

**Broad Oak  
Primary  
School**



**SAFEGUARDING & CHILD  
PROTECTION POLICY**  
November 2021

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

**Broad Oak Primary School  
Safeguarding & Child Protection  
Policy November 2021**

**For the purpose of this policy:**

- The term ‘**staff**’ or ‘**member of staff**’ refers to all adults paid, volunteers or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with the children of the school.
- **DSL** - Designated Safeguarding Lead
- **CPO** - LA Child Protection officer (Schools)
- **LADO** - Local Authority Designated Officer (First contact with allegations against Staff & Volunteers)
- **SG** - Safeguarding Governor
- **MSCB** - Manchester Safeguarding Children Board
- **DBS - Disclosure & Barring Service (Formally CRB)**

**Contents**

**Child Protection – Designated people contact list**

1. Introduction
2. Other relevant policies
3. The policy
4. School commitment
5. Confidentiality
6. Equality statement
7. Roles & responsibilities
8. Records & monitoring
  - 8.1 Recognising concerns
  - 8.2 Responding to concerns
  - 8.3 Passing on concerns
9. Further Action
  - 9.1 Decision Making
  - 9.2 Consulting parents/guardians
  - 9.3 CP Referrals
10. Vulnerable children
11. Joint working with other agencies
12. Case Conferences and Core Group meetings
13. Information sharing
14. Children’s concerns
15. Recruitment and selection of staff
16. Induction
17. Training
18. Physical intervention
19. Safe working
20. Allegations against staff- Whistle blowing
21. Parents
22. Policy review

## Appendices

1. Definitions of Significant Harm & Indicators of Abuse
2. Responding to Concerns & Disclosures
3. Body Map
4. Advice to Children – example
5. Advice & information to parents
6. Making a referral
7. Record keeping
8. Information for school visitors

### Child Protection – Designated people & advice contact list

Designated Safeguarding lead	Kevin Corteen	head@broadoak.manchester.sch.uk
Deputy Designated Safeguarding Lead	Richard Osler	deputyhead@broadoak.manchester.sch.uk
Designated member of staff for Child protection	Lisa Walker	l.walker@broadoak.manchester.sch.uk
Looked After Children Designated Teacher	Thaley Clough (Assistant Head)	t.clough@broadoak.manchester.sch.uk
Behaviour and Safety Lead	Lisa Bowers	l.bowers@broadoak.manchester.sch.uk
Safeguarding Governor	Karen Page	k.page@broadoak.manchester.sch.uk
Chair of Governors	Chris Pyle	c.pyle@broadoak.manchester.sch.uk
<b>Contact Centre Number</b>	<b>CP initial referral</b>	<b>0161 234 5001</b>
LO (formerly LADO)	for CP & Safeguarding advice and referral of Allegations	0161 234 1214

## 1. Introduction

At Broad Oak we want all children and staff be treated as individuals. The Single Equality Act 2010 covers the 9 equality strands defined as protected characteristics: age; disability; gender assignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. In this school we will ensure that at every level, in all of our work and throughout all aspects of school community and its life, all will be treated equally. We will promote and strive for inclusive education through the promotion of our Core Values and British Values and our work towards the Unicef Rights Respecting School Award.

(This policy is to be read in conjunction with the Behaviour Policy, Anti-Bully Policy, E-safety Policy, SEND policy and Safeguarding Policy.)

Our School Community fully recognises the contribution it can make to protect and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupil safety is of paramount importance in our aspirations to achieve the 5 Every Child Matters outcomes for all our children.

We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect.

The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. There is a clear procedure on how victims of peer on peer abuse will be supported.

## Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance, What to do if you're worried a child is being abused, Keeping Children Safe in Education (Latest Version) and Working Together to Safeguard Children (latest version), and the Governance Handbook. We comply with this guidance and the procedures set out by our local safeguarding children Partnership.

### This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.
- Dealing with Allegations of Abuse Against Teachers & Other Staff (DfE Oct 2012).

## 2. Other relevant policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for example:

- Behaviour and Anti-Bullying policy
- Physical Interventions policy
- Special Educational Needs policy
- Educational Visits policy
- Health and Safety policy
- Sex and Relationships Education policy
- E-Safety policy
- Looked After Children policy

The above list is not exclusive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline.

## 3. The policy

There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils, the Staying Safe & PSHE elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff)
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns and that there are clear systems of internal information sharing and record keeping)
- **Support** (to all pupils and school staff and to children who may have been abused or are in other ways vulnerable);
- **Collaboration** with children & Young People, parents and other agencies to promote Safeguarding & Wellbeing for all of our children and Young People.

This policy applies to all staff and governors and visitors to the school. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.

## 4. School commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff.

**Our school will therefore:**

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;



- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for which equip children with the skills they need to stay safe from abuse and develop resilience.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times. All staff may raise concerns directly with Children's Social Care services.

## 5. Confidentiality

We recognise that all matters relating to child protection are highly confidential and the Designated Person for Child Protection will share that information on a **'need to know, what and when'** basis.

Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or discussion in any media.

The Data Protection Act (DSLA) 2018 and GDSLR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

If staff need to share 'special category personal data', the DSLA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

## 6. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or certain health concerns (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Children who are missing from education, and children whose parent/carer has expressed an intention to educate them at home
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

## 7. Roles and responsibilities

7.1 All adults who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE).

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7.2 All adults who work directly with children are also expected to read annex B of KCSIE (about specific safeguarding issues),

7.3 All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

7.4 All Adults will sign a declaration at the beginning of the academic year to say they have reviewed the guidance.

7.5 All adults will promote understanding and respond appropriately to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, **schools** and online can feature violence and abuse.

**It is unacceptable for any member of staff to keep such concerns to themselves.**

7.6 The Designated Safeguarding lead (DSL) is designated to take the lead responsibility for Child protection.

This includes:

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies
- maintaining CP records for individual children
- ensuring the preparation of appropriate reports for an attendance at Case Conferences and other multi agency meetings
- arranging appropriate training for all staff
- liaising with the Head teacher and Safeguarding Governor.

7.7 Management and leadership by the Head teacher and Governors ensures that the time, resources and training are adequate to ensure that the CP responsibilities of the school, as outlined in Keeping Children Safe in Education 2018, are carried out.

Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Head teacher. If the allegation is against the Head teacher it should be referred to the Chair of Governors, a senior member of staff or the LA LADO (see sec 20)

7.8 The Governing Body has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. Safeguarding information is included in reports to governors at each full governing body meeting, and any relevant reports on the working of the CP policy are reported to governors in this way. The Safeguarding Governor acts as a 'Champion' of the CP role of the school and liaises with the Head teacher & DSL in order to report to and advise the full Governing Body.

- The governing body will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.
- All governors will read Keeping Children Safe in Education.

## **8. Records and monitoring**

- Well-kept records are essential to good child protection practice. All staff are made clear about the need to record and report concerns about a child or children within our school. The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Head teacher.

- Each file of concern or official documentation will contain a 'Chronology Sheet' (Appendix 4), which will detail and reference any concerns, contact with parents and other agencies,
- information shared, case conferences and other events. The file will also contain all other relevant information but be separate from the child's school records.
- Separate child or if appropriate family CP files are stored in a locked and secure location in the office. Only CPOMS Key holders have access to this. (The file contents, since September 2016, are referenced on CPOMS so that all key holders are aware of any new information).
- The information in these files may be accessed and used as evidence by other agencies.
- Only factual information is recorded as such. If unsubstantiated information is recorded it is indicated as such.
- Parents may request to read their child's file. School will seek advice if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any 3rd party information.
- The DSL will decide what information needs to be shared within school with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children are being monitored.
- Child protection records are reviewed each term to check whether any action, advice or updating is needed.

### 8.1 Recognising concerns

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse, changes in behaviour or failure to develop.

**Sexual abuse** - behaviour changes – precocity – withdrawal - sexually inappropriate behaviour

**Emotional abuse** - excessive dependence - inappropriate emotional responses over reaction to mistakes

**Neglect** - inadequate clothing - hunger - lack of sleep - lack of supervision

**Physical Abuse** - aggression - inconsistent explanations - refusal to discuss injuries

It is important to note that these signs are not proof but can give rise to suspicion and these suspicions must be reported and logged.

A fuller list of possible Signs & Symptoms is contained in Appendix 1

### 8.2 Responding to concerns

*'Never Do Nothing – Do the basic things well'*

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL immediately as outlined in (Appendix 2) and in 8.3.
- Wherever possible this information should be recorded on CPOMS.
- Concerns relating to marks or injuries should be recorded on a 'Body Map' outline which should be scanned and uploaded to CPOMS. (Appendix 3)

It is vital that staff do not:

- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.
- keep such concerns to themselves.

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Determination

Enthusiasm

Friendship

Resilience



- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially

**Staff are made aware that it is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.**

### 8.3 Passing on concerns

Each case will be considered by the DSL who will decide what information to share with which staff.

## 9. Further action

### 9.1 Decision Making

The DSL will decide, taking advice from the MSCB First Response Team (through the contact centre), if needed, which of the following actions is appropriate:

- If it is considered that a pupil has suffered or is at risk of significant harm, or that the concern might constitute a criminal offence, an immediate CP referral should be made.
- If the child is already 'Open to' a Social Worker an initial contact should be made with that Social Worker or if unavailable, the duty team member.
- If a child is considered to be potentially a Child In Need consent and advice for a Early Help Assessment should be sought.
- If the DSL decides that no further action should be taken at that time a record of the reasons for that decision will be noted.

The DSL will keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making.

### 9.2 Consulting Parents

1. If possible any concerns about a child's welfare should be discussed with parents/guardians provided that this will not:
  - Possibly place the child at increased risk
  - Possibly place staff at risk
  - Cause a delay in referring if contact cannot be made
2. If there are doubts or reservations about involving the parents the DSL should seek advice from First Response Team through the contact centre

### 9.3 Child Protection Referrals or Contacts to

If the school makes a CP referral/contact, the Manchester Safeguarding Children Board Procedure will be followed by the DSL/Deputies.

Telephone contact to the Contact Centre will be made and a referral will be made

**If no response is received the DSL should contact Children's Social Care (via the Contact Centre) to seek information. If this fails to get a response the DSL should contact the MSCB for advice.**

Whatever the outcome of reported concerns the DSL/Deputy will report back to the member of staff involved and appraise them of the situation as appropriate, under the 'Need to Know' policy.

## 10. Vulnerable children - supporting pupils at risk

Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, (see sep policy LAC) have experienced or are experiencing some form of neglect or other abuse. We will seek to provide such children with the necessary support and to build their self- esteem and confidence.

Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.

CP implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, help with changing or physical support or physical intervention.

If a child, who is the subject of a Child Protection Plan, is missing from school without a verified valid reason the DSL will contact the assigned social worker.

In the same way if a child that the school has concerns about, is missing the school will consider making a CP referral or contacting the police.

## 11. Joint working with other agencies

The school recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning and social inclusion are minimised for vulnerable children.

We are therefore committed to initiating and supporting inter-agency work such as;

- Early Help Assessments
- CP Case Conferences, core groups and other multi-agency meetings
- Youth Support Service

## 12. Case Conferences and Core Group Meetings

1. The DSL & Headteacher will ensure that the appropriate member(s) of staff will attend Initial & review Case Conferences and Core Groups and that written reports are prepared each Case Conference.
2. Reports will be compiled after discussion with relevant staff involved with the child.
3. Reports will be discussed if possible with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.
4. Feedback will be given to staff under the 'Need to know' principle on a case-by- case basis.

## 13. Information sharing

Information will be shared in line with the key principles outlined in Information Sharing Guidance for Practitioners and Managers p 11-13. In cases involving possible child abuse the school has a duty and ability to share information.

The DSL/ Headteacher will ensure that:

- the information is shared appropriately and confidentially
- information is shared only with the appropriate professionals
- sharing of information is recorded on the child's CP file

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

## 14. Children's Concerns

The School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon to in order to safeguard his/her welfare. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.

1. Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix 5)
2. Safe school procedures including Child Protection matters will be discussed by the School Council to gather children's opinions about the support systems in place.

## 15. Recruitment and selection of staff

1. The school complies fully with DFE Guidance (Keeping Children Safe in Education 2020) and the LA safer recruitment supporting guidance and vetting and DBS checking procedures.
2. The school ensures that DBS checks on all staff and appropriate volunteers are carried out as required and a Single Central Register is maintained using LA guidance and that the register is checked by the LA Recruitment Team
3. The Head and at least one Governor have completed the appropriate safer recruitment training and it is ensured that the appropriate expertise is updated as required.

## 16. Induction

When new long term staff start at the school they are briefed on the school CP and Safe Working procedures and given access to:

- This policy
- What to Do if You Are Worried A Child is being Abused'
- The school's Handbook and Health and Safety policy
- The DCSF Safe Working guidance and the School's abridged version.
- Staff summary of Keeping Children safe in Education 2021.

Other temporary or visiting staff and volunteers are made aware of the CP reporting procedures within the school.

## 17. Training

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
  - Manage behaviour effectively to ensure a good and safe environment
  - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings). Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

The DSL and safeguarding team will receive training every two years, and attend LA network events to ensure that they have access to current information.

## 18. Physical intervention

1. Staff will ensure that the school policy on physical intervention is followed and that any incidents requiring such action will be logged with the Headteacher or 1 appropriate senior manager, and parents informed on the same day.
2. Only adults designated by the Headteacher in the school policy should use physical intervention as a last resort to protect the safety of children or adults.

## 19. Safe working

1. All staff will be made aware and regularly reminded of the requirements of the school & DCSF (2009) Safe & Appropriate working guidance and related policies and have access to these documents and related advice from Senior staff as needed.
2. Staff are aware of the new guidance Keeping Children Safe in Education (September 2020) and have access to the summary.

## 20. Allegations against staff – Whistle Blowing

1. All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour by a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.
2. If the allegation concerns the Headteacher the referrer should contact the Chair of governors, a senior Member of staff or the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns.**
3. All staff are made aware of their responsibilities in this and the procedure to follow.
4. Any such matters will be dealt with in the strictest confidence.
5. The head teacher (or other in 2) will, on the same day, contact the LA Designated Officer and follow the statutory guidance contained in MSCB Guidance & 'Dealing with Allegations of Abuse Against Teachers & Other Staff.' DfE 2011
6. All involved will attempt to deal with any allegation is dealt with fairly, quickly and consistently in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

## 21. Parents

1. We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Common Assessment Framework should be used whenever possible.
2. However, we ensure that parents are aware that we may need to make CP referrals or seek related advice without their consent or knowledge. (Appendix 6 & Section 9.2 above)
3. Parents are also made aware that the CP policy is available from the school. The name and contact details (via school) of the Safeguarding governor is publicised should parents wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the Safeguarding Governor, DSL or Headteacher. This policy is also available on the school website.

## 22. Policy review

1. The staff will review this policy each year, and bring any changes for discussion and ratification by governors. The views of the children, parents, and support staff will be sought and taken into account in this review.
2. If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified they will be addressed by the governing body and staff immediately and remedied.

Next review date: November 2022

## APPENDIX ONE

### Definitions of Significant Harm & Indicators of Abuse

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

1. **PHYSICAL ABUSE** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.
2. **NEGLECT** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
3. **EMOTIONAL ABUSE** is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.
4. **SEXUAL ABUSE** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or buggery) or non-penetrative acts. They may include non-contact activities, or encouraging children to behave in sexually inappropriate ways.

### Indicators of Abuse

IT IS IMPORTANT TO NOTE THAT THESE LISTS ARE POSSIBLE INDICATORS OF ABUSE. MANY OF THESE SIGNS COULD HAVE OTHER EXPLANATIONS.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

### Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries or untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression toward others
- Running away

## Signs of Emotional Abuse

- Physical, mental and emotional developmental lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation or self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Substance or alcohol abuse
- Running away
- Compulsive stealing or scavenging

## Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexualised manner inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with other adults E.g. a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and STIs
- Anorexia or bulimia
- Self-mutilation, attempted suicide, frequently running away
- Unexplained pregnancy
- Fear of undressing for gym
- Phobias or panic attacks

NB Not all sexually abused children will exhibit clear signs of disturbance. Some will be model pupils, displaying none of the characteristic effects of sexual abuse.

## Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships

- Running away
- Compulsive stealing or scavenging

## **Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers We offer extra pastoral support for pupils with SEN and disabilities.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

All staff at Broad Oak are aware of and understand how to report specific issues

## **Sharing of Nudes and Semi-Nudes:**

If you are made aware of an incident involving use 'sharing of nudes and semi-nudes' (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately. use 'sharing of nudes and semi-nudes' is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages.

## **PEER ON PEER ABUSE:**

Children are capable of abusing their peers. Abuse must never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All peer-on-peer abuse is unacceptable and will be taken seriously .Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This is most likely to include, but not limited to bullying (Including cyber bullying) gender based violence, sexual violence and sexual harassment, physical abuse, sexting and initiating/instigating violence and rituals.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)



- Upskirting became a specific criminal offence under the Voyeurism (Offences) Act 2019 on 12 April this year. It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm. The revised version of Keeping Children Safe in Education lists upskirting as one example of peer on peer abuse of which school staff should be aware.

## **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

- The abuse can be perpetrated by individuals or groups, males or females, and children or adults.
- The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
- It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. For example, young people can be coerced into moving drugs or money across the country (County lines), forced to shoplift or pickpocket, or to threaten others.
- CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online.

## **Mental Health .**

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## **Domestic abuse**

- Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
- If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the

Attitude

Behaviour

Courage

Determination

Enthusiasm

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Resilience

procedure where police forces are part of [Operation Encompass](#) – if your local force is not, check your local procedures and adapt if necessary.

- The DSL will provide support according to the child's needs and update records about their circumstances.

## Homelessness

- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- The DSL (and deputy/deputies) will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).
- Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## 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. Whistle-blowing 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

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Determination

Enthusiasm

Friendship

Resilience

## 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

**Any teacher** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out (If relevant, insert: or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM] must speak to the DSL

## **Preventing Radicalisation and Violent Extremism: the prevent duty (DfE June 2015)**

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views. Our School is committed to:

- Establishing a single point of contact in terms of safeguarding
- Assess risk of students being drawn into terrorism
- Develop an action plan to reduce the risk
- Train staff to recognise radicalisation and extremism
- Refer vulnerable people to Channel
- Prohibit extremist speakers and events
- Manage access to extremist material - ICT filters
- Be confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedure

Broad Oak values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society.

However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated.

Broad Oak seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following:

Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

Broad oak is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

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Behaviour

Courage

Determination

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Resilience

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

## **APPENDIX TWO**

### **Responding to Concerns – Disclosures**

- React calmly promise CONFIDENTIALITY not SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to clarify but this may be better left to the DSL or others.

The use of 'TED' questioning may be appropriate

Tell me what happened

Explain what you mean

Describe how...

#### **Or Open ended questions e.g.**

What happened?

Where were you?

When did this happen?

Who was there?

How did it make you feel?

- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help
- Tell the child or parent they have done the right thing by telling you
- Avoid making comments or judgements about what is shared
- Tell the child or parent what will happen next, and be honest

Record on CPOMS asap on the same day:

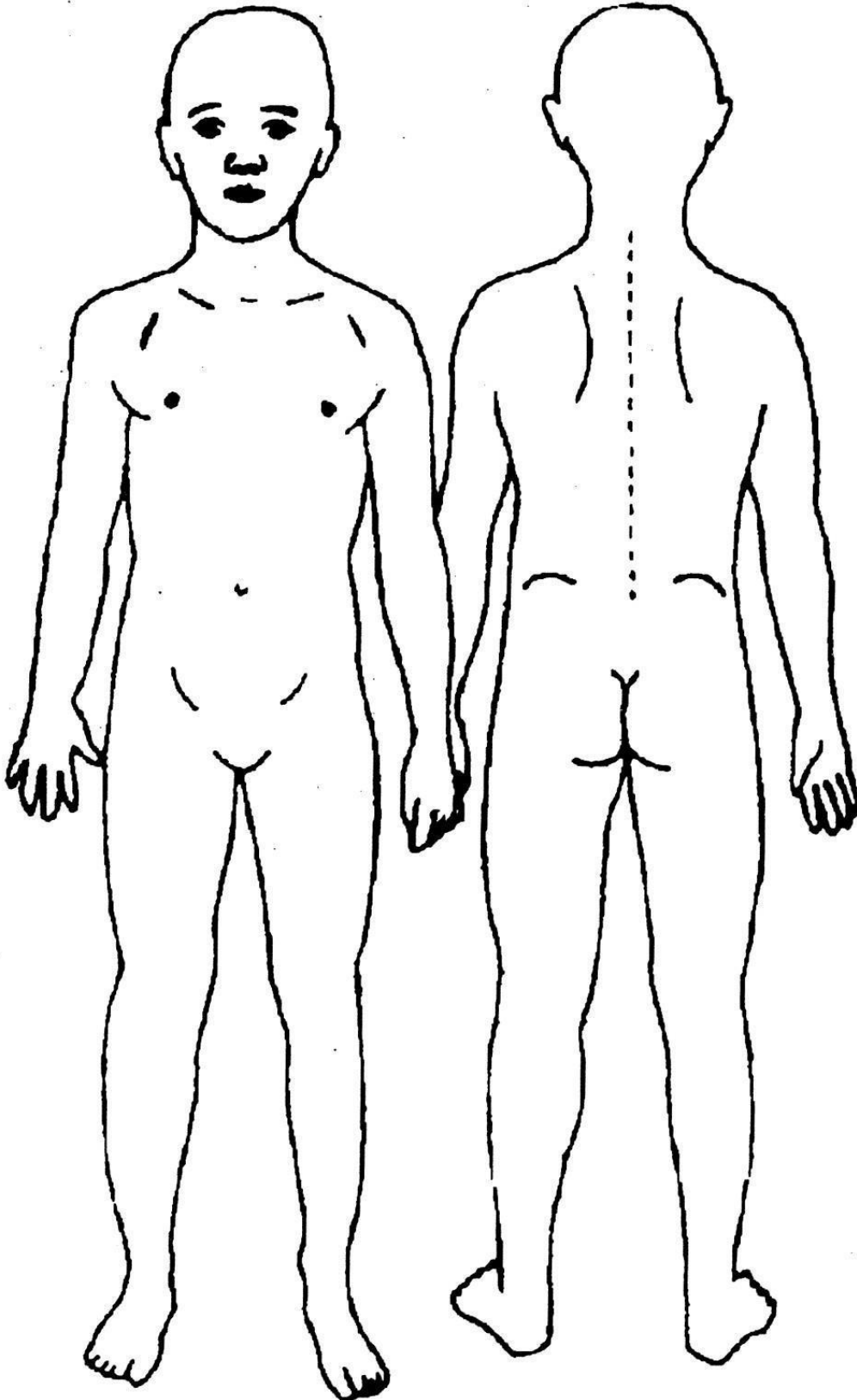
- What is said
- Who is present
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality

### APPENDIX 3 (BODY MAP)

Name of Child:

Date:

Name of Adult making record:



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Determination

Enthusiasm

Friendship

Resilience

## **APPENDIX FOUR**

### **Example of Advice for Children**

If someone is hurting or upsetting you or making you feel scared you, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This include someone who may be frightening you on the Internet or on your mobile

#### **You should:**

- Tell someone you trust. Such as your friends, teachers, parents, grandparents. Other people at school may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends

#### **You shouldn't:**

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that is a liar
- Keep it a secret.
- Feel you have no one to turn to – people are there to help

Other help

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

## **APPENDIX FIVE**

### **Information for parents (suggested wording for use by school if felt necessary)**

**“At Broad Oak Primary school, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.**

**It is a priority to inform and involve you at every stage in your child's time at the school.**

**Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.**

**The Manchester Safeguarding Children Board has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.**

If you want to know more about our procedures or the policy, please speak to the Headteacher or your child's class teacher. Or (Ann Johnson) who is the Governor with responsibility for Safeguarding.

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Behaviour

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Determination

Enthusiasm

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Resilience



## APPENDIX SIX

The Local Safeguarding Partnerships Procedures contain the detailed inter-agency processes, protocols and expectations for safeguarding children. They can be found on the MSCB website

### A. Making A Child Protection Referral.

If the school believes that a child may have suffered, is suffering or be at risk of suffering significant harm, a referral must be made to the MSP (Contact Centre) as soon as possible within the school day.

1. Manchester Safeguarding Partnership Contact Centre Tel 0161 234 5001
2. If parents/carers have not been informed it should be established with Children's Services when and by whom they will be informed and if there are other actions the school needs to take.
3. When a CP referral is made the time and the person taking the referral should be recorded on CPOMS.
4. Telephone referral (with as much information as possible,) which should be rung through to the Contact Centre.
5. A member of Children's Social Care should report back to the school within 24 hours of receipt of the telephone referral to outline the action to be taken. If this is not done the school should seek that information from Children's Social Care and if there is no response contact MSP for advice.
6. If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
7. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Team or the police (for instance about difficulties if the school day has ended). Remain with the child until the Social Worker takes responsibility.

### B. Consulting parents

Parent's permission, or the child's **where appropriate**, should be sought before discussing a referral about them with other agencies, unless permission-seeking may itself place a child at increased risk of significant harm.'

### Paragraph 5.34 'Working Together to Safeguard Children'

1. If possible any concerns about a child's welfare should be discussed with parents provided that this will not:
  - Possibly place the child at increased risk
  - Possibly place staff at risk
  - Cause a delay in referring if contact cannot be made
2. If there are doubts or reservations about involving the parents the DSL should seek advice from the First Response Team.

NOTE: Always record your reasons for not discussing your concerns with parents.

3. Even if parents refuse to give consent for information to be shared and you remain concerned about the safety of the child or young person, make the referral to the Contact Centre or Social Worker if they are already involved. Record your reasons for dispensing with parental consent.

## **APPENDIX SEVEN**

### **Record Keeping: Why is it important?**

- It provides a consistent account of our involvement with children, young people and their families.
- Well-kept records should mean that families and individuals do not have to keep 'telling their story'
- Records can be reviewed at a later date if issues arise (e.g. a complaint, legal proceedings or a serious case review).
- Good record keeping protects:
  - The Child or Young person
  - Staff
  - The organisation

#### Record Keeping: Organisation

1. Files will be kept in the filing cabinet in the office. This is kept locked.
2. The file contains:
  - Meeting and Case Conference minutes.
  - Copies of reports for meetings

All other information is recorded on CPOMS

3. When children transfer school.
  - a. If there have been child protection concerns, the file is reviewed and transferred separately from other school records and direct to the relevant member of staff in the receiving school, either via CPOMS or e-mailed with password protection via Egress.
  - b. If posted by recorded delivery the sealed and indicated records should be placed within a plain addressed envelope. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred. It is recommended that the receiving school acknowledges receipt of records, and this acknowledgement recorded by the sending school.
  - c. In the event of a child moving out of the LA area photocopies of records should be retained before sending them.
  - d. If the destination school is unknown the records should be retained until the child is officially removed from the school role and then forwarded to the Designated Person.

When receiving children from other schools the school should contact the sending school ascertain if there are CP concerns.

At transition liaison arrangements should include specific transfer of Child Protection information as part of the formal transition arrangements.

## **APPENDIX EIGHT**

### **Safeguarding Children; Information for visitors, supply staff and volunteers**

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please record your concerns and report this as soon as possible the same day to Lisa Walker, Kevin Corteen or Richard Osler, who will record the incident on CPOMS and identify any further action. (Please include date, time, child's name, your name and a factual account of what was said or observed).

Do NOT conduct your own investigation. Keep all concerns or information confidential. You might be concerned if:

- You see an injury
- Another person may express concerns
- Something else raises concerns or worries.
- A pupil tells you something

If a pupil tells you something that needs to be passed on:

- Promise confidentiality not secrecy
- Reassure the child that they have done the right thing
- Listen but do not ask leading questions
- Record and pass on your concerns

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the children and young people.