St Thomas More RC College

Policy:

Child Protection and Safeguarding Policy

This policy will be reviewed every 12 months

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	Signature of member of Governing body	Date
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This Policy applies to all adults, including volunteers, working in or on behalf of the School.

"Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and College staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and Colleges and their staff form part of the wider safeguarding system for children. This system is described in Working Together to Safeguard Children 2015. Schools and Colleges should work with Social Care, the Police, Health Services and other Services to promote the welfare of children and protect them from harm."

Introduction

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our Pupils' welfare is our paramount concern. The governing body/board will ensure that our college will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Here at St Thomas More RC College we are a community and all those directly connected i.e. staff members, Governors, parents, families and pupils, have an essential role to play in making it safe and secure.

Our Ethos

We believe that at St Thomas More we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to.

We recognise that all adults within our college including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.

We will work with parents to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Scope

In line with the Law, this Policy defines a child as anyone under the age of 18 years.

This Policy applies to all members of staff in our setting, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

Definition

For the purpose of this Policy, St Thomas More will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Legal Framework.

This Policy will have consideration for, and be in compliance with the following legislation and statutory guidance:

Legislation:

Children Act 1989
Children Act 2004
Education Act 2002
Education (Health Standards)(England) Regulations 2003
Safeguarding Vulnerable Groups Act 2006
School Staffing(England)Reglations2009, as amended
Equality Act 2010
Protection of Freedoms Act 2012
The Education (School Teachers 'Appraisal) (England) Regulations 2012(as amended)
The Children and Families Act 2014
The Sexual Offences Act 2003

Statutory Guidance.

DfE (2015) Working Together to Safeguard Children
DfE (2016) Keeping Children Safe in Education
DfE (2015) What to do if you are worried about a child being abused
DfE (2015) Information sharing advice for safeguarding practitioners
DfE (2015) Disqualification under the Childcare Act 2006
DfE (2015) "The Prevent duty": Departmental advice for schools and childcare providers

Local Guidance.

Children's Needs Framework
Thresholds for Assessment and the Continuum of Need

Roles and Responsibilities

Designated Safeguarding Lead. (DSL)

The lead person with overall responsibility for child protection and safeguarding is the DSL, Emma Walker. The Deputy Safeguarding Lead is Joanne Kirk.

The role of the DSL includes but is not limited to:

Managing Referrals – the DSL will:

- Refer all cases of suspected abuse to Tameside Public Service Hub and to the Police if a crime may have been committed.
- Liaise with the Head Teacher about Safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- Liaise with agencies providing early help services and co-ordinate referrals from the Educational establishment to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's' services where the situation does not improve.
- Refer cases to the Channel programme where there is a radicalisation concern as required.

Record Keeping.

Ensure an individual file is created as necessary for children with Safeguarding concerns.

Maintain a chronology of significant incidents for each child with safeguarding concerns.

Ensure such records are kept confidentially and securely and separate from the child's educational record.

When a child leaves our educational establishment, the DSL will make contact with DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.

Inter-Agency working and information sharing.

The DSL will:

Cooperate with Children's' Social Care for enquiries under Section 47 of the Children Act 1989.

Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings as required.

Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

Training.

The DSL will:

Undertake appropriate training, **updated every two years,** and update knowledge and skills at least annually in order to:

- Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
- Be aware of responsibilities under the Prevent Duty.
- Understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Continuum of Need guidance and tools and the early help planning processes.
- Have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.
- Be knowledgeable of the specific needs of children in need (as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.

Ensure each member of staff has access to and understands the School Safeguarding and Child Protection Policy and procedures, including providing induction on these specific documents to new staff members.

Organise whole educational establishment child protection training for all staff members regularly (at least every 3 years), and provide updates at least annually.

Ensure all staff who miss the training receive this by other means e.g. by joining any other training courses.

Ensure the School allocates time and resources every year to enable relevant staff members to attend update sessions and training.

Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.

Maintain accurate records of staff Induction and training.

Awareness Raising.

The DSL will:

Review the Safeguarding and Child Protection Policy and procedures annually and liaise with the governing body/board to update and implement them.

Make the Safeguarding and Child Protection Policy and procedures available publicly and raise awareness of parents, that referrals about suspected abuse may be made and the role of the School staff in any investigations that ensue.

Provide updates to the Staff on any changes to Child Protection legislation and procedures and any relevant learning from local and national serious case reviews at least annually.

Quality Assurance.

Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (a minimum of once a year).

Complete an audit of the Schools safeguarding arrangements at frequencies specified by the Tameside Local Safeguarding Children Board.

Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans.

Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

Designated Teacher Looked After Children.

The **Designated Techer** who is responsible for promoting the educational achievement of children who are looked after is Joanne Kirk. They will work with the Virtual Educational Establishment Head to discuss how available funding can be best used to support the progress of looked after children and meet the need identified in the child's personal education plan.

Nominated Governor for Safeguarding.

The **nominated governor** responsible for safeguarding to champion good practice is Rosemary Green. They will liaise with the Head teacher and provide information and reports to the governing body.

Headteacher.

The **Headteacher, Huw Brophy,** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

Governing Body.

The Governing Body/board is collectively responsible for ensuring that safeguarding arrangements are fully embedded within our school's ethos and reflected in our day-to-day practice.

All Staff.

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if concerned about a child.

Supporting Children.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self- worth. They may feel helpless, humiliated and some sense of blame. Our School may be the only stable, secure and predictable element in their lives.

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

We will support all pupils by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.

- Ensuring a comprehensive curriculum response to E-Safety, enabling children and parents to learn about the risks of new technologies and social media and how to use these responsibly.
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Providing pupils with a number of appropriate adults to approach if they are in difficulties.
- Supporting the child's development in ways that will foster security, confidence and independence.
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability based bullying are considered under child protection procedures.
- Liaising and working together with other support services and those agencies involved in safeguarding.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring all staff understands the additional safeguarding issues of children with special educational needs and disabilities and how to address them.
- Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.

Safer Workforce and Managing Allegations against Staff and Volunteers.

All staff will be subjected to safeguarding checks in line with the statutory guidance ***Keeping Children Safe in Education: Statutory Guidance for Educational Establishments and Colleges, September 2016***.

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our educational establishment. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We will ensure at least one member of every interview panel has completed Safer Recruitment training.

We have a procedure in place to handle allegations against members of staff and volunteers in line with ***Keeping Children Safe in Education; Statutory Guidance for Educational establishments and Colleges, September 2016.*** In accordance with local guidance we adhere to Greater Manchester Safeguarding Procedures- Managing Allegations against Staff Guidance.

Any allegation made against a staff member will be dealt with by the Head Teacher. In the case of allegations made against the Head Teacher the case manager will be the Chair of Governors.

Staff Induction, Training and Development.

All new members of staff including newly qualified Teachers and Teaching Assistants, will be given an Induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, E- Safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, ***Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One and Annex A Further Information September 2016,***and other related policies. We will ensure that staff understands the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

The **DSL** will undergo updated child protection training every two years. In addition to this their knowledge and skills should be updated regularly and at least annually to keep up with developments relevant to the role.

All staff members of the educational establishment will receive appropriate safeguarding and child protection training (whole educational establishment training) which is regularly updated. The **DSL** will provide briefings to the staff on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required but at least annually.

The nominated governor for safeguarding and child protection will attend relevant training, this training will be updated every two years.

The educational establishment will maintain accurate records of staff induction and training,

Confidentiality, Consent and Information sharing.

We recognise that all matters relating to child protection are confidential.

The Head teacher or the DSL will disclose any information about a pupil to other members of staff on a need to know basis and in the best interests of the child.

All staff members must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

Inter-Agency Working.

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police and Children's Social Care.

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Tameside Safeguarding Children Board.

Contractors, Service and activity providers and work placement providers.

We will ensure that contractors and providers are aware of our educational establishments Safeguarding and Child Protection Policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations who are working with our children have been subject to the appropriate level of safeguarding checks in line with ***Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2016.*** If assurance is not obtained, permission to work with our children or use our educational establishment premises may be refused.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

Whistle Blowing and Complaints.

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary they will speak with the Head Teacher, the chair of the governing body or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline 0800 028 0285.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

Site Security.

All Staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure.

We check the identity of all visitors and volunteers coming into our educational establishment. Visitors are expected to sign in and out in the office visitors' log and to display a visitors badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The educational establishment will not accept the behaviour of any individual, parent or anyone else that threatens educational establishment security or leads others i.e. a child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the educational establishment site.

Quality Assurance.

We will ensure that Systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the **DSL.**

We will complete an audit of the School safeguarding arrangements at frequencies specified by the Tameside Safeguarding Children Board and using the audit tool provided by them for this purpose.

The School senior management and the governing body will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

Policy Review.

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with policy review cycle.

The **DSL** will ensure that staff members are made aware of any amendments to policies and procedures.

Linked Policies and Procedures.

The following policies and procedures are relevant for the Child Protection and Safeguarding Policy and procedure.

- Administration of Medicines Policy
- Anti – Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Policy and Procedures
- Complaints procedure
- Drug and Alcohol
- E- Safety
- Equalities Policy
- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges.
- Health and Safety Policy and other linked policies and risk assessments.
- ICT Acceptable use Policy.
- Offsite Activities and Educational Visits Policy and risk assessments.
- Pastoral Care Policy.
- Physical Education and Sports Guidance.
- Premises Inspection Checklist.

- Preventing Extremism and Radicalisation Safeguarding Policy.
- PSHE Policy.
- Pupil Images Policy.
- Recruitment and Selection Policy and procedures.
- Teachers' Standards, Department for Education guidance available on GOV.UK website.
- Sex and Relationship Education Policy.
- Social Media Policy.
- Special Educational Needs and Disability Policy.
- Spiritual, Moral, Social and Cultural Development Policy.
- Staff Code of Conduct/Behaviour Policy
- Work Experience Handbook.

DEFINITIONS

Abuse; a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in **Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (March 2015)** as:

- Protecting children from maltreatment;
- Preventing impairment of children's health and development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Significant Harm

The Children Act 1989 defines 'harm' as "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and

Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

CATEGORIES OF ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- Making a child feel worthless, unloved or inadequate
- Only there to meet another's needs
- Inappropriate age or developmental expectations
- Overprotection and limitation of exploration, learning and social interaction
- Seeing or hearing the ill treatment of another, e.g. domestic abuse
- Making the child feel worthless and unloved - high criticism and low warmth
- Serious bullying (including cyberbullying)
- Exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

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

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Children with Special Educational Needs and Disabilities (SEND)

Pupils with special educational needs and disabilities (SEND)
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
- Pupils with SEND can be disproportionally 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.

SPECIFIC SAFEGUARDING ISSUES

The government website, GOV.UK, has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- E-safety
- 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)
- "Honour-based" violence
- Mental health
- Private fostering
- Preventing radicalisation and the Prevent duty
- Self-harm and suicidal behaviour
- Sexting
- Teenage relationship abuse
- Trafficking

Further Information on Children Missing from Education

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

Schools and colleges should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

All Schools must inform the local authority of any pupil who fails to attend School regularly, or has been absent without the educational establishment's permission for a continuous period of 10 days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Refer to Keeping Children Safe in Education September 2016 Annex A for further guidance

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and other School staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Schools and Colleges will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who are absent from school

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance - https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

Link to DFE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation - https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance

Further Information on Domestic Abuse

The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

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

- Psychological
- Physical
- Sexual
- Emotional

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For further information consult "Domestic Violence and Abuse" https://www.gov.uk/domestic-violence-and-abuse

Further Information on On-line-Safety (use of ICT, the internet, mobile technology and social media)

We have an On-line-Safety policy which includes guidance for all pupils in relation to On-line-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe

that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL should contact the Single Point of Advice for advice on how to proceed with regards to talking to parents carers about On-line-Safety. In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently staff must report concerns in a timely way so that advice and support can be sought.

For further information see Keeping Children Safe in Education Annex C.

Further information on Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage.

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016) https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation. Staff should be aware of new mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out. Further details can be found Annex A of Keeping Children Safe in Education September 2016

Further Information on Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

Further details can be found Annex A of Keeping Children Safe in Education September 2016

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 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"). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine an educational establishment's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

'Channel' is the name for the process of referring a person for early intervention and support, including:

- Identifying people at risk of being drawn into terrorism
- Assessing the nature and extent of that risk, and
- Developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

The Department for education has published The Prevent duty
Departmental advice for educational establishments and childcare providers at:
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Further Information on Self-harm and suicidal behaviour

Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Refer to Greater Manchester Safeguarding Procedures for guidance on recognition, reporting and a child presenting at educational establishment.
GM Procedures Safeguarding Procedures – www.tamesidesafeguardingchildren.uk

Further Information on Sexting

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present a cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

Further information on Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Private Fostering definition

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill

health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.

School staff plays an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

Fabricated or Induced Illness

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. Such concerns should **not** be dismissed they are very real and have an impact on pupils' behaviour and academic performance. Schools should have their own procedures in place for dealing with such situations.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Professionals must remain open minded to all possible explanations. When dealing with their concerns for a child, a child may present for medical/health attention with unusual and puzzling symptoms that are not attributable to any organic diseases and yet which do not involve deliberate fabrication or deception.

Concerns that a child's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example education staff where a child is frequently absent from school on questionable health grounds. It is essential that a paediatrician is involved in the assessment of FII. However the paediatrician will almost always need the help of social care and other agencies in gathering information.

In cases of suspected fabricated or Induced Illness, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting.

An Individual Health Plan will be invaluable evidence.

For further information & guidance see the Greater Manchester Safeguarding Procedures http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

At St Thomas More we believe that all children have a right to attend School and learn in a safe environment. Children should be free from harm by adults in the School and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the educational establishment's Behaviour Policy.

Safeguarding allegations

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the educational establishment
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the educational establishment may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact The Public Service Hub to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough educational establishment investigation should take place into the matter using the educational establishment's usual disciplinary procedures/behaviour policy.

In situations where the educational establishment considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell someone.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection incident/welfare concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD

In general, you should always discuss any concerns the educational establishment may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If you make a decision not to discuss your concerns with the child's parents or carers this must be recorded in the child's child protection file with a full explanation for your decision.

It is important to consider the child's wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.

You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.

If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.

If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

When you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when.

EARLY HELP FOR CHILDREN AND FAMILIES

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our educational establishment or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

Our School will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2015*, to any child who needs it. We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

We will work closely with early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.