised to reflect the changes to statutory guidance as a consequence of the publication of *'Keeping Children Safe in Education'* September 2022. This guidance became statutory with immediate effect and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

This Policy should read in conjunction with *'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'* (July 2018). **See Appendix 1.**

Handling concerns about the welfare and safety of children and young people

Role of the Designated Safeguarding Lead

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT

Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a 145 referral by liaising with relevant agencies so that children's needs are considered holistically;

- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Role of the Deputy Designated Safeguarding Lead

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies will be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Pupils with SEND and the Role of the SENCO

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils. Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability

- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers
- When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration
- When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met

The Role of the Designated Teacher for Looked After Children within the school

The Designated Teacher has a leadership role in promoting the educational achievement of every looked after child on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal, emotional and academic needs are prioritised. The Designated Teacher has lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve. Everyone involved in helping looked after children achieve should:

- Have high expectations of looked after children's involvement in learning and educational progress
- Be aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences
- Understand the reasons which may be behind a looked after child's behaviour, and why they may need more support than other children but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving
- Understand how important it is to see looked after children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers
- Appreciate the importance of showing sensitivity about who else knows about a child's looked after status
- Appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential
- Have the level of understanding they need of the role of social workers, virtual school heads (or equivalent) in local authorities and how education – and the function of the PEP –

fits into the wider care planning duties of the authority which looks after the child In promoting the educational achievement of looked after pupils the Designated Teacher should:

- Contribute to the development and review of whole school policies to ensure that they do not unintentionally put looked after children at a disadvantage
- Make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve
- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- Promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning
- Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after
- Make sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short- and medium-term progress of looked after children and help them and their teachers understand where they are in their learning, where they need to go and how to get there
- Make sure that looked after children are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home
- Have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary

The Designated Teacher for Spring Lane School is Mrs Angela Ball

The Role of the Governors

Members of the Governing Body will receive annual safeguarding training as part of their role, which include Level 1 Safeguarding, Prevent Duty and up to date KCSIE training. As part of the Governance structure, Spring Lane School has a Safeguarding Link Governor.

Their role is to:

- Ensure that a senior member of staff is appointed as the designated safeguarding lead (DSL) and that this role is incorporated into their job description.
- Ensure that a senior member of staff is appointed as the designated teacher for looked after
- children (to be responsible for the educational achievement for children in care).
- Ensure that inter-agency procedures are being followed where necessary.
- Liaise with the DSL and designated teacher regarding safeguarding matters in the school and local area.
- Ensure that appropriate arrangements are in place for the functions of the DSL to be carried out in their absence.
- Ensure that a system is in place and working effectively to ensure that the school's "Single
- Central Record" is administered correctly, is up-to-date and compliant with the requirements of statutory guidance "Keeping Children Safe in Education".

Online safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- › Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- › Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- › Set clear guidelines for the use of mobile phones for the whole school community
- › Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- › **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- › **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

- › **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- › **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- › Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- › Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- › Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- › Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- › Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- › Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- › The school uses Smoothwall and Securly to monitor students, staff, and visitors online activities. The DSL receives reports and real time alerts. The headteacher and DSL carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- › Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

- › Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

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

Any Staff/ Volunteers who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Safeguarding Officer in school; this should *always* occur as soon as possible and certainly the same day. (see Flowchart at Appendix 2 & Appendix 3)

What should Staff/Volunteers in Schools and Education settings do if they have concerns about a member of staff in relation to young person?

Any Staff/ Volunteers who are concerned about a member of staff, and believe that a member of staff/volunteer/visitor or contractor is a risk to a young person must immediately pass on the relevant information to the Headteacher. If the concern is regarding the Headteacher, concerns should be immediately reported to the Chair of Governors.

Staff have the right to report any concerns directly to the Local Authority Designated Officer in relation to any concerns.

Low Level Concerns

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working on or on behalf of the College may have acted in a way that is inconsistent with our code of conduct. This could include inappropriate behaviour outside of work.

A low-level concern may not meet the 'harm threshold' for referral to the Local Authority Designated Officer. The harm threshold is an allegation that means that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Examples of low-level behaviour would include, but is not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of a child on a personal mobile phone
- Engaging with a child on a one-to-one basis in a secluded area
- Humiliating the individual

Low level concerns may arise as a result naivety, be accidental or unintentional, be the result of misinformed action, a failure to follow procedures, a lack of training or, more rarely, deliberate abuse.

The raising of low-level concerns is a professional dialogue in line with good practice and should provide opportunities for shared learning. It is an important step if the adult has found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Concerns should be submitted in writing, using our Staff Safe system. The person raising the concern should:

- provide a concise record including a brief context in which the low-level concern arose
- include details which are chronological, and as precise and accurate as possible of any such concern and relevant incident(s)
- the record should be signed, timed and dated.

Concerns should be submitted to the local safeguarding officer or, if this person is not known, to a lead safeguarding officer or the Director of Safeguarding, via our Staff Safe system.

The Designated Safeguarding Persons/ Leads

The Designated Safeguarding Lead overall is: Mr William Pacey (Assistant Head Teacher)

The Family Liaison & Safeguarding Leads (Deputy DSL's) are Mrs Kelly Taylor-Valentine and Mrs Deb Harper

The Deputy Designated Safeguarding Leads for each Key Stage are as follows:

KS3: Deb Harper

KS4: Kelly Taylor-Valentine

The Back Up Designated Safeguarding Lead member's of staff are:

Mr James Bradley - Head Teacher

Mrs Susan Senior - (Personal Development Faculty Lead and Teacher in Charge @ Park House)

It is these senior colleagues who are responsible for acting where the welfare or safety of children or young people is concerned. If staff are uncertain, about whether their concerns are indeed 'child protection' then a discussion with the DSL or their DSO or (in their absence)

A line manager will also assist in determining the most appropriate next course of action.
(Appendix 2 & Appendix 3)

**Out of Hours concerns raised in non-term should be directly passed to Mr William Pacey on:
07369202598.**

Safeguarding Procedures

Visitors/sub-contracted workers/external agency workers

All visitors / sub-contracted workers / external agency workers who have been engaged to work with pupils on any site or off-site at the direction of Spring Lane School must undertake appropriate safeguarding checks.

These will include the presentation of a current DBS certificate to the school business manager prior to their start date.

Staff who have engaged the services of workers not employed by Spring Lane School must send an e-mail to the school business manager giving:

The name of the professional

The role of the professional

The designation of the professional

The name of the Spring Lane employee to whom they are reporting

Their contact details

The contact details of their line manager

The dates and times they will be on site (and which site they will be on)

The Business Manager will confirm that there is no reason why the professional should not be on site and left unsupervised with pupils. The visitor/worker must be given a copy of the SLS Safeguarding Policy to read, digest and then sign to say they understand and will comply with all Safeguarding procedures and what they must do if they have concerns about a pupil. They will also be asked to read the Code of Conduct and it will be verbally confirmed that they understand their duty of care/ responsibilities in Safeguarding and protecting young people with whom they have contact and that any concerns regarding a young person's safety or well-being should be passed in person to W. Pacey, K .Taylor-Valentine, D. Harper or another of the Designated Safeguarding Leads at the first opportunity.

The Business Manager holds a full list of contractors and providers that are DBS certified to enter SLS and have had the necessary checks to enable them to work with our pupils on and off-site.

Offsite Providers/ Alternative Provisions

Where SLS commissions; Alternative Provision with offsite providers, a robust quality assurance procedure is completed as part of the Service Level Agreement. Both the SLA's and quality assurance documents are reviewed annually to ensure the safety and welfare of pupils is paramount. DBS of staffing is checked through this process.

Training

All staff and volunteers are reminded of their responsibilities and procedures relating to safeguarding issues at the September staff meeting each year and at suitable times throughout the year, for example, if there is a change to procedure or if a new Governmental Policy has come into force. All staff are encouraged to independently build upon their own knowledge and attend in house refreshers that are held on Safeguarding. The school records the date of last safeguarding training delivered to staff and training certificates are filed. Furthermore, all staff are encouraged to attend additional Safeguarding training through BISP - Bury's Integrated Safeguarding partnership.

The Designated Persons will receive training in Child Protection and inter-agency working including training in the LSCB's approach to Prevent duties, and update that training under the stated BSCB guidelines. DSL refresher training takes place every two years for DSL and deputy DSL's. The whole staff will receive regular safeguarding training in line with BISP regulations. The school records this information on staff safe as an addition to CPOMS. Previously training had been recorded on SIMS.

New staff, including temporary staff and volunteers, will receive induction training on safeguarding issues from a Designated Person before they have contact with pupils. Such training must include:

- a) The school's safeguarding policy;
- b) The staff code of conduct;
- c) The identity of the designated persons;
- d) A copy of Part 1 and Annex 1 of 'Keeping Children Safe in Education' (September 2022)
- e) Managing Allegations Policy
- f) Medical Policy
- g) Lone Working Policy
- h) Wellbeing and Readiness to Learn Policy
- g) Management and Motivation Policy

All staff and governors are required to read our Safeguarding Policy yearly (plus any addendums added throughout the year) to refresh their own professional knowledge round awareness/recognising signs of abuse and "what to do if". All staff are fully aware what procedures to take if they are concerned about one of the pupils in our care. Staff are

encouraged to speak to the Safeguarding Team if they require clarification or further understanding on the subjects highlighted in this policy.

Once the policy is read, staff and governors are required to sign that they have “read and fully understood” their roles/responsibilities of safeguarding and protecting the young people in their care. A record of staff signatures is then filed and stored efficiently.

The Safeguarding Policy is available to all staff electronically in the electronic Staff Handbook, on our school website or in hard copy from a Designated Safeguarding Person.
Dealing with Disclosures

It is important that children are protected from abuse. It is our role to respond appropriately to any disclosures. Adults responding to disclosures should remember that children are not always ready to talk openly about their experiences of abuse or may not recognise that they are being abused.

In the event of a disclosure from a child, it is important that you:

RESPOND - Stay calm even if what your hearing is difficult. Respond with minimal encouragers and open body language. In this moment – if you are due to teach/support another class and it is lesson changeover – show the red dot on the back of your lanyard to another member of permanent staff so that the conversation can continue with the child and other staff know that you are dealing with a disclosure.

LISTEN - Do not ask questions other than to clarify what is being said. Your job is not to investigate, so avoid the child having to repeat their story. Do not ask leading questions. This can cause ‘contamination of evidence’ for any subsequent investigation and court proceedings. It is ok to establish the three W’s – Where/ When and What (Where it happened/When it happened and What happened) but under NO circumstances ask misleading questions or try to investigate yourself.

REASSURE - Reassure the child that they have done the right thing in telling you. Be mindful that it may be upsetting for the child to say aloud or repeat.

BOUNDARIES - Do not promise to keep secrets. Find an appropriate early opportunity to explain that the matter will only be disclosed to those who need to know about it and who will be able to help and support. Advise the child that you have a duty of care to keep them safe.

CLARIFY - What you will do next and with whom the information will be shared. In most cases, concerns should be discussed with parents/carers. The Designated Officer will be key in this. Before contact is made with parents and carers, please seek advice from a DSO. NB: If you suspect a child is being sexually abused or is being directly physically harmed through giving or denying medication, then you are advised not to discuss with them but refer immediately to Children’s Social Care (MASH). **ALWAYS** seek advice from the DCPO or the overall DSL. If a child or young person under the age of 18 has disclosed FGM (Female

Genital Mutilation) to a teacher, that member of staff has a legal duty to report this form of abuse straight to the Police.

These procedures must be followed whenever an allegation is made that a child has been abused.

Record Keeping

When a child protection concern arises, it is essential you record what is said or seen and what action was taken as soon as possible. Without this, information may be forgotten, or vital details may be missing. An accurate record should be made of:

Date and time of incident or disclosure

Location

Relevant parties involved, names and their relationship to the child

Description of abuse or injuries observed

Use the child's own words where possible

What was said or done and by whom

Ensure that the record is signed and dated

This information will always be kept up to date and in a secure place in a locked cabinet, only available to those people that need to know. This will include the Senior Managers and the Designated Leads for Child Protection. All disclosures or concerns should be recorded on our software 'CPOMS' even if a written record has been made in the first instance. Staff are given regular training on how to record disclosures and concerns on our secure recording system CPOMS.

When a Child Protection concern is raised - Staff should **NEVER**:

- Do nothing/assume that another agency or professional will act or is acting
- Attempt to resolve the matter themselves
- Share the information anyone other than Designated Persons

All Child Protection Concerns or concerns regarding a pupil's welfare MUST be shared with a Designated Safeguarding Person and logged on CPOMS that day.

Feedback to staff who report concerns a Designated Person

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Leads to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Child Protection Officer will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare. However, once a concern is logged on CPOMS, the staff member will receive

Staff on all sites across Spring Lane School will be supported, where necessary when involved in any aspect of safeguarding procedures. Stress on staff involved in safeguarding is considerable and the Head of Centre will be responsible for ensuring appropriate support is provided, where necessary, seeking help from the Local Authority.

Assessment

What should the DSO consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - By the school through addressing the level of need and putting support in place, without referral to Children's Services or other statutory / targeted services identified through the completion of a 'Story So Far' Assessment
 - By working with the child, parents and colleagues?
- What resources are available to me/the school and what are their limitations?
 - Is the level of need such that a referral needs to be made to Children's Services which requests that an assessment of need be undertaken? (**A Child & Family Assessment** or through a **Section 17 Child in Need Assessment**)
 - Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm). An Inter-agency referral needs to be completed for the **Section 47 Child Protection Assessment** to take place or for any action to take place. If MASH team then assess that the information requires that level of intervention, appropriate steps will be taken and a strategy meeting will be convened.
- What information is available to me: Child, Parents, Family background & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (**Appendix 4**)
- If I am not going to refer, then what action am I going to take? (e.g. Undertake a Story So Far Assessment, convene a TAF meeting, through a time limited monitoring plan, discussion with parents or other professionals) Alternatively,

could the concern be addressed by the Early Intervention service and does a referral need to be made to 'Team Around the School' (TAS) to ensure a multi-agency approach is achieved?

Making referrals to Children's Services

The Bury Multi-Agency Safeguarding Hub (MASH) Team

Telephone: 0161-253 5678

Emergency Number (out of hours): 0161-253 6606

Police: 0161-872 5050/ (101) or in an emergency - 999

Any verbal advice or recommendations advised by MASH given to the DSO's or the DSL, need to be confirmed by email via Childwellbeing@bury.gcsx.gov.uk with the verbal conversation recorded in writing. Once the Designated Officer has confirmed the details of the consultation with MASH and they have offered advice, the conversation log should be stored in the pupil's individual safeguarding file as evidence.

Potential Need of Early Help

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

- Is disabled or has specific additional needs
- Has special educational needs (whether or not they have an EHCP)
- Is a young carer
- Frequently goes missing from care or home
- Is misusing drugs or alcohol
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in family circumstances presenting challenges for the child, such as domestic abuse or parental substance abuse or adult mental health problems
- Has returned home to their family from care
- Is exhibiting sudden changes in behaviour
- Is considering a change of gender identity

Early Help will always be considered in these circumstances and will complete an Early help Assessment where appropriate and we will evidence the rationale.

Thresholds for Referral to Children's Services

A. Can the concerns raised be addressed within the multi-agency arena?

The 'Story So Far' assessment can be started when you believe a child may not progress towards the five Every Child Matters outcome without the support of additional services. It is important that these children are identified early in order to help them before things reach crisis point. The 'Story So Far' is an important tool for early identification of additional needs and is designed for use when:

- You are concerned about how well a child is progressing
- You are concerned about their health, welfare, behaviour, progress in learning or if the child or their parent has raised a concern with you
- The needs are unclear, or broader than your service can address
- A common assessment form would help identify the needs, and appropriate services to meet them

The 'Story So Far' process

The 'Story So Far' identifies if a young person has an additional need or an unmet need that is impacting on them or their needs as a family unit. A meeting should be arranged with the child/young person and/or their parent/carer to discuss the unmet needs of the child/family. Strengths should also be taken into consideration and celebrated.

- During the discussion with parent's and carers gain consent to complete the Story So Far and share the information. Any child aged 12 or over and is deemed competent can consent to their own Story So Far and their wishes and feelings should be valued and should be at the core of the process.
- Check with the Early Help Team to ascertain if a Story So Far has already been completed by e-mailing Childwellbeing@bury.gov.uk giving details of the child/young person's name, address and date of birth. A response will be e-mailed back to you. Furthermore, contact can be made verbally on 0161 2537465
- If Story So Far already exists, contact the author and inform them of your involvement.
- Document the information from the assessment on the Story So Far form.
- Agree achievable actions with the family and record these on the action plan of the Story So Far template.

There are 3 likely results from the assessment:

- (i) Assessment indicates no additional support is required – no further action is taken
- (ii) Assessment indicates additional support is required from another single agency - liaise with this agency regarding provision of support OR that the need can be addressed within the school. This level of need can be addressed at Team Around the Family level within a multi-agency arena.
- (iii) Assessment indicates a multi-agency response is required at a higher level than it can be addressed at TAF level - Completion of an Inter-agency referral.

Should a Team Around the Family meeting be convened it cannot go ahead without the child (if age appropriate)/young person and/or their parent/carer being present and therefore a professionals meeting should take place in respect of the family and minutes should be distributed.

- The Lead Professional is appointed during the initial assessment meeting. This is not necessarily the person who completed the Story So Far but usually the person who is most relevant to the action plan and the individual that it concerns.
- The Story So Far Action Plan and TAF plan should be reviewed regularly. A TAF meeting should take place every 6 - 12 weeks.
- Copies of completed Story So Far and TAF documentation including reviews should be:
 - (i) Kept as part of your own child/young person in-house records.
 - (ii) Given to the child/young person or parent/carer.
 - (i) Sent to the Early Help Team admin by e-mailing to
 - (ii) Childwellbeing@burygcsx.gov.uk,
 - (iii) The Story So Far forms and TAF documentation along with further information on Support with completion of the assessment can be sought from the Safeguarding Team or from the Early Help Team or by accessing this link:
<https://www.bury.gov.uk/index.aspx?articleid=10814>

The 'Story So Far' should be sent to the e-mail address Childwellbeing@bury.gcsx.gov.uk - through a secure emailing system. In some instances, it may be appropriate to submit the 'Story So Far' Assessment along side an Inter-agency referral if the needs of the child or young person are greater than can be addressed within a Team Around the Family Arena. Once the 'Story So Far' has been submitted, the initial Team Around the Family meeting can commence with the appropriate professionals involved with the family. **(Please refer to page 11)**

B. Is this a Child In Need?

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

- (i) The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (ii) The Child's health or development is likely to be impaired, or further impaired, without the provision of such services;

- (iii) The Child is disabled.

C. Is this a Child Protection Matter?

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

- (i) is the subject of an Emergency Protection Order;
- (ii) is in Police Protection; or where they have
- (iii) Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

The Designated Officer will make judgements around 'significant harm', levels of 'need' and when to refer.

ALL referrals for Social Services intervention should be made to:
Bury's Multi-agency Safeguarding Hub (MASH) by completing a:
'Inter-agency referral form'
This document can be found at:

<https://burysafeguardingpartnership.bury.gov.uk/index.aspx?articleid=8934>

Alongside other useful Safeguarding documents and procedures
or
on our Spring Lane Google Drive under 'safeguarding - useful documents'

For full guidance on BISP 'thresholds for intervention', the document can be found at:

<https://burysafeguardingpartnership.bury.gov.uk/>

How to Make a Child Protection/Section 47 Referral

As a staff member – in the very first instance, please contact one of the Designated Safeguarding Persons before contacting Children's Social Care initially. If urgent, telephone the **MASH TEAM on 0161 253 5678 and submit an Inter-agency referral in the first instance (within 48 hours)** The details of the referral will be collated and forwarded to the team

manager for consideration and action. If you believe, a child is in immediate danger, phone 999.

- Email to Childwellbeing@bury.gcsx.gov.uk
- You ***do not require the consent*** of a parent or child/young person to make a child protection referral i.e Inter-agency referral.
- However, the child's parent/ carer should, ***under most circumstances, be informed*** by the referrer that a child protection referral is to be made. The criteria for not informing parents are:
 - (i) Because this would increase the risk of significant harm to a child(ren); or
 - (ii) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - (iii) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

Fear of jeopardising a relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents, then you should seek advice and/or make this clear on the referral form and in any telephone contact with Children's Social Care or MASH.

It is essential that parents are made aware of our responsibilities with regards to safeguarding procedures. Parents and Carers will be made aware through the pupil induction process. Guidance on Safeguarding can also be obtained on the School's website.

MASH Responses to Referrals and Timescales

In response to a referral, the Lead person at MASH - the Safeguarding Hub may decide to:

- Provide advice to the referrer and/or child/family and give recommendations.
- Refer on to another agency who can provide services;
- Liaise with The Early Help team to provide non - statutory intervention but co-ordinate services. In this instance – a referral would be made to the School's link worker and the young person would be discussed at a (TAS) Team Around the School meeting. Consent from the parent/carers must be gained
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake a Child & Family Assessment
- Undertake an Initial Assessment (completed within seven working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy discussion/meeting)
- Undertake a Core Assessment (completed within 35 working days);
- Accommodate the child under Section 20 (with parental consent);

- Make an application to court for an Order - 'Public Law Order' (PLO)
- Take no further action.

The Multi-agency Safeguarding Hub will review the concern and will grade it according to Bury Safeguarding Children Board guidelines:

- **Level 1** represents children with no identified additional needs. Their needs are met through universal services.
- **Level 2** represents children with additional needs that can be met by targeted support by a single agency or practitioner.
- **Level 3** represents children with additional needs that can be met by targeted support by a multi-agency support package (Team Around the Family, TAF).
- **Level 4** represents children with significant needs that persist and have not been met by targeted support (Child in Need, CIN).
- **Level 5** represents children with complex and enduring needs at the highest level of vulnerability that will be met by multi-agency support from specialist services led by Social Care. (Children and Young People who are subject to a Child Protection Plan)

Children may enter any level at any age or stage of development, may move between levels as their circumstances, and needs change.

Feedback from Children's Social Care

MASH has 24 hours within which to make a decision about a course of action in response to a referral. If the concern is a Child Protection and it is believed that the child is at risk of significant harm. When a concern is raised, the case is assessed and addressed according to the level of need and care that the child/family require. A hard copy of the recommendation should also be sent to the DSO or DSL.

If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school / a child(ren) in a vulnerable position, you should phone MASH and ask to speak to a Duty Social Worker, the relevant Team Leader or Manager in charge.

*******See (Appendix 7) for Legal Framework guidance**

Making judgements about significant harm

There are no absolute criteria upon which to rely when judging what constitutes significant harm; sometimes a single traumatic event may constitute significant harm. More often, however, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development. **(Appendix 5)**

(a) Children Act Guidance and Definitions

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

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

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

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

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

'Health' means physical or mental health; and

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

******For further guidance see (Appendix 6)**

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

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

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

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

Record keeping/Information sharing

Good record keeping is essential in recording Safeguarding concerns. The use of chronologies can highlight patterns of concern/harm in particular in cases of neglect or emotional abuse. CPOMS also acts as a tool for highlighting patterns or areas of concern.

Records can be stored electronically and are exempt from the disclosure provisions of the Data Protection Act 2018. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the court may require BSRU to provide its Child Protection records.

The review of such records is a vital role for the Designated Person. Our reporting tool – CPOMS allows us to record any actions that Designated Officer's have taken in line with our Safeguarding Procedures.

Currently Child protection files are stored separately to the general school files and stored confidentially in a locked cabinet (Which only the Safeguarding Team have access to). All school staff are aware of confidentiality and only designated staff have access to safeguarding information. If safeguarding files are accessed inappropriately this could lead to a disciplinary matter. Furthermore, any confidential information that is not required is shredded.

We are currently in the process of storing Child protection records electronically on CPOMS. Therefore, when this action is accomplished – chronologies will no longer be paper-based files.

Appendix 8 of this document is the Government guidelines on information sharing. Record keeping is vital in this area and reasons why information has been shared should be recorded as well as when it has not.

The role of the Designated Safeguarding Lead, Keeping Children Safe in Education (September 2022) DfE) – Sharing Child Protection records

“Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators

(SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required." (KCSIE, 2022)

"In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives." (KCSIE, 2022)

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEND in colleges, are aware as required. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives'.

If this handover is done electronically through CPOMS – a record/ log of this transmission will be stored electronically.

'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'

Every pupil's Child Protection File is stored separately from the pupil's main school file in a locked cabinet to which only authorised personnel have access.

On transfer of a pupil to the roll of Spring Lane School from another Bury School the Designated Safeguarding Lead/ Deputy will ensure that the CP file is collected from the Designated Safeguarding Lead of the previous school, by hand, by themselves or another of the Deputy Designated Safeguarding Leads from Spring Lane School and a receipt given. This will then be transferred immediately to the appropriate Spring Lane site and placed in the designated locked cabinet. However, given that our System will be transferring online rather than on paper – virtual requests can be made for Child Protection files – to and from Educational provisions who have access to CPOMS.

If the Police or any other services within Children's Services require access to a young person's child protection file and they are authorised to do so (at the discretion of the DSL). Arrangements can be made and proof of identity must be presented. A receipt of this request is logged along with any additional actions is logged within the file and an 'Access to Safeguarding Documents' form must be completed and signed by the DSL.

Arrangements Post - 16 where the pupil has enrolled at college or higher Education

For pupils that move onto further Education, the Child protection file should be transferred separate from the pupil file to the DSL at the appropriate college or FE once the student is on role. On entry to the College the feeder college will get notified of the pupils that have transferred to their provision and appropriate arrangements will be made with our DSL college link on each site to transfer the file securely and alert them to any concerns that we have regarding the young person's welfare and give any information verbally which is deemed appropriate to safeguard the young person. A receipt is required and taken by the DSO at Spring Lane when the file is handed in person to the DSL. Alternatively, a secure transfer can be made via CPOMS.

File Retention/ Storage of Child Protection Files

BISP - 'Bury's Integrated Safeguarding Partnership' do not currently have any clear and concise advice on file retention at this current time. However, Spring Lane School have adopted the NSPCC's guidance around file retention. The introduction of 'GDPR 2018' does not change the way in which Child Protection records should be stored and retained. Paper based Child Protection files are stored securely and are only accessible for the DSO's and the DSL. Files are archived and the reason as to why the files are being kept is noted. An assessment is undertaken on how long the files need to be kept for and a plan is developed as to the date that the files can be destroyed and what method will be used to fulfil this action. In accordance with The NSPCC guidance, files are kept until the child is 25 years of age (7 years after they reach the school leaving age)

Concerns about staff members and safeguarding practices

If a staff member has concerns about another member of staff, it will be raised with the Headteacher.

If the concern is with regards to the headteacher, it will be referred to the chair of Governors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other

whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Further advice on any of the above subjects relating to Child Protection can be sought from;

Spring Lane School Governor responsible for Child Protection

Karen Ingham

Chair of Governors


Vernon Shaw

Reviewed by William Pacey

Date Reviewed: 09/09/2023

Date of Ratification:

Signed.....  Will Pacey (Designated Safeguarding Lead/ Author of this Policy)

Signed.....  James Bradley (Head Teacher)

Signed..... Vernon Shaw (Chair of Governors)

Appendices:

<u>Table of contents</u>	Page
Appendix 1 : Important information related to the safeguarding policy	
Appendix 2 : Taking Action Flowchart	
Appendix 3 : Site based Taking Action Flowcharts & Child Protection Procedures.....	
Appendix 4 : Specific safeguarding issues	
Appendix 5 : Risk Assessment 'Checklist'	
Appendix 6 : Useful Contacts and further Safeguarding Guidance	
Appendix 7 : Legal Framework	
Appendix 8 : Seven golden rules for information sharing	

Appendix 1:

Important information related to the safeguarding policy

This policy was revised in September 2022 to reflect the changes in national guidance as a consequence of the publication of *'Keeping Children Safe in Education'* in September 2022. This guidance became statutory with immediate effect and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This publication replaces *'Keeping Children Safe in Education'* in September 2020 & 2021 which reflects the new Prevent Duty, to emphasise responsibilities concerning children missing from education, and to provide more content on female genital mutilation. The body of the document is largely unchanged, but there are new inclusions that draw in new guidance or legislation since the original was published, including disqualification by association (Childcare (Disqualification) Regulations 2009) and duties under the Counter Terrorism and Security Act 2015. The 2021 version of *'Keeping Children Safe in Education'* also refers to two other updated documents *'What to do if you're worried a child is being abused 2015'* and *'Information Sharing 2015'*.

Summary of changes – September 2021:

Throughout the policy, all references to *Safeguarding Children & Safer Recruitment in Education'* (2006) and *'Dealing with Allegations of Abuse against Teachers and other Staff'* (2012) have been removed and replaced with reference to *'Keeping Children Safe in Education'* (September 2022) and the Prevent Duty guidance (March 2015).

Keeping Children Safe in Education- September 2022

In September 2021, the DfE updated the statutory guidance on safeguarding. Full guidance, *Keeping Children Safe in Education* at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

A forty one -page summary for staff – can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf

Governing Bodies and Proprietors should also ensure that all staff have read Part One of *'Keeping Children Safe in Education'*. To date, all staff employed by Bury MBC that work at Spring Lane School across sites have read Part One of *'Keeping Children Safe in Education'* September 2022.

'Safeguarding Children & Safer Recruitment in Education' (2007) and *'Dealing with Allegations of Abuse against Teachers and other Staff'* (2012). This legislation should read in conjunction with *'Working Together to Safeguard Children: A guide to inter-agency working*

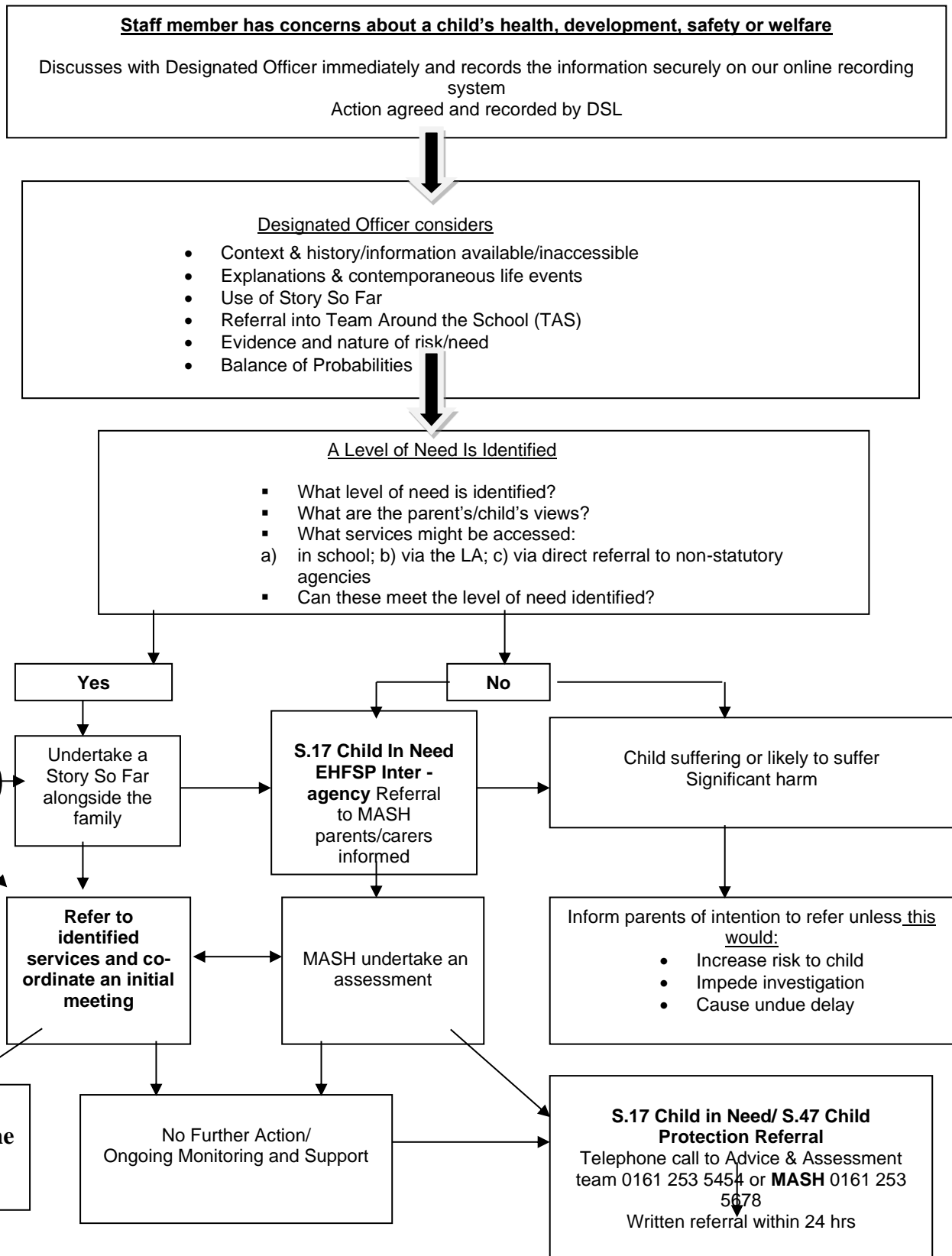
to safeguard and promote the welfare of children' (July 2018) and 'Keeping Children Safe in Education (September 2022) as referenced to throughout this policy.

In accordance with the guidance, governing bodies should ensure that the school's safeguarding policy is:

- publicly available via the school or by other means to parents and carers;
- provided to all staff (including temporary staff) at induction along with a staff code of conduct

Appendix 2

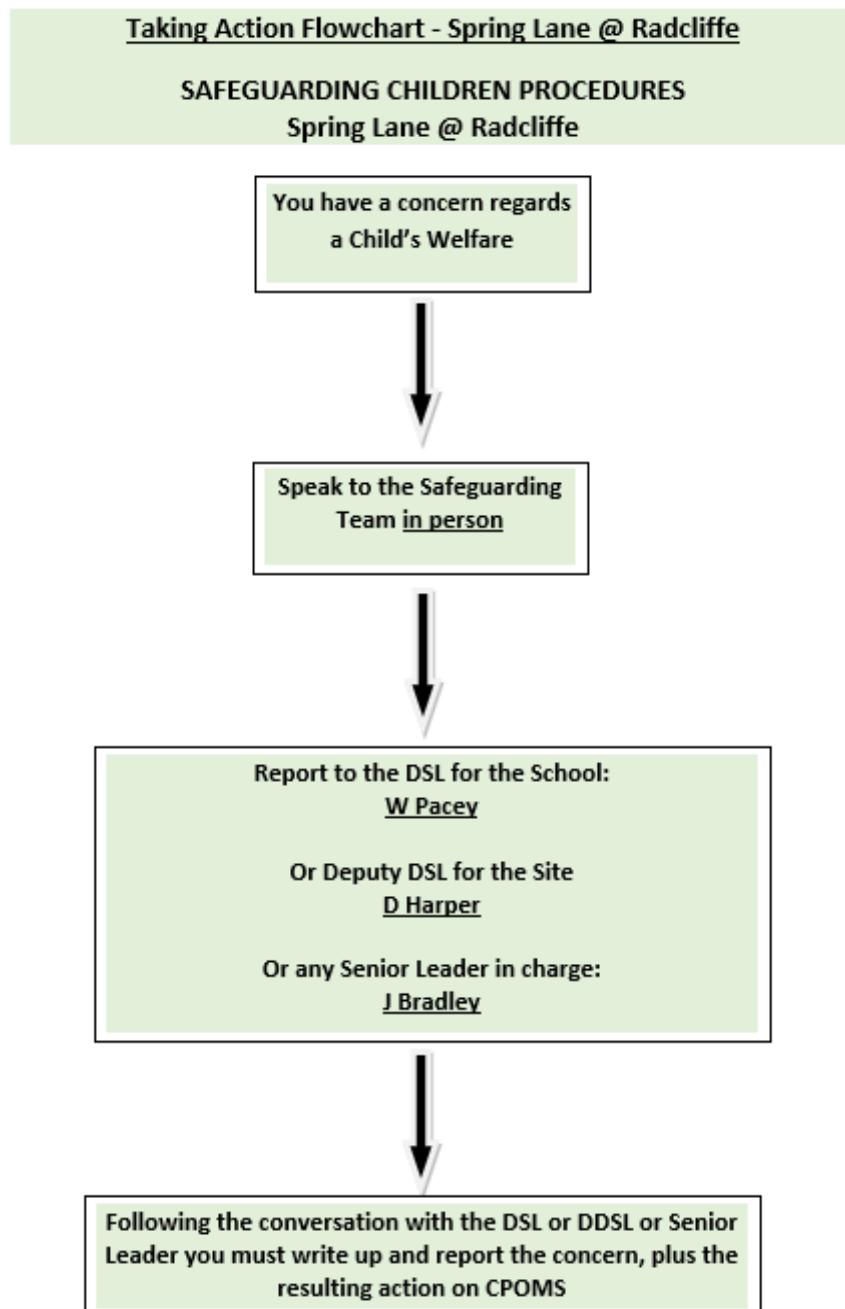
(1 of 6): Taking Action Flowchart



The Designated Child Protection Lead overall in School is: Mr Will Pacey

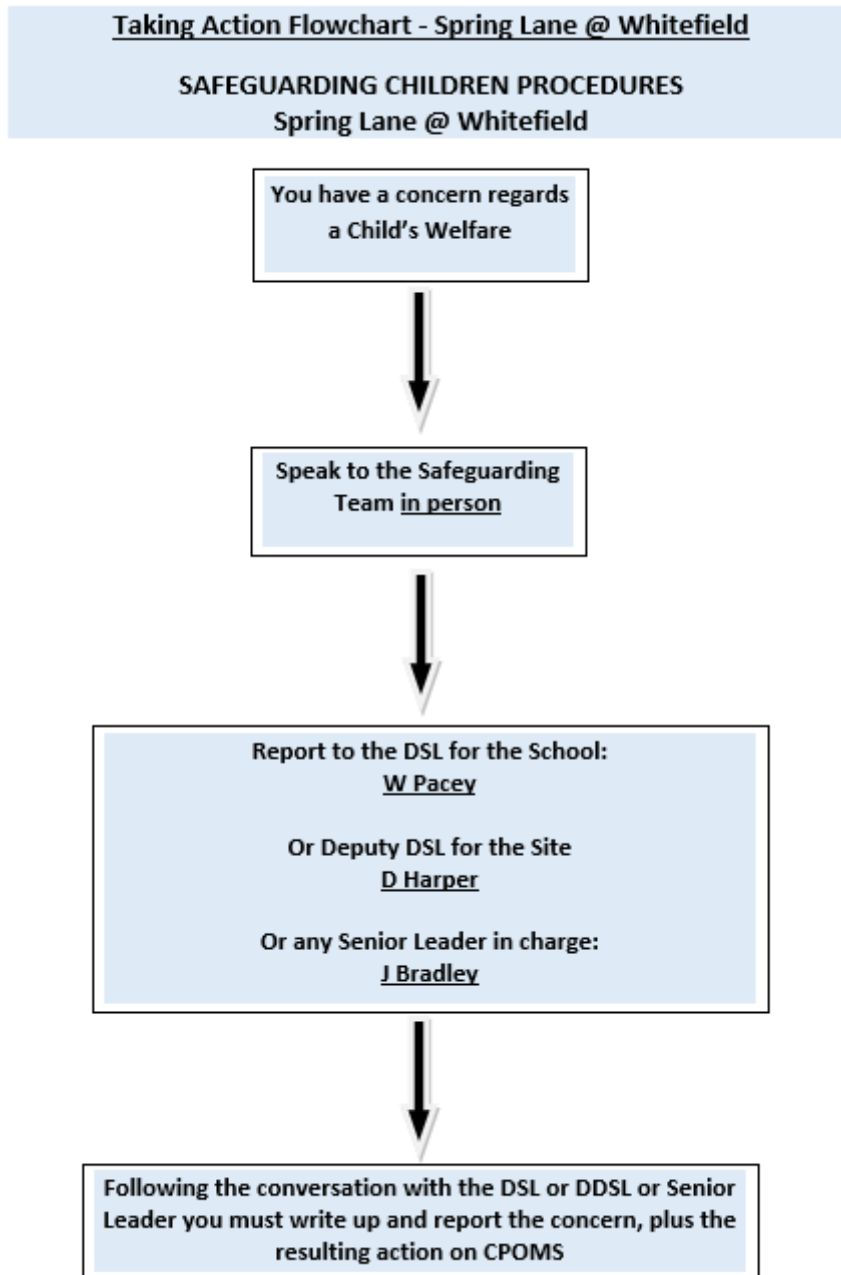
Appendix 3

(2 of 6): Taking Action Flowcharts



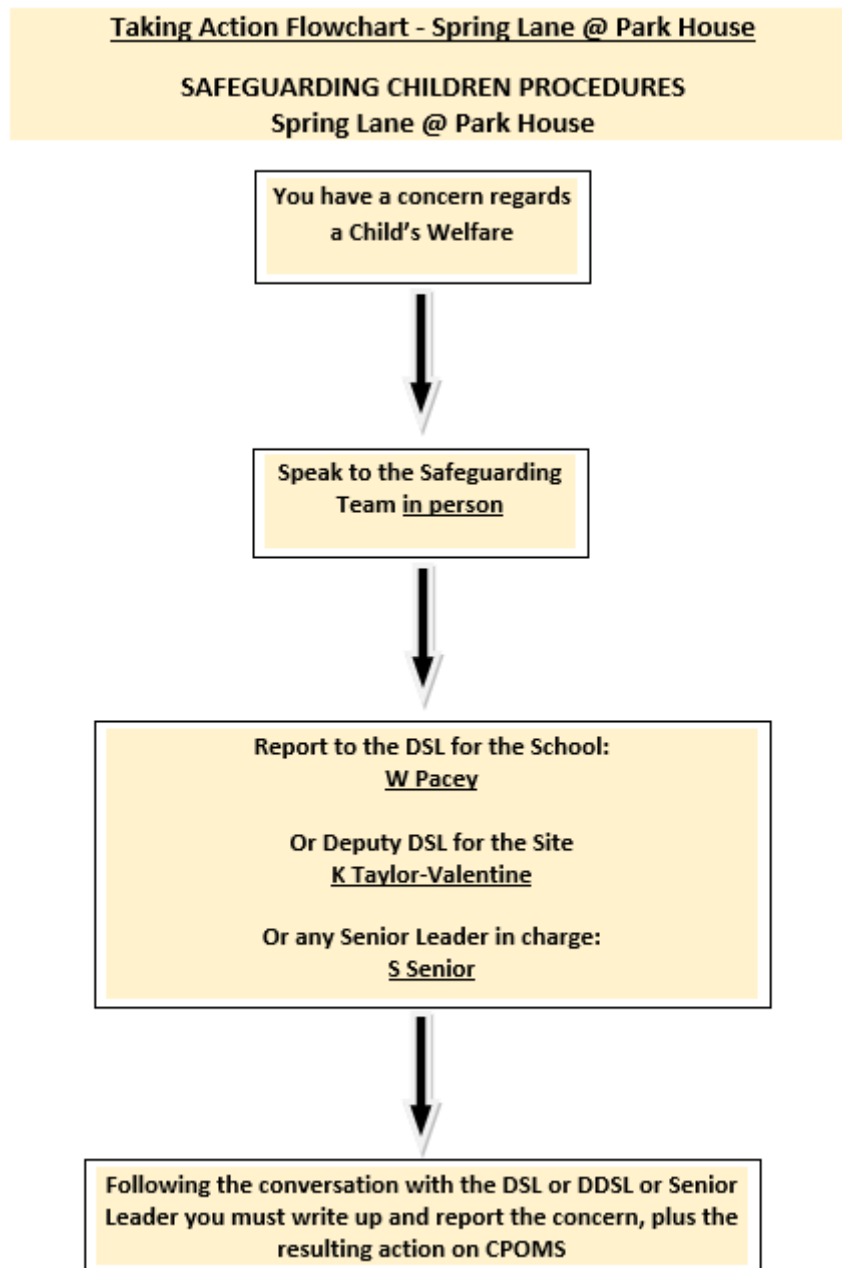
All staff have a legal responsibility to protect and safeguard children. Do not judge or decide how important you think something is: it is your responsibility to pass on any concerns or disclosures. If it is not possible to contact one of the designated persons and there is a genuine feeling that a child is at risk of suffering significant harm, then any member of staff can make a referral:

(3 of 6): Taking Action Flowchart



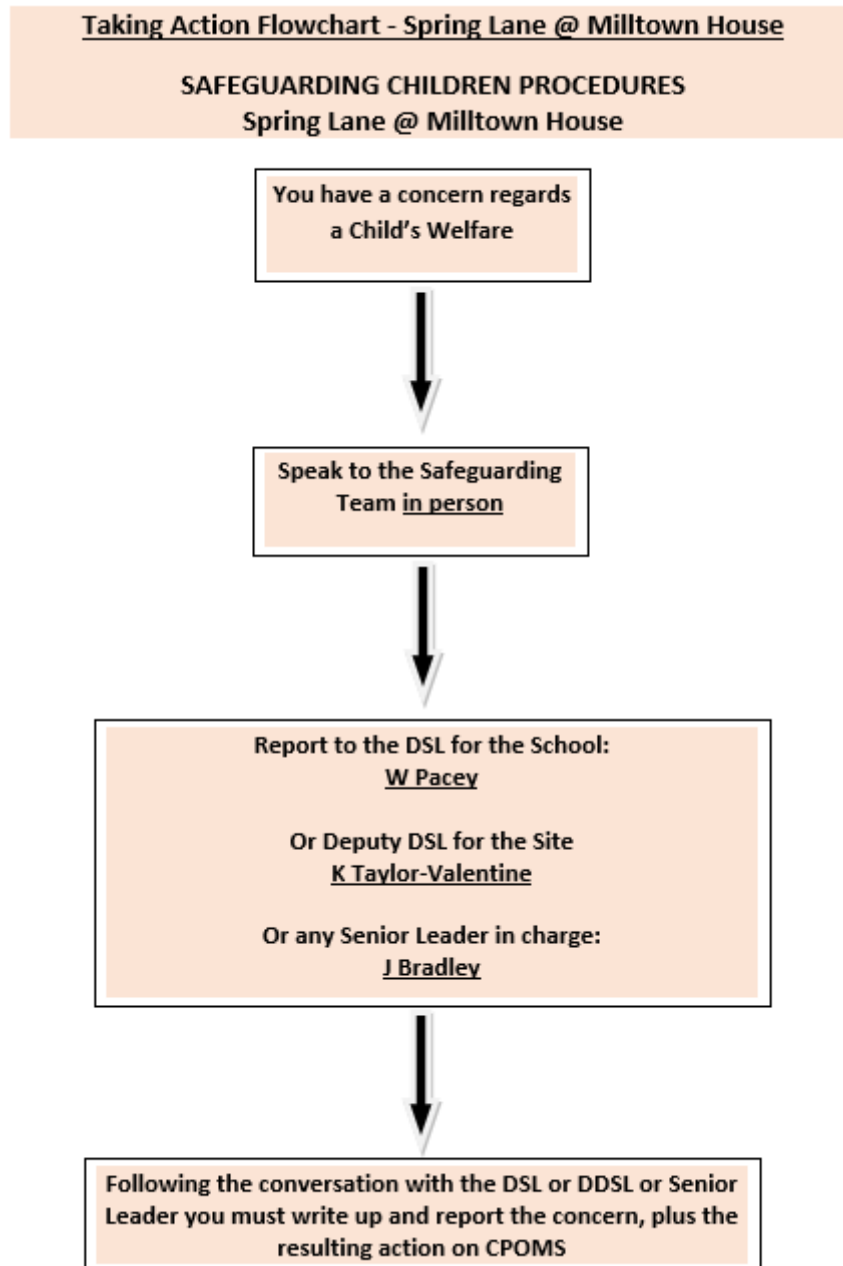
All staff have a legal responsibility to protect and safeguard children. Do not judge or decide how important you think something is: it is your responsibility to pass on any concerns or disclosures. If it is not possible to contact one of the designated persons and there is a genuine feeling that a child is at risk of suffering significant harm, then any member of staff can make a referral:

(4 of 6): Taking Action Flowchart -



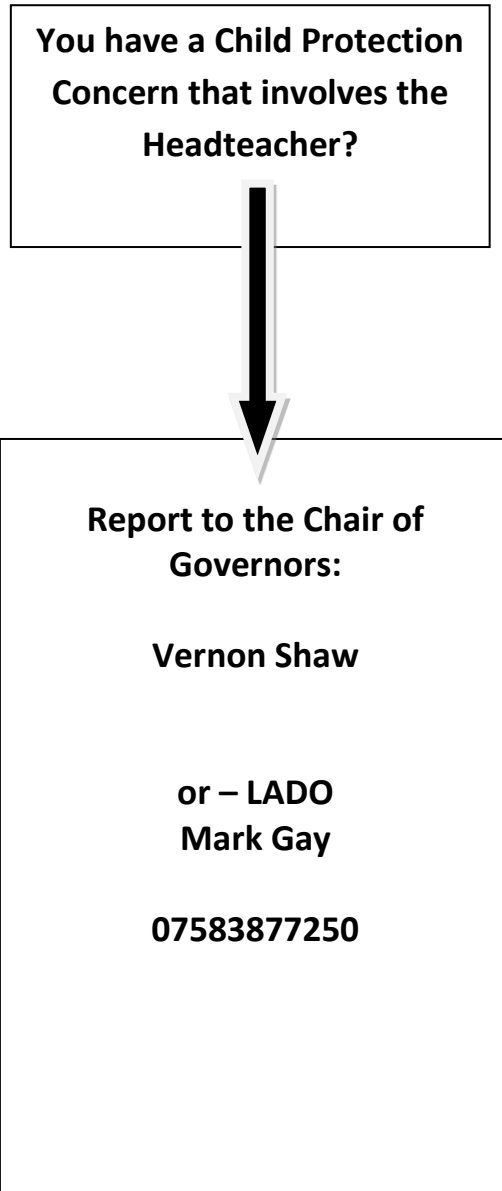
All staff have a legal responsibility to protect and safeguard children. Do not judge or decide how important you think something is: it is your responsibility to pass on any concerns or disclosures. If it is not possible to contact one of the designated persons and there is a genuine feeling that a child is at risk of suffering significant harm, then any member of staff can make a referral following BSP procedures and guidelines:

(5 of 6): Taking Action Flowchart - Spring Lane @ Radcliffe



All staff have a legal responsibility to protect and safeguard children. Do not judge or decide how important you think something is: it is your responsibility to pass on any concerns or disclosures. If it is not possible to contact one of the designated persons and there is a genuine feeling that a child is at risk of suffering significant harm, then any member of staff can make a referral following BSPRU procedures and guidelines:

**CHILD PROTECTION PROCEDURES
Spring Lane**



All staff have a legal responsibility to protect and safeguard children. Do not judge or decide how important you think something is: it is your responsibility to pass on any concerns or disclosures. If it involves the headteacher the chair of governors should be contacted immediately. The LADO is also available.

Appendix 4 : Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues:

For example information for staff can be found on the TES website at:

<https://www.tes.com/teaching-resources/search/?q=safeguarding>

Barnardo's website at: <http://www.barnardos.org.uk/>

(NSPCC) National Society for the Prevention of Cruelty to Children website:

<https://www.nspcc.org.uk/>

Thinkuknow website: <http://www.thinkuknow.co.uk/>

(CEOP) Child Exploitation and Online Protection Centre: <http://www.ceop.police.uk/>

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE) / Child Criminal Exploitation (CCE)

- bullying including cyber-bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence

- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- Sharing indecent imagery - is when a young person takes an indecent image of them self and sends this to their friends or boy / girlfriends via mobile phones.
- teenage relationship abuse
- trafficking

This list is not exhaustive and more specific safeguarding information in relation to these key areas can be found at www.gov.uk. Additionally, the Safeguarding Team are able to advise further on the subjects above. Specialised training around these areas can also be found on the BISP (Bury's Integrated Safeguarding Partnership) website if further guidance is needed.

Types of abuse and neglect

Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

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
- School Attendance concerns
- Change in appearance

Risk Indicators

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

In an abusive (Domestic abuse) 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

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

Recognising Physical Abuse

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

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, hand prints or a hair brush
- 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.

Body Map Guidance for Schools

Body Maps should be used on CPOMS to document and illustrate visible signs of harm and physical injuries.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed? Are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be saved on the child's CPOMS log.

Recognising Emotional Abuse

Emotional abuse 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.

The indicators of emotional abuse 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
- If the young person is being used as a scape-goat 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
- Bedwetting

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 unresponsive 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

Domestic Abuse and Commitment to Encompass

Definition;

The definition of domestic violence and abuse - Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

This definition includes so-called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Domestic abuse is a safeguarding child issue and statistics show that in 90% of cases children are present in a household during a domestic abuse incident. Often the following day children are ill-prepared to deal with the school day.

Encompass

Encompass is a partnership between Greater Manchester Police, (in Bury this is the (PPIU) Police Protection Investigation Unit), BISP Bury's Integrated Safeguarding Partnership and designated school staff, known as 'Key Adults'. Working together to safeguard children, Greater Manchester Police will inform the key adults within schools about any domestic abuse incident where the child or young person has been present. This will enable the school to take appropriate steps to support their pupil during what could be an emotionally difficult day. Key adults within the school are then able to accommodate the school day to lessen the impact and to support the child if they

need it. In its simplest form, they are given some leeway, comfort and support. This can make a huge difference to children and allows them to have a safe space.

Further reading on Encompass can be found at;

<https://www.operationencompass.org/>

Violent Crime

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

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

Staff should also be aware of the associated risks and understand the measures in place to manage them

CCE - Child Criminal Exploitation and 'County Lines'

'County Lines' is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. These dealers will use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users.

County line gangs get children to deliver drugs around the country by using intimidation, debt bondage, violence and/or grooming. Gangs utilise children because they are cheaper, more easily controlled and less likely to get picked up by the police. The fact that children are sent to different locations within the United Kingdom to carry out tasks for the gangs means that this type of CCE falls within the legal definition of trafficking. Where gangs have targeted a particular area, they typically use a local property, generally belonging to a vulnerable person, as a base for their activities (this is known as 'cuckooing').

Gangs specifically target vulnerable children and those who do not have support networks. Children with special educational needs, mental health problems or disabilities are known to be purposely targeted. Gangs also look for emotional vulnerability, such as

children experiencing problems at home, absent/busy parents or bereavement. The gangs seek to fill that emotional gap for the child and become 'their family'.

Male children are most commonly exploited but female children are also used and exploited by gangs. It is thought that 15-16 years is the most common age for children to be exploited by these gangs but there are reports of children below the age of 11 years being used.

Gangs are increasingly looking to recruit 'clean skins' i.e. children with no previous criminal record who are unlikely to be stopped by the police, including children from white, middle class backgrounds and from further afield.

Looked after children

Gangs target looked after children, particularly those in residential children's homes and children in pupil referral units. Children who have been placed out of their home area are particularly vulnerable.

Further reading can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Since the rise in young people being groomed by these organised crime groups – Bury have appointed the Complex Safeguarding Team which works with young people/ alongside the Police to assess the risk of a young person becoming involved with CCE and supports those that are victims. Referrals into this Team come via Bury's MASH or from the Police.

If any staff member has any concerns that a pupil is being criminally exploited – Spring Lane's Safeguarding Procedures apply. Staff should immediately seek advice from the DSL onsite, who will then take the most appropriate course of action.

Sexual Abuse by Young People/ Sexual Harassment/ Violence and Child on Child abuse

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 (Sexually Harmful 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.

The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern: -

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- You have concerns that a young person is being ‘groomed’ and exploited
- One of the children is significantly more vulnerable than the other. For example - in terms of disability, mental competence/ learning need confidence and physical strength. If there have been some threats, bribes or coercion to secure compliance or maintain secrecy.

Spring Lane School has put in place safeguards to reduce the likelihood of Child on Child abuse. There is an established expectation of respect for one another and we support young people to ‘Grow, Aspire and achieve’. Additionally, pupils (more than one) are never left unsupervised in the same room at any time.

Our revised behaviour policy outlines our expectations for our pupils and sets out our school ethos and guidelines. The behaviour policy sets out SLS’s expectations and consequences for unacceptable behaviour/outlines rules and responsibilities for each student.

Spring Lane School seeks to educate all pupils on healthy relationships throughout the curriculum, however we recognise despite this we need to be alerted to child on child abuse. It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate (if over the age of 13). If both young people are 16 years of age and over and understand and are capable to give consent - sexual intercourse is legal in England. However, sexual abuse is a subject many people find very difficult to talk about. It is important not to criminalise behaviour that is perfectly normal and a healthy part of growing

up. However, the idea that children can sexually abuse others is still very hard for us to accept and child on child abuse does happen hence why action needs to be taken to safeguard the young people in our care.

It is important to recognise that by law a child under the age of 13 years is not able to give consent to any form of sexual intercourse and is a criminal offence.

If a concern of this nature is raised, the normal safeguarding procedures should be followed under all circumstances. **(See appendix 3 & Appendix 7)**

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

Staff should immediately seek advice from the DSL onsite, who will then take the most appropriate course of action.

Child on Child Abuse Prevention

Spring Lane School has put in place safeguards to appropriately deal with and reduce the occurrence of Child on Child abuse in school and beyond. There is an established expectation of respect for one another and we support young people to 'Grow, Aspire and Achieve'.

School staff have been appropriately trained to look for key indicators of Child on Child abuse and challenge actions and language that any young person may use against another, that the young person may deem acceptable, when it is not. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should assume that because it is not witnessed or reported, it is not happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment,⁷ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Our personal development and PSHRE curriculum has been adapted to include Child on Child abuse, to educate and to make pupils aware of actions and language associated with Child-on-Child abuse, as a preventative education and positively uphold our positive culture and ethos.

Additionally, our low pupil to adult ratios ensures that support in classrooms, at social times and around transitions is closely supervised to be aware of any Child-on-Child abuse occurrences or indicators around school.

Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors.

School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to Complex Safeguarding Team.

Up skirting

Definition:

The practice involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks.

From April 2019 – the Law now states that this act is a criminal offence.

In this instance – normal Safeguarding procedures would be followed, and staff are required to inform the DSO/DSL immediately.

Youth Produced Sexual Imagery

‘The production and/or sharing of sexual photos and videos of and by young people who are under the age of 18’

UKCCIS 2016 (UK Council for child & internet safety)

It includes nude or nearly nude images and/or sexual acts. It is also referred to as ‘youth produced sexual imagery’.

UKCCIS produced non-statutory guidance which should be referenced to alongside the KCSIE 2022 guidance.

The Law

Making, possessing and distributing any imagery of someone under 18 is illegal. This includes imagery of yourself, if you are under 18.

Indecent is not definitely defined in law. But images are likely to be considered indecent if they depict:

- A naked young person
- A topless girl
- An image which displays genitals/sex acts including masturbation
- Indecent images may also include overtly sexual images of young people in their underwear

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support and safeguarding. Not criminalisation.

If a young person discloses that they have sent/received/shared an indecent image of themselves or a minor under the age of 18, it must be reported to the DSL straight away. Never ask to see the picture/video or evidence. The DSL will then consider the best course of action and follow schools safeguarding procedures.

Below is some specific guidance in dealing with the sharing nudes or semi-nudes.

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.¹
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

An immediate referral to Police and/or Children’s Social Care should be made if at this initial stage:

1. The incident involves an adult
2. There is a reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example - if the young person has SEND)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13 years of age
5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example the young person is presenting as suicidal or self-harming

E- Safety

The online world is now an integral part of everyday life, especially for young people. As with the real world, there are risks online and it is important that we as professionals teach pupils how to manage them. The internet brings great opportunity to communicate and learn. Unfortunately, there are individuals who will use the internet to make inappropriate contact with young people for the purposes of scams, bullying, sexual grooming or abuse. It is our responsibility as professionals to ensure that we know what our pupils are doing on the internet and how to keep them safe. Additionally, how to educate and advise parents/carers on internet safety.

Guidance on:

- E-Safety
- 'Sexting' - the sending of sexually explicit photos, images, text messages, or e-mails by using a cell phone or other mobile device

- Cyber-bullying/ trolling
- Social networking
- The use of 'applications' on current technology such as you-tube
- Gaming
- Video chat
- Grooming and child sexual exploitation
- Internet use and 'online parental safety controls'
- Revenge pornography - sharing private sexual materials with intent to cause distress

How to report online abuse can be found at:

or:

<http://www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics>

For further guidance on E-Safety and how it is delivered within BSPRU's curriculum - please make reference to our 'stand-alone' E-Safety policy.

Child Sexual Exploitation (CSE)

Bury's Complex Safeguarding Team's definition of CSE definition of Child Sexual Exploitation is defined as:

'Sexual exploitation of children and young people under 18 years old involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive "something" (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities'.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Some children or young people do not recognise the coercive nature of the relationship and do not see themselves as victims of exploitation, as they consider they have acted voluntarily. The reality is their behaviour is not voluntary or consenting. It is important for professionals to remember that a child cannot consent to his or her own abuse'.

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.

Further guidance on Child Sexual Exploitation can be found at:

<http://www.safeguardingburychildren.org/index.aspx?articleid=8913>

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse 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.

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.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

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

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

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**.

Honour Based Violence (HBV)

The terms honour crime or honour based violence embrace a variety of crimes including assault, imprisonment and murder where the person being punished or their family or

community for actually or allegedly undermining the honour of the family and/or the community.

Staff should be aware of:

- Signs of distress and indications of self-harm
- Truancy or absence from school
- Isolation from peers
- Monitoring by the family
- Lack of participation in school activities
- Unreasonable restrictions at home
- Forced marriage

Radicalisation

Definition: Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“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” (HM Government Prevent Strategy 2011)

Signs that may indicate a child or young person is at risk of (or) has been radicalised:

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations - Perceptions of injustice; feeling of failure; rejection of community values;
- Criminality - Experiences of imprisonment; previous involvement with criminal groups

Violent Extremism as defined by the Crown Prosecution Service (CPS) as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- foment, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- foster hatred which might lead to inter-community violence in the UK

However, those closest to the individual (i.e. school staff) may first notice the following changes of behaviour:

- General changes of mood, patterns of behaviour, secrecy;
- Changes of friends and mode of dress;
- Use of inappropriate language;
- Possession of violent extremist literature;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology;
- Planning to take long term holidays and visits out of the UK

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Channel

Channel is a program which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Channel is part of the Prevent strategy. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

Full guidance can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Sections 36 to 41 of the Counter-Terrorism and Security Act 2015 set out the duty on local authorities and partners of local panels to provide support for people vulnerable to being drawn into any form of terrorism.

An online general awareness training module on Channel is available which all staff at BSPRU have completed to date. The link to participate in this online awareness can be found at: http://course.ncalt.com/Channel_General_Awareness/01/index.html

If a member of staff has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's Designated Safeguarding Lead, and where deemed necessary, with the Multi-agency Safeguarding Team (MASH). Concerns can also be raised and discussed with;

Bury MBC Prevent/ Channel Project Lead: Mujammi Hussain 0161 856 6362

Mujammil.Hussain@gmp.pnn.police.uk

In June 2015, the DfE produced the statutory guidance on ***The Prevent Duty***: Full guidance can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The Prevent Duty was revised in March 2016. Full guidance can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Staff and Governors are strongly advised to familiarise themselves with this document

If a member of staff suspects a pupil may be at risk of any of the above - the DCPO should be informed IMMEDIATELY and appropriate action will be taken. Please note: this list of 'recognising signs and indicators of abuse' is not exhaustive and any concerns must be passed on immediately or as soon as possible to the designated DCPO.

Children Missing from Education (CME)

Bury Secondary PRU follows the LA procedures for attendance. If a pupil's attendance falls, we will inform the school attendance team at the earliest opportunity and report to social care if school has concerns regarding their whereabouts.

In order to ensure the safety to/of our pupils we require accurate and up to date information regarding:

- Names/contact details of persons whom the pupil normally lives. 3 Contacts are required for each pupil on role at Spring Lane School.
- Names/contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child
- Whether the child is or has been subject of a child Protection Plan
- Name and contact details of GP
- Any other factors which may impact on the safety and welfare of the child.

BSPRU will store the above information in accordance with the Data Protection Act 2018 and GDPR legislation.

Adverse Childhood Experiences (Ace's)

Growing up with adverse childhood experiences (ACEs) such as abuse, neglect, community violence, homelessness or growing up in a household where adults are experiencing mental health issues or harmful alcohol or drug use, can have a long-lasting effect on people's lives and welfare.

This is why preventing ACEs and supporting children and adults affected is a priority for us at Spring Lane School. Given that ACEs has such a significant impact upon our life if left unsupported all Staff have undergone training on ACEs and how trauma can shape the way in which we learn and build upon our resilience. Likewise, we are developing new strategies to use in the classroom which support young people.

We are working in partnership with services to help reduce the incidence and impact of all types of childhood adversity, focusing on:

- support for children, parents and families to prevent ACEs
- mitigating ACEs for children and young people
- training for staff across the workforce in supporting people who have experienced trauma.

Self Harm & Mental Health

'Mental health is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's mental and physical health or development ".

All staff should be aware that mental health problems can, in some cases, be an

indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation

Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.

'Staff should take action on any mental health concerns that are also safeguarding concerns, following the School's Child Protection policy and speaking to the DSL or DSO's.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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 important that staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and Education.

If staff have a mental health concern or concerns regarding Self Harm/ Suicidal Ideation about a child then immediate action should be taken, consulting with the Designated Safeguarding Lead or a DSO.

If you feel that a child is at immediate risk of harm – it must be reported to the Police on 999.

In some cases, first aid treatment will be needed for wounds. Consent will be required from the young person to administer treatment. If consent is gained, a body map on CPOMS will need to be completed.

Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

More information on Mental Health and support for young people can be found via this link; <https://www.penninecare.nhs.uk/hymbury>

The use of 'reasonable force'

There are circumstances when it is deemed appropriate for staff to use reasonable force. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to prevent children harming themselves or others i.e splitting up a fight to prevent violence or injury or standing between pupils or blocking their path. Staff that undertake direct work with our pupils have a responsibility to read a young person's PHP – Positive Handling Plan and only use appropriate holds. Permanent staff have all undertaken Team Teach training which is an accredited training course which is used to support pupils that display challenging Emotional and Behavioural needs. If a restraint has taken place – staff have a mandatory obligation to record the restraint. Incidents where restraints/holds have taken place are all recorded and are uploaded onto our online reporting system 'CPOMS'. Parents and carers are also informed if 'reasonable force' has been used.

For further guidance – please make reference to our Wellbeing and Readiness to Learn Policy, 'The use of reasonable force' and 'Safer Working Practice' Policies.

Appendix 5

Risk Assessment 'Checklist'

- Does/could the suspected harm meet Bury's definitions of abuse?
- Are there cultural, linguistic or disability issues? I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm? Effects upon the child's health/development? Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction? Child's perception of the harm?
- Child's needs wishes and feelings?
- Parent's/carer's attitudes/response to concerns? How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/ vulnerability);
- Familial strengths and weaknesses?
- Possibilities/Probabilities?
- When and how is the child at risk? How imminent is any likely risk?
- How grave are the possible consequences? How safe is this child?
- What are the risk assessment options? What are the risk management options?
- What is the interim plan?

Appendix 6

Useful Contacts & Safeguarding guidance

Referrals/ consultations/support

MASH TEAM and referrals to EHT team	0161 253 5678
In hours Duty Team (Higher Lane)	0161 253 6868
Out of Hours / Emergency Duty Team (EDT)	0161 253 6606
Early Help Team/ Story So Far support	0161 253 5200
Radcliffe TAS locality Team -	0161 253 7465

BSPRU Governor - Safeguarding Lead:

Karen Ingham

Bury Schools Safeguarding Lead:

Gina Andrews - 0161 253 5811/07974 604 223

g.andrews@bury.gov.uk

What school staff should do if they have concerns about a colleague;

If a member of staff has concerns about a colleague, then this should be referred to James Bradley (Head Teacher). Guidance of how to do this can be found in the 'Whistle Blowing' policy.

Where there are concerns about Mr Bradley or another professional not employed by Bury Secondary PRU, this should be referred to;

Mark Gay - Local Authority Designated Officer (**LADO**) - 0161 253 5342/ 07583877250

Safe recruitment and induction of staff, board members and volunteers

Bury Secondary PRU operates appropriate recruitment and induction procedures that take account of the need to safeguard and promote the welfare of children and young people. Prior to recruitment all potential employees will undergo appropriate safeguarding, DBS and Barring checks, including Right to Work in the UK. Applicants for new positions in the school will undergo an online search against their name, as part of due diligence prior to interview. This will be communicated in their letter of interview and helps the school identify any

incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at the interview.

Newly recruited Staff; board members and volunteers will be asked to:

Undergo the appropriate Disclosure and Barring Service (DBS) check to their post. This is due to the regular contact Bury Secondary PRU has with the wider community.

Access basic child protection training to raise awareness of the foundation issues, repeated every 3 years;

Familiarise themselves with the procedures contained in this policy;

Read appropriate sections of Keeping Children Safe in Education 2022

Undertake the online training on Radicalisation (The Prevent Strategy);

Undertake the online training on FGM (Female Genital Mutilation)

Read the most relevant Government legislation and guidance on safeguarding - 'Keeping Children Safe in Education' September 2021/ Staff 'Code of Conduct and guidance for 'safer working practice' 2019.

Single Central Record

Denise Robinson – Business Manager is responsible for the 'Single Central Record' (SCR) which is key to ensure that we have carried out the mandatory pre-appointment checks on staff and others. The SCR data base is kept securely in an electronic format and only designated staff have access to this document.

'Whistle blowing' Procedure

Bury Secondary PRU has developed these procedures and has mirrored Bury's Integrated Safeguarding Partnership procedures alike to ensure all staff working in partner agencies have the opportunity to raise concerns should they have a reasonable suspicion that malpractice or wrongdoing is occurring, has occurred, or is likely to occur. This can include unlawful conduct, financial malpractice or dangers to the public or the environment. Please make reference to our 'stand-alone' whistleblowing' policy for full guidance.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures, which are suitably reflected in our 'code of conduct' guidance, are in place for such concerns to be raised with the school or college's senior leadership team.

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

- General guidance can be found at- <https://www.gov.uk/whistleblowing>

Additionally, the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Use of photographic / video equipment

To comply with the Data Protection Act 1998, consent to take and use images of children should be obtained from the parent / carer prior to the taking of photographs and/or video footage.

Parents / carers should be made aware of when, where and how the images may be used to give their consent. Consent from parents/ carers is requested and obtained if permission is gained on their child's induction to Bury Secondary PRU.

For further information, please refer to the BISP/GMSP Photography Guidance:

<http://www.safeguardingburychildren.org/index.aspx?articleid=8934>

This guidance is incorporated in the document - 'Guidance for safer working practice for adults who work with children & YP in education 2015.

The Child Protection Policy also reflects the principles contained in the United Nations Conventions on the Rights of the child and the European Convention of Human Rights. The Children Act 1989 places two specific duties on agencies including education; to co-operate in the interests of vulnerable children and states that all staff have a responsibility to safeguard children and young people:

Section 27 provides that a local authority may request help in providing services to children in need, including children looked after by social services and those in secure accommodation, from education, housing, health authority and trusts; these agencies have a duty to comply, provided the request is compatible with its other duties and functions.

Section 47 places a duty of care on those authorities to help a local authority social services with its enquiries in cases where there is reasonable cause to suspect that a child is suffering or likely to suffer, significant harm.

The Children Act 1989

Principles

The following are the principles that underpin the Children Act 1989:

- The welfare of the child is paramount.
- Working with parents is essential.
- Harm can be caused by delay and drift.
- A range of services are required for children in need.
- The Local Authority has a corporate responsibility for services to children.

Section 17 of the Act gives every Local Authority the general duty to:

- Safeguard and promote the welfare of children within their area who are in need.
- So far as is consistent with that duty, to promote the upbringing of such children and their families.

This general duty to provide services is not the sole responsibility of Social Services

Section 47 of the Act emphasises the responsibility of other Local Authority Departments i.e. Housing, Education and Arts, Leisure and Health agencies towards children in need. The definition of 'In Need' does encompass, a large number of children, it does not indicate how we should determine which children should have priority. The fact that a child/young person is considered to be 'in need' in a broad sense does not automatically lead to a duty to provide services.

Appendix 8

Seven golden rules for information sharing

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

Appendix 9

Use of Mobile Phones

The school has a separate procedure for use of mobile phones. This is available on the staff shared area and can be made available at the school office. Alternately please see the staff 'code of conduct'.

A summary is provided below.

- Staff should not use their own personal phones to contact parents.
- Work phones are used to contact parents and, in some circumstances, young people.
- Logs of these phone call must be kept at all times.
- Any contact with a young person should be made with another colleague present.

