

THE ELTON HIGH SCHOOL



SAFEGUARDING POLICY

Date Prepared	September 2020
Date agreed by Governors	September 2020
Date to be reviewed	September 2021
Person responsible	Kate Johnson

Policy statement

The Elton High School fully recognises its responsibilities for safeguarding children and is committed to promoting the physical, emotional and moral safety and welfare of each student in our care and we expect all staff and volunteers to share this commitment.

We acknowledge our duty as a safeguarding agency and seek to form positive relationships with partner agencies and the Local Safeguarding Children Board. This policy is available to all staff, parents and students and printed copies are available upon request from the school office.

Safer recruitment procedures are in place and all members of the Senior Leadership Team and key governors have completed Safer Recruitment training

Policy scope

Our policy applies to all staff (including supply agency staff), governors and volunteers working in the school. This policy is a stand – alone document but should be read together with other relevant school policies: Anti-bullying; Behaviour; E Safety; Confidentiality; PSHE; Complaints; Educational visits; CYPiC/LAC; Special Educational Needs and Disabilities (SEND) and Whistleblowing.

Policy Aims

The aims of this policy are to:

- ✓ Ensure that all staff know that safeguarding is everyone’s responsibility and that the school should always consider what is in the best interest of the child.
- ✓ Provide clear guidance about procedures to follow when safeguarding concerns are raised and know who to speak to should a pupil disclose an allegation of abuse or should an adult identify any safeguarding concerns.
- ✓ Ensure we practice safer recruitment in checking the suitability of staff and volunteers to work with children.
- ✓ Raise awareness of the wide range of child protection issues and equip children with the skills needed to keep them safe.
- ✓ Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- ✓ Support students in accordance with the agreed child protection plans.
- ✓ Establish a safe environment in which children can learn and develop.
- ✓ Ensure delivery of quality safeguarding training to all staff and to keep this regularly updated.
- ✓ Ensure that the school has clear procedures in place to reduce the risk of a child going missing in education
- ✓ Emphasise the importance of having procedures for listening to children to ensure early help and intervention. This is likely to include inter- agency working in order to support children and families, making use of appropriate framework such as an Early Help Family Support Plan and Team Around family (TAF) as well as also using the school’s own student support systems where required.

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore: -

- ✓ Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- ✓ Ensure children know that there are adults in the school whom they can approach if they are worried.
- ✓ Highlight the fact that students who have suffered abuse and neglect, or other traumatic adverse childhood experiences are more likely to suffer from mental health issues which could affect behaviour and education.
- ✓ Raise awareness of specific types of abuse such as Female Genital Mutilation (FGM), honour-based violence, forced marriage, Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).
- ✓ Include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse (including peer on peer abuse). The new Relationships and Sex Education and Health Education curriculum 2020 provides a clear framework to teach students how to protect and safeguard themselves.
- ✓ Safeguard young people from radicalisation by ensuring that all staff receive regular PREVENT awareness training to support any referrals to Channel.

In order to keep our staff and students safe, we will follow the procedures set out by the Local Safeguarding Children Board (LSCB), take note of guidance issued by the DFE and provide regular and appropriate training to all staff.

- ✓ We will ensure that there is a designated senior person for child protection who has received appropriate training and support for this role.
- ✓ We will ensure that we have a nominated governor responsible for child protection and safeguarding.
- ✓ We will ensure that every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection.
- ✓ We will make sure all staff (including temporary and supply staff and volunteers) understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- ✓ We will communicate with parents so that they understand the responsibility placed on the school and staff for child protection.
- ✓ We will develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences.

- ✓ We will maintain written records of concerns about children, even where there is no need to refer the matter immediately.
- ✓ We will make sure that all records are kept securely, separate from the main student file, and in a locked location.
- ✓ We will follow procedures where an allegation is made against a member of staff (including agency supply staff) or volunteer.
- ✓ We will adhere to safer recruitment practices.
- ✓ We will follow GDPR regulations, ensuring that data is handled sensitively.

Key members of staff

Role	Name	Contact details
Senior Designated Safeguarding Officer	Kate Johnson (Deputy Headteacher)	johnsonc@eltonhigh.bury.sch.uk
Deputy Designated Safeguarding Officer	Vicky Helme (Assistant Headteacher)	helmev@eltonhigh.bury.sch.uk
Headteacher	Jonathan Wilton	wiltonj@eltonhigh.bury.sch.uk
Names Safeguarding/Child Protection Governor	John Costello	eltonhigh@bury.gov.uk
Chair of Governors	Norman Rosindale	eltonhigh@bury.gov.uk

Key external safeguarding contacts

Multi-agency safeguarding hub	0161 253 5657 childwellbeing@bury.gcsx.gov.uk
Lead safeguarding Officer for schools Appointment pending	0161 253 6972
Local Authority Designated Officer (LADO) Mark Gay	0161 253 5342 M.Gay@bury.gov.uk
Police	999/101
Channel/Prevent Lead	Alan Hall AlanY.Hall@gmp.police.uk
Early Help Team	0161 253 5200
Healthy Young Minds	0161 716 1100

Context

The Elton High School's Safeguarding policy and procedures reflect the principles contained within United Nations Convention on the Rights of the Child (UNCRC) ratified by the United Kingdom in 1991 and the Human Rights Act 1998.

The Children Act 1989 sets out the legislative framework for safeguarding and promoting the welfare of children. It states that the welfare of the child is paramount in all situations and that children have the right to be involved in decisions that may affect them. The Act also introduced the concept of "significant harm" as the threshold that justifies compulsory intervention into family life by the local authority. Children who have suffered and/or are likely to suffer abuse or significant harm are often considered to be children in need, as well as children in need of protection. Under the act, children in need are children whose health and development are likely to be impaired without the provision of appropriate services.

The Children Act 2004 underpins the Every Child Matters, Change for Children programme and builds on the principles established in the 1989 act.

Working Together to Safeguard Children (2018) is key government guidance, which sets out how all organisations should work together to promote children's welfare and protect them from abuse and neglect. It states that every organisation should have clear procedures in place for dealing with concerns or suspicions of abuse and that these should be in line with the Local Safeguarding Children Board procedures.

Children and Social Work Act 2017 includes a wide range of provisions relating to support for children in care and care leavers; the welfare and safeguarding of children and regulation of the social work profession.

Children and Families Act 2014 includes provisions about adoption and contact, family justice, children and young people with special educational need or disabilities and the welfare of children.

The Prevent Duty Guidance: for England and Wales (2015) outlines important guidance and includes The Prevent Duty: Departmental Advice for schools and child minders as well as The Use of Social Media for Online Radicalisation This policy follows local and national guidance produced by the Bury Safeguarding Children Board (BSCB). Local procedures can be obtained from BSCB: <http://safeguardingburychildren.org>

What is abuse?

Recognising child abuse or maltreatment is not easy and **it is not your responsibility to decide whether or not a child has been abused**. However, it is your responsibility to pass on concerns you may have. *Working Together to Safeguard Children 2018* defines abuse and neglect and gives four clear categories of abuse.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody 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 others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Physical Abuse

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

Example of warning signs

Unexplained or unconvincing explanation of recent injuries

Bruises that have a distinct shape or pattern, like handprints, grasp or finger marks

Lingering illnesses

Unusual aggressive or passive behaviour

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment 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 include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Examples of warning signs

A child who is constantly blamed for things that go wrong

A child who is made to carry out tasks inappropriate to their age

A child in a household where there are arguments and violence

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples of warning signs

A child who displays sexual knowledge or behaviour inappropriate for their age
Injuries or unusual appearance to private areas of the body

A child who is being encouraged into a secretive relationship with an adult

A child who hints at sexual activity through words, play or drawings

Neglect

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

- 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 caregivers); or
- ensure access to appropriate medical care or treatment.

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

Examples of warning signs

A child with illnesses that have not been treated

A child who is constantly hungry or tired

A child who lacks needed medical care

Specific safeguarding Issues

All staff should have an awareness of specific safeguarding issues. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

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

Staff should be aware of signs of pupils being vulnerable to CSE and/or 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. Exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for gifts, to serious organised crime by gangs or groups. Sexual and criminal exploitation involves varying degrees of coercion, intimidation or enticement. Signs that a child might be at risk may include:

- going missing for periods of time or regularly coming home late
- regularly missing school
- appearing with unexplained gifts or new possessions
- having older boyfriends or girlfriends
- suffering from sexual transmitted diseases
- mood swings or changes in emotional well-being
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational

attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, it may also include initiation/hazing. They can occur online and offline (both physical and verbal) and are never acceptable. It is important in our setting that all victims are taken seriously and offered appropriate support in a non-judgemental way and on a case by case basis. Staff should also be aware that children often do not recognise that they are victims of CSE. Any concerns should be passed onto the Safeguarding Team.

Female Genital Mutilation (FGM)

Staff should be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims are more likely to come from a community that is known to practice FGM. From October 2015 it is a statutory duty on teachers to report cases of FGM to the police. Indicators that a girl is at risk include:

- A girl who has relatives who have been subjected to FGM
- Parents wishing for a student to be withdrawn from PSHE
- A visit from a female family elder from a country where the practice is prevalent
- A girl discussing the practice, referring to a special procedure or talking about attending a special occasion to „ become a woman“
- A child being taken out of the country by a parent or relative for a prolonged period where the practice is prevalent. Indications that a pupil has already been subjected to FGM might include:
 - Difficulty walking or standing
 - Spending long periods of time in the toilet
 - Bladder or menstrual difficulties
 - Prolonged absence from school with changed behaviour on return

Staff members who have any concerns should refer to the Designated Safeguarding Officers.

Bullying

In certain circumstances bullying can be considered a child protection issue. Detailed guidance for dealing with bullying and how the school promotes an anti-bullying environment is published in: the school's anti-bullying policy. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering (or likely to suffer) significant harm. Staff who have concerns about bullying should report these to the Learning Coordinators for further investigation.

Peer Abuse

Staff should recognise that children can abuse their peers. Abuse should never be passed off as “banter” or “part of growing up”. Peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer abuse is under the age of 18.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

The school seeks to minimise the risk of peer on peer abuse through exploration of safeguarding issues within the PSHE programme and assemblies. Clear expectations regarding acceptable student behaviour are reinforced through the school's behaviour and anti-bullying policy.

In any case of peer on peer abuse, the school will consider what support and action is most appropriate in consultation with the victim and other relevant parties. Consideration will be given to counselling and restorative justice where necessary.

If a member of staff has reasonable cause to suspect that a student is being abused by another student or that they are suffering, or likely to suffer significant harm, they should immediately discuss their concerns with the safeguarding team who will then ensure a coordinated approach and refer any abuse to the relevant agencies. This includes the electronic circulation of inappropriate images of pupils e.g. images shared via a mobile phone, handheld device or social website.

Youth Produced Sexual Imagery (YPSI)

Staff should be aware that incidents of YPSI being sent or received are becoming increasingly common and that when a child sends (distributes) such images they may be breaking the law and leaving themselves vulnerable to exploitation by third parties. In addition there is increasing evidence that such activity may result in depression, self-harm and, in extreme cases, suicide. All such incidents will always be treated as a safeguarding concern.

Forced Marriage

A forced marriage is a crime in England. It is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Honour Based Violence (HBV)

So-called "honour-based" violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and

should be handled and escalated as such. If in any doubts staff should speak to the Designated Safeguarding Officers. Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Faith Abuse

Faith Abuse is a form of abuse linked to faith or belief. This may include, but may not be limited to:

- belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray
- the use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune. Any concerns must be reported immediately to the Designated Safeguarding Officers.

Fabricated Illness

Fabricated or induced illness is often, but not exclusively, associated with emotional abuse. There are several factors that teachers and other school staff should be aware of that can indicate that a student may be at risk of harm.

Some of these factors can be:

- frequent and unexplained absences from school, particularly from PE lessons;
- regular absences to keep a doctor's or a hospital appointment; or
- repeated claims by parent(s) that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/ early years staff have not themselves noticed e.g. headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentists or referrals for second opinions.

Particularly Vulnerable Children

Staff and volunteers need to be particularly vigilant regarding certain children:

Pupils with Special educational needs and disabilities (SEND) Children with SEND can face additional safeguarding challenges. Staff should understand and be mindful of additional barriers that can exist in recognising abuse and neglect in this group of children such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by bullying without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers

Children Subject to a Child Protection Plan

Any incidents or concerns involving these children must be reported immediately to the allocated Social Worker.

CYPiC/Looked After Children

Any incidents or concerns must be brought to the notice of the designated teacher for Looked After Children or the Designated Safeguarding Lead.

Domestic Violence

Children living in a household where violence is an issue: any pastoral concerns must be referred to the appropriate DSL. In addition, extra support and protection may be required for children who are vulnerable by virtue of:

- disability,
- mental health issues,
- homelessness,
- refugee/ asylum seeker status,
- alcoholism or substance abuse within the family,
- young carers

Prevent (Radicalisation of vulnerable people)

The Counter-Terrorism and Security Act 2015, places a duty on school to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty). Prevent is one of the four key principles of the CONTEST strategy, which aims to stop people becoming terrorists or supporting terrorism. The Prevent Strategy addresses all forms of terrorism including extreme right wing but continues to prioritise according to the threat posed to our national security. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism and operates in the pre-criminal space before any criminal activity has taken place.

Radicalisation refers to the process by which people come to support, and in some cases to participate in terrorism

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

- Justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Foster hatred which might lead to inter-community violence in the UK Report any concerns to the Designated Safeguarding Officer who can contact the MASH for discussion and referral. If you believe a child or young person is at immediate risk contact the police on 999. If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact the DfE helpline. Open Monday to Friday from 9am to 6pm (excluding bank holidays). Email counter.extremism@education.gsi.gov.uk

Hate Crime

Hate crime is defined as any incident that is motivated by hostility or prejudice towards an individual due to their Race, Religion, Sexual Orientation, Gender Identity, or Disability.

- Race refers to a person's ethnicity, nationality, country of origin, skin colour, etc.
- Religion refers to a person's religion or faith, even if they have no religion.
- Sexual Orientation refers to a person's sexuality - whether they are heterosexual, homosexual, bisexual, asexual, etc.
- Gender Identity refers to an individual who is transgender or perceived to be transgender.
- Disability refers to any person with a physical impairment, life-limiting illness, sensory disability, mental ill-health, learning disability, visual difference, or diagnosis on the autistic spectrum.

It does not matter if the person targeted has the characteristic that the prejudice is directed toward, only that they are perceived to have that characteristic or belong to that particular community. Despite the term 'hate crime', the definition covers both criminal and noncriminal incidents; it is irrelevant whether the behaviour comprises a criminal offence. As such, 'hate crime' covers a range of behaviours from discrimination, exclusion, verbal abuse, physical assault, bullying, cyberbullying, inciting hatred, etc. There are many ways this might manifest in the school environment. In some cases, educating the perpetrator about their use of language and its impact could be preferable to other disciplinary measures, but all cases must be reported to the Safeguarding Team or Headteacher to ensure that an appropriate response is put in place. This response may involve action and support from outside agencies.

E-Safety

E safety education is delivered in Computing lessons as well as through Student Development Days, form time and assemblies. Cyber-bullying by pupils via

text/email/social media is treated seriously and managed through our anti-bullying policy. Appropriate monitoring and filtering systems are in place. Further details are found in our E-Safety Policy.

Support for students

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. WE also recognise that children who experience adverse childhood experiences are more likely to struggle with mental health issues.

The school will endeavour to support the pupil through: -

- The content of the curriculum and in particular the Relationships and Sex Education and Health education provided by school.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school.
- The school will ensure that the student knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred;
- Referral to our school counsellor and/or behaviour mentors for additional support;
- Liaison with other external agencies that support the pupils and families such as social services, Healthy Young Minds, education welfare service and educational psychology service;

There are three main elements to safeguarding children:

A. Prevention – this includes a positive school atmosphere and ethos where staff refer any concerns at an early stage, where safeguarding is a high priority and staff are vigilant. Support for pupils is provided through an effective student support service and delivered through Student Development Days, subject curriculum, assemblies and form time information and discussion.

B. Listening to students – having effective systems in place and people to whom students can speak with about problems. Students are encouraged to speak to any adult in school when they require help so that this can be passed on as necessary. The school regularly informs students about safeguarding through the curriculum, Form Time, Student Development Days and assemblies. The safeguarding team is widely publicised to all members of the school community.

C. Protection and support – staff are trained and follow school procedures when a child is in immediate danger.

Procedure in the event of disclosure from a child

It is important that children are protected from abuse. In the event of a disclosure from a child, it is important that you:

RESPOND - Stay calm even if what you're hearing is difficult. Respond with minimal encouragers and open body language.

LISTEN – Don't ask questions other than to clarify what is being said. Your job is not to investigate, so avoid the child having to repeat their story. Leading questions can also cause "contamination of evidence" for any subsequent investigation and court proceedings. **REASSURE** - Reassure the child that they have done the right thing in telling you. **BOUNDARIES**- Do not promise to keep secrets. Find an appropriate early opportunity to explain that the matter will only be disclosed to those who need to know about it.

CLARIFY - What you will do next and with whom the information will be shared. In most cases, concerns will be discussed with parents/carers. The Designated Officer will be key in this.

NB: If you suspect a child is being sexually abused or is being directly physically harmed through giving or denying medication, then you are advised not to discuss with parents/carers but refer immediately to the Designated Officer who will refer to Social Care.

RECORD – A written record should be shared with via CPOMS so that the Designated Officer can act upon the information.

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

- Date and time of incident or disclosure
- Location
- Relevant parties involved, names and their relationship to child
- Description of abuse or injuries observed
- Use the child's own words where possible.
- What was said or done and by whom.
- Ensure that the record is signed and dated.

This information will always be kept up to date and in a secure place, only available to those people that need to know.

General Welfare Concerns

A general welfare concern can be defined as being where a student is failing to achieve one or more of the outcomes for children as outlined by the Every Child Matters agenda and where child protection is unlikely to be an immediate issue. It includes where a child maybe failing to achieve at school owing to an unmet learning need. Staff must be prepared to report concerns no matter how small these may appear because providing early help is more effective in promoting the welfare of children than reacting later. All welfare referrals should be passed on to the Learning Coordinator via CPOMS in the first instance. Such a welfare concern may result in an early help assessment and staff should be aware that children may be at increased need of early help if they are a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care and/or
- is showing early signs of abuse and/or neglect.

Assessment Framework

Usually welfare issues are resolved quickly and sensitively through discussion with the student and/or parent.

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

Children may enter any level at any age or stage of development and may move between levels as their circumstances and needs change. In most cases it is anticipated that following the assessment a single agency approach will be sufficient to resolve the concern and the school will normally aim to contact the parents/guardians at an early stage to work together to address the concern. Where a welfare issue remains unresolved or where it is clear that there are additional unmet needs or that a multi-agency approach will be required, the school will consider working with the family using an Early Help Family Support Plan.

If at levels 1–3 a parent does not give consent this may, in itself and depending on circumstances, demonstrate that a referral to Children’s Social Care is required. Where on balance, the assessment is that the situation is not improving despite the use of an Early Help Family Support Plan (EHFSP) or failing Team Around the Family (TAF), then a referral via interagency may be deemed necessary which should be made through the Multi-agency Safeguarding Hub (MASH). Consent of the parents is required for referral to the Early Help. If consent is withheld, then the school will refer to MASH as a Child in Need with a view to a Child and Family Assessment (section 17 assessment) being conducted by Social Care.

Operation Encompass

The Elton High School supports Operation Encompass, a police led initiative which has been designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school and may have an impact on a child attending school the following day. All schools in the Bury local authority are supporting Operation Encompass which is now being adopted by many police forces and schools around the UK. Our key adults at the Elton High School are Kate Johnson and Vicky Helme. Please be aware that any information shared with school will be dealt with confidentially and sensitively and with the best interests of the child or young person in mind. For more information, please visit www.operationcompass.org.

Sharing Information – Confidentiality and Data Protection

The General Data Protection Regulations 2018 and human rights laws are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately. Child protection raises issues of confidentiality which should be clearly understood by all. Staff and volunteers have a responsibility to share relevant information about the protection of children with other agencies, particularly investigative agencies.

Clear boundaries of confidentiality will always be communicated to service users. Staff must only discuss their concerns with their line manager or the Designated Safeguarding Lead. It is their decision to pass on the concerns to agencies that need to know.

Where possible, consent should be obtained from the child before sharing personal information with third parties. Where a disclosure has been made, staff should let the child know the position regarding their role and what action they will take as a result and why. In some circumstances, obtaining consent may be neither possible nor desirable as the safety of the child is paramount.

All child protection records are kept secure and accessible only by relevant staff.

Use of photographic / video equipment

To comply with the General Data Protection regulations 2018, consent to take and use images of children should be obtained from the parent / carer prior to the taking of photographs and/or video footage. Parents / carers are made aware of when, where and how the images may be used to give their consent. Further details are given in a separate policy.

Child Missing in Education

The Education (Pupil Registration) (England) (Amendment) Regulations 2016 came into force on 1st September 2016 and serves to strengthen the existing regulations so that schools work jointly with the Local Authority to investigate and obtain the information we need to ensure that all children of compulsory school age are safe and receiving suitable education.

We have amended our CME processes accordingly, which are as follows:

Provide information to the Local Authority within 5 days of registering a new student at a non-standard transition point.

Inform the Local Authority when deleting a student's name from the admission register for any reason; including providing the Local Authority with details of:

- ✓ The full name of the pupil
 - ✓ The child's new residence
 - ✓ The full name of the person with whom they will reside
 - ✓ The date from which they will reside there
 - ✓ At least one telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency (where it is reasonably practicable to obtain this information)
 - ✓ The name of the new destination school receiving the pupil – including the first date on which the pupil is due to attend (where it is reasonably practicable to obtain the information); and
 - ✓ The specific grounds under regulation 8 of the Education (Pupil Registration) (England) (Amendment) Regulations 2016 (Annex A) upon which their name is to be deleted from the admission register.
1. In addition to this schools are now required to undertake joint "reasonable enquiries" to identify a student's whereabouts in collaboration with the LA when there is a continuous unauthorised absence after 20 school days or more. Where, despite the best efforts of school staff, it has not been possible for you to ascertain the above information, schools are required to complete and submit a CME Form to the LA.

In addition, the school will alert the Local Authority in the following cases:

- Where the child is removed from school to be home educated;
- Where the family has apparently moved away;
- When the child has been certified as medically unfit to attend;

- When the child is in custody for more than four months, or has been permanently excluded;
- Where a child fails to attend school regularly.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a “grandparent, brother, sister, uncle or aunt” and includes half-siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

Staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Visitors, Identity Checks and ID Badges

All visitors during the school day are required, on arrival, to sign in at the School Office. Visitors will be issued with an appropriate visitor’s badge. Visitors should always remain under the supervision of a member of staff and be escorted back to the School Office where the badge must be returned. Any person who is visiting the school to work directly with young people on a “one off” activity should have his/her identity checked or verified by the school office and may not be left unsupervised with children. All staff wear ID badges. In the case of a forgotten badge a temporary badge should be collected from the Main Office.

Safe recruitment and induction of staff members and volunteers

The Elton High School operates appropriate recruitment and induction procedures that take account of the need to safeguard and promote the welfare of children and young people. This includes all newly recruited staff, being asked to:

Undergo the appropriate Disclosure and Barring Service (DBS) check to their post.

Access basic child protection training to raise awareness of the key issues – annual update for all staff;

Read Part 1 of Keeping Children Safe in Education;

Familiarise themselves with the procedures contained in this policy.

Managing allegations made against staff member and volunteers

The Elton High School operates appropriate procedures for managing allegations made against staff members and volunteers. If an allegation is made against a member of staff, governor or volunteer, or abusive behaviour is witnessed this should be referred to the Headteacher. If the allegation is about Headteacher, this should be referred to the Chair of Governors. The allegation should be referred to the Local Authority Designated Officer (Mark Gay) for managing allegations against people who work with children. If the LADO is not available, then advice should be sought from a senior member of MASH. Consent from parents is not required when contacting the LADO.

Training

All staff and volunteers are reminded of their responsibilities and procedures relating to safeguarding issues in September and at suitable times throughout the year to keep the safeguarding culture live, encourages a culture of vigilance and make sure that all staff are updated as necessary.

The school records the date of last safeguarding training on the single central record. All staff complete training about prevent and any additional training appropriate to their role.

Training for all staff takes place at least once per year and Designated Officers attend a minimum of two training events per year.

New staff receive induction training on safeguarding issues from a Designated Safeguarding Lead as part of their new staff induction. All members of staff and governors have read and signed a document that they have understood; Part 1 Keeping Children Safe in Education. The Safeguarding Policy is available to all staff electronically saved in the policies folder in the staff area or in hard copy from the Designated Safeguarding Lead.

Whistleblowing

The school has a separate Whistleblowing Policy. If a teacher or member of staff has concerns about the behaviour of another member of staff towards a student, he or she should report it at once to the Headteacher (or to the Chair of Governors where the concern relates to the Headteacher). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the student, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Depending on the circumstances under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body.

Job Description for the Designated Safeguarding Lead

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - o The designated officer(s) for child protection concerns (all cases which concern a staff member),
 - o Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - o Police (cases where a crime may have been committed).
- Liaise with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referral. Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with local services to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.