



Learn
Love
Believe

Safeguarding Policy

March 2018

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Safeguarding Policy

Designated Teacher:	Deputy Headteacher
Review Period:	Each Year.
Reviewed:	March 2018
Review date:	February 2019

The Mission of St. Gabriel's R.C. High School

We are a Catholic community united by Christ's teaching. Prayer and mutual respect establish a sense of belonging as we strive to live the Gospel message.

We aspire to a secure, supportive and stimulating Christian environment where justice, tolerance, forgiveness and generosity are practised with courtesy, consideration and common sense.

We believe that each person should be known, loved and valued by encouragement to realise his or her full potential through positive commitment and achievement.

We practise our faith freely, valuing the sanctity of life.

We aim to develop the whole person and enable him or her to make a positive Christian contribution to society.

This policy was reviewed and developed in **February 2018** and shared with governors.

The Policy is to be reviewed annually and the next review is due in **February 2019**.

The name of the **Designated Safeguarding and Child Protection lead** is Mrs Jayne Roberts.

Otherwise refer direct to **Acting Head Teacher**, Mr Adam Loster, **Acting Deputy Head Teacher** Dr Mark Hargreaves, **and Acting Assistant Head Teacher** Mr Dan Stewart.

The **Designated Governor for Safeguarding and Child Protection** is Mr John Costello. The **Governors Safeguarding subcommittee** includes Mr Costello and Mrs Cath Taylor, Safeguarding Lead for Diocese of Salford.

The **Chair of Governors** is Mr John Costello.

St Gabriel's R.C. High School and the Governing Body fully recognises its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1. Policy Statement

At St Gabriel's R.C. High School, we are committed to safeguarding and promoting the physical, emotional and moral safety and welfare of each child in our care and we expect all staff and volunteers to share this commitment. We recognise our duty as a safeguarding agency and seek to form positive working relationships with partner agencies and Local Safeguarding Children Boards where our pupils live and to intervene at an early stage when concerns about a child are identified. This policy is aligned with policies and procedures set out by the Bury Safeguarding Children Board (BSCB).

This Safeguarding Policy is available to all parents and pupils via the school website and printed copies are available upon request from the School Office. Safer recruitment procedures operate and the Head, Deputy Heads are trained in Safer Recruitment.

This policy is applicable to the whole school community, including the Governors, Head, Deputy Heads, Assistant Heads, School Improvement Group (SIG), teaching staff (including peripatetic Music teachers and Sports coaches) non-teaching staff, volunteers and temporary non employed staff.

2. Aims of Policy

The aims of this policy are to:

- Ensure that all staff know that safeguarding is everyone's responsibility.
- Provide pupils, parents and staff with clear guidance concerning procedures when safeguarding concerns are raised and know who to speak to should a pupil disclose to them an allegation of abuse.
- Emphasise the importance of early help and intervention including inter-agency working in order to support children and families, making use of such procedures as the Early Help Family Support Plan (EHFSP) and 'team around the child' (TAC) or 'team around the family' (TAF) meetings.
- Ensure staff are aware that any member of staff may raise a concern under exceptional circumstances.
- Raise awareness that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school.
- Raise awareness and provide guidance about different types of abuse.
- Ensure that there is a clearly understood procedure, following an allegation being made against the Headteacher or a member of staff.
- Foster an open environment in which all members of the community should feel free to raise concerns in good faith and be assured that such concerns will be responded to in an appropriate manner.
- Ensure that the curriculum includes activities and opportunities which equip our pupils with the skills they need to stay safe from abuse, including e-safety, and to know to whom to turn for help, if necessary.

3. Introduction

This policy has regard to legislation *including*:

- *Keeping Children Safe in Education (Sept 2016)* ,
- *Keeping Children Safe in Education (Sept 2018)*
- *Working Together to Safeguard Children (March 2015)*,
- *Working Together to Safeguard Children (Feb 2018)*,
- *The Prevent Duty Guidance: for England and Wales (March 2015)*.
- *The Children Act 1989*
- *The Education Act 2002 s175 / s157*
- *Mental Health and Behaviour in Schools: Departmental Advice (March 2016)*

This policy should be read together with the following school policies where more detailed safeguarding arrangements and risk assessments specific to these areas are detailed:

- Anti-Bullying Policy
- Attendance Policy
- E Safety Policy
- Looked After Children Policy
- Prevent Policy
- Safer Recruitment Policy
- Use of Force Policy
- Whistleblowing Policy
- Allegations against Staff Policy
- Peer on Peer accusations Policy

- Positive Mental Health Policy

This policy follows local and national guidance produced by the Bury Safeguarding Children Board (BSCB) although it should be noted that some of our pupils live in areas outside Bury. Local procedures can be obtained from BSCB: <http://www.safeguardingburychildren.org>

Our Mission Statement is integral to our Safeguarding and together with the with Every Child Matters (ECM) agenda we aim to ensure that every child:

- is safe;
- is healthy;
- has the opportunity to enjoy and achieve;
- makes a positive contribution; and
- achieves economic well-being.

When one or more of the above outcomes for children are unmet children may become vulnerable. We seek to promote these outcomes as an integral part of our responsibility to ensure the safeguarding and protection of all those entrusted to our care. Staff should be mindful of these outcomes and must be prepared to refer concerns.

There are three main elements to our safeguarding:

a) **Prevention**

A positive school atmosphere, a school culture where staff refer any concern at an early stage, where safeguarding has the highest priority, effective PSHE, E- safety and Pastoral support available to pupils and effective safeguarding 'umbrella' policies)

The School regularly informs its pupils about safeguarding, including online, through the curriculum and PSHE. Depending on the age group different aspects of safeguarding are taught. Our aim is to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet.

The UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's Thinkuknow website (www.thinkuknow.co.uk)

b) **Protection**

By following agreed procedures, ensuring staff are trained and supported appropriately and sensitively in safeguarding matters, and ensuring the school has robust recruitment procedures.

c) **Support**

To all pupils and all members of our community, including those who are survivors of abuse.

4. Policy Review

The Governing Body undertakes an annual review of the School's Safeguarding Policy and Procedures and of the efficiency with which the related duties have been discharged. The Nominated Governor with Responsibility reviews the safeguarding files and the efficiency and accuracy of implementation of the policy. The school will ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay once identified.

5. Recruitment and Selection

The school has a separate Safer Recruitment Policy. Disclosure and Barring Service (DBS) checks are carried out in compliance with the Schools Standards Regulations (SSRs) as outlined in the school's Safer Recruitment Policy.

Safeguarding induction is carried out for all new staff/volunteers and all staff are required to undergo Safeguarding and Child Protection training which is updated regularly in line with BSCB requirements. At present the provider for this training is Hayes Online Training.

6. Key Personnel

All disclosures of abuse must be discussed with the Designated Safeguarding Lead or a Designated Person. Pupils, staff and parents should feel at ease to discuss any concerns relating to the welfare of a child with one of the Designated Persons no matter how trivial they may appear.

Acting Head Teacher	Mr Adam Loster	Designated Governor	Mr John Costello
Acting Deputy Head	Dr Mark Hargreaves	Designated Lead	Mrs Jayne Roberts
Assistant Headteacher	Mrs Helen Mather	Acting Assistant Headteacher	Mr Dan Stewart
Head of Year 7	Mrs Cath Bate	School Improvement	Mrs Rachel Middleton
Head of Year 8	Miss Annette Doyle	School Improvement	Mr Mark Minshall
Head of Year 9	Mrs Jodie Loster	School Improvement	Mrs Lisa Rowe
Head of Year 10	Mr Paul Killion	School Improvement	Mrs Alex Thatcher
Head of Year 11	Mr Dan Stewart	SENDCO	Mr Paul Bannerman

If it is not possible to contact one of the designated persons and there is a genuine feeling that a child is at risk of suffering significant harm, then any member of staff can make a referral:

The Bury Multi-Agency Safeguarding Hub (MASH) Team

Telephone: 0161-253 5678

Emergency Number: 0161-253 6606

Police: 0161-872 5050

7. Safeguarding and Pupil Speak meetings

A regular meeting to discuss any safeguarding issues and pupil welfare is held by the DSL in which discussions around each live case, new and on-going welfare concerns, are considered to ensure that sound and well-judged decisions are taken and to ensure consistency of approach.

8. E-Safety

The School's e-safety policy explains how we try to keep pupils safe in School. Cyber-bullying by pupils, via texts and emails, is treated as seriously as any other type of bullying and is managed through our anti-bullying policy.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.

Safeguarding and Security of the School – Please refer to Appendix A

9. Attendance and School Roll

Form Teachers, Assistant Heads of Year and Heads of Year are required to monitor attendance closely and through the Education Welfare Officer, Sarah Revelles, and contact parents where attendance is a cause for concern. Such cases would normally be raised with the HOY at the weekly pastoral attendance meetings with the Local Authority Attendance Officer. Cases of truanting must always be taken seriously in recognition that children become vulnerable when they are not in school and such cases must always be referred to the HOY.

Any pupil whose attendance falls below 95% during the course of a full school term may be referred to the Local Authority in which the pupil resides.

10. Child Missing in Education

If a pupil is withdrawn from the school having not reached the normal date of transfer, due for example to a family relocation or any other reason, every effort will be made to identify the new address and the school to which they are being admitted so that the pupil's educational records may be sent to the receiving school without delay. If the parent/carer fails to provide this information, a referral will be made to the Local Authority in which the pupil was last known to reside within 10 working days.

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 a child has been certified as medically unfit to attend;
- when the child is in custody for more than 4 months, or has been permanently excluded.
- Please refer to the updated Bury Council Children Missing Education Policy & Procedure dated September 2016.

11. Records

Child Protection Records

Designated persons will keep accurate and up to date records of child protection concerns and ensure the security of information. The Designated Persons will hold in the safeguarding file, notes on all incidents relating to child protection cases for children at the school.

Myconcerns is a new online alert and encrypted area for all staff to immediately alert the named staff regarding any Safeguarding concerns and this stores the chronologically reports that may not be deleted or amended once submitted.

The hard documents are stored in the Child Protection file which is kept locked and secure at all times. The child protection files are confidential and are not accessible by pupils, parents or staff. The DSL, Designated Persons or the Head are the only staff who have access to the locked filing cabinet in which safeguarding records are kept.

These records may be made available to the safeguarding Governor to enable him to carry out his annual review.

Welfare Concerns

Welfare concerns are raised by any staff and are an essential part of the early identification of safeguarding concerns and unmet needs. These concerns are immediately submitted via the online Myconcerns and the relevant member of staff is alerted via email.

Pupil Transfer Records

The Head contacts the Head Teacher of any school from where a pupil transfers, to specifically request that the school is alerted to any child protection issues relating to a pupil. This is to ensure that records are not lost and concerns are passed on upon transfer between schools. The PA to the Head will alert the

DSL to concerns and where no reply has been received from a feeder school, arrangements will be made to confirm if such a file about a child exists.

In cases where a child, for whom we hold a child protection file, transfers to a different school, the child protection file will only be forwarded to the Pupil's new school within 5 working days once confirmation has been received that the Pupil has started at the school. In such cases the file will be forwarded by recorded delivery or hand delivered and separate to any other forwarded records.

In all cases where records are transferred a receipt for the records will be issued when records are received or will be requested when records are transferred. This works both ways when children come into St Gabriel's or leave.

12. Visitors, Identity Checks and ID Badges

All visitors during the school day are required, on arrival, to use the intercom on Reception and wait to be collected by the Staff member they are visiting. Visitors will be issued with an appropriate visitor's badge which contains further instructions for the safety of the visitor. Visitors should remain under the supervision of a member of staff at all times and be escorted back to Reception where the badge must be returned and the Visitor signed out.

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 person hosting the event and may not be left unsupervised with children.

All staff on the site must wear ID badges. In the case of a forgotten badge a temporary badge should be provided by Reception.

13. Foreign Exchange Visits

Adults must have DBS clearance. Pupils will need to provide records from their base school to ensure that they have no vulnerabilities.

14. Third party groups

The Safeguarding Policy will be brought to the attention of organisers of third party groups using the School facilities and applies to them. Voluntary sector groups that operate within the School, provide off-site services to our pupils, or use the School facilities, will be expected either to adhere to this Safeguarding Policy or to operate a policy which is compliant with the requirements of the Bury Safeguarding Children Board.

15. Child Abuse and how to recognise it

Recognising child abuse is not easy and it is not our responsibility to decide whether or not a child has been abused. Staff do, however, have a responsibility to pass on any concerns they may have and if they are not happy with the action taken to raise such a concern with the DSL. If staff continue to remain dissatisfied then they should raise the concern with the Headteacher.

a) What is child abuse?

Neglect, physical, emotional or sexual abuse are the main types of abuse referred to by the term 'child abuse' – it's not always easy to know if someone is being abused. But the important thing to remember is that no-one has the right to hurt a young person or make them do anything wrong or against their will. All lists of 'signs' or 'symptoms' of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. What is essential is that teachers and people who work with or have contact with children and young people share their concerns with the designated person and that these are discussed in the light of what is known about the young person's circumstances and with those professionals with the responsibility to investigate abuse.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

There is a growing recognition that children brought up in 'high criticism, low warmth' households are particularly vulnerable to abuse.

b) Emotional Abuse

Emotional abuse occurs when a child's basic needs for love, security, praise and recognition are left unmet. It may result in a child becoming withdrawn, nervous, unhappy or lacking in confidence. Emotional abuse may happen when an adult constantly behaves in an uncaring and hostile way towards a child, perhaps through inconsistency, bullying, rejecting, frightening, criticising, racially abusing or scape-goating the child.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

c) Physical Abuse

This is when someone physically hurts or harms a child. Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones?

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones;
- Children with unexplained
 - bruises or cuts;

- burns or scalds;
- bite marks.

Female genital mutilation (FGM) is a collective term used for different degrees of mutilation of the female external genitals, which includes the partial or total removal of the extreme female genital organs or injury to the female genital organs for cultural or non-therapeutic reasons.

The DSL will always refer to Police and Social Care, cases where FGM is known to have happened or is suspected as may have happened.

Age appropriate assemblies and work has been completed to mark Zero Tolerance Awareness Day 6th February 2017

We will be hosting the BSCL FGM Training in March 2017.

All staff have been made aware of the online certificated Home Office Training.

Contact: **The Bury Multi-Agency Safeguarding Hub (MASH) Team**

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Emergency Number: 0161-253 6606

Police: 0161-872 5050 or 999 or 101

d) Neglect

Neglect can result when adults fail to meet the physical or emotional needs of the children they are responsible for. All children need food, clothing, warmth, love and attention in order to grow and develop properly.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

e) Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The abuser(s) may use different methods to persuade the child to co-operate and not to tell, like bribery, threats or physical force.

Sexual abuse can take many different forms from touching to intercourse and may also include involving children in looking at, or being forced to take part in, the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual abuse happens to boys as well as girls, and often there will be no physical signs.

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

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and

- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child Sexual Exploitation (CSE) '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.' See p8 of KCSIE, Part 1.

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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 regularly miss school or education or don't take part in education.

It is important to remember that these warning signs do not always mean that a child is being abused – there may be other explanations such as the illness of a parent, a birth or death in the family, etc. – but if staff are concerned it is important that they discuss those concerns with the relevant designated person.

16. Practical safeguarding procedures for staff

The following procedures must be followed in all cases:

It is important to remember that:

- It is not a member of staff's responsibility to carry out any form of investigation.
- Any person can make a referral to social care should the need arise and this policy should not constrain a person from exercising such judgement
- Staff must be prepared to report concerns, no matter how small these concerns may appear, because providing early help is more effective in promoting the welfare of children than reacting later.

The school adopts a **WARM** approach when dealing with each Pupil cause for concern:

- **W**elfare of the pupil is paramount. (Initial referral to be submitted)
- **A**ssessment by DSL in conjunction with HOY.
- **R**esolution (No action, continued monitoring, EHFC/TAC, referral to the Early Help panel, MASH)
- **M**onitoring (until it is deemed that the referral can be closed).

The **DSL** will review the concern and will grade it according to Bury Safeguarding Children Board guidelines:

- **Level 1** represents children with no identified additional needs. Their needs are met through universal services.
- **Level 2** represents children with additional needs that can be met by targeted support by a single agency or practitioner.
- **Level 3** represents children with additional needs that can be met by targeted support by a multi-agency support package (Team Around the Child, TAC).
- **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 in an attempt 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 multiagency approach will be required, the School will consider gaining consent from the family and pupil to begin the use of the **Early Help Family Support Plan** which replaces the EHFC.

This may result in a **Team Around the Child Meeting (TAC)** at a later stage involving professionals from additional agencies to ensure that all agencies are fully aware of the unmet needs, share appropriate information and decide upon how best to proceed. The use of a Early Help Family Support Plan will require consent and cooperation from parents and the pupil and a member of staff acting as the **lead professional**. Where consent is not obtained to a Early Help Family Support Plan being carried out the school will continue to monitor and support the pupil and family.

Consent to share information with other professionals should be gained from a parent or a Gillick competent child unless:

- There is evidence that a child is suffering or likely to suffer significant harm.
- There is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.
- There is a need to share information to prevent significant harm from arising to a child.

Applying this to the threshold model above means that consent to share information and to undertake an assessment should be gained from a parent or a Gillick competent child when working at level 1–3.

At level 4 it is important to assess carefully whether there is sufficient reason to share confidential information without consent and that the reason for doing so is fully documented.

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 a Early Help Family Support Plan or other such early help assessments (failing TAC), then a referral 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 section 17 assessment being conducted by Social Care.

Where on balance, the assessment is that the concern no longer exists because steps have been taken to successfully address the concern, the case will be closed but all information shall remain in the child's file.

A. If you notice physical injuries in areas associated with non-accidental injury and these injuries were not sustained during school time/activities;

- i. Most injuries sustained by pupils will have a perfectly adequate explanation but they must be investigated.
- ii. Colleagues should be vigilant to any noticeable physical injuries which a pupil sustains and discretely question the child in order to discover their cause.
- iii. The injury should be referred using the **online Myconcerns portal** unless it is absolutely clear that the cause of the injury is not suspicious. However, do not simply accept the child's explanation but seek to verify his explanation (for example with the Nurse, Health Support Worker or in the case of an injury sustained during sport, with the PE Teacher).
- iv. The **online Myconcerns portal** should immediately be accessed which will directly contact the Designated Person who will record the information and decide whether or not further action is required and, if so, what action to take.
- v. This record will be stored in the Pupil's file unless the situation develops into a child protection issue in which case the information would be removed and placed in the separate Child Protection file for that child. An alert would be placed on Sims.
- vi. If referral is considered appropriate, the Headteacher will be informed and such referral will be made through the Multi-agency Safeguarding Hub (MASH) in the Local Authority where the child lives.
- vii. If referral is not considered appropriate, the Designated Person will monitor the situation and ensure that written records are made and retained (on the grounds that further concerns may be raised at a later date).
- viii. In cases which are not clear-cut the Designated Person will contact the Multi-agency Safeguarding Hub (MASH) for a consultation. This can be done without disclosing the identity of the child.
- ix. All records are strictly confidential and will only be disclosed to colleagues on a need to know basis.
- x. If it comes to light that a child has been physically assaulted by a parent/guardian, even if there are no obvious or visible injuries, then this information must be passed directly to a relevant Designated Person which will be referred to the Multi-agency Safeguarding Hub (MASH).

B. If a child makes an allegation of abuse to you

- i. If a pupil volunteers information to you about abuse, the most important aspect of your response is to be willing to listen to and to believe what the child is saying.
- ii. Staff are advised that interviews with pupils should take place in rooms with visual access.
- iii. You may ask if the pupil wishes to have someone else present. If the child insists on speaking with you alone then let a colleague know that the interview is taking place.
- iv. It is important that you do not ask questions which might convey to the pupil your own ideas about what might have happened (e.g. 'did he/she do x to you?'). The only questions which you should ask are: 'What do you wish to say to me?' and 'Is there anything further you wish to say to me?'

- v. It is also important that you explain with sensitivity that action may be required, that other adults (e.g. the Designated Person) will need to be informed and that you are not able to promise that your conversation with the pupil will be confidential to you and to them.
- vi. You should immediately make a written note of the discussion, using the actual words of the child where possible. These notes should record date, time and place and should be given to the Designated Person as soon as possible.
- vii. If referral is considered appropriate, the Headteacher will be informed and such referral will be made through the Multi-agency Safeguarding Hub (MASH) for where the child lives.
- viii. Before such a referral is made, the parents of the pupil would usually be informed; it must also be explained to them their consent for referral is **not** being sought. In the case of suspected sexual abuse, fabricated or induced illness, or when a child is believed to be in danger of significant harm the parents **must not be informed** that a referral is being made. In the case of serious harm the police will be informed from the outset.
- ix. If an incident occurs outside of school hours, but while the pupil is in the care of the school (e.g. a school trip), then the **Designated Safeguarding Lead** or **Head** or **Deputy Head Teacher** should be contacted as soon as possible.

C. If you suspect abuse by one or more pupils against another

- i. In the event of physical or emotional abuse of one pupil by another it will be taken seriously and dealt with through the school's Anti-Bullying Policy.
- ii. If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm as a result of such abuse, the school will refer its concerns to the Multi-agency Safeguarding Hub (MASH).
- iii. In the case of suspected abuse by siblings the relevant Designated Safeguarding Lead should be informed. An assessment will be made and advice may be sought from the Multi-agency Safeguarding Hub (MASH), often without the need to disclose details of the child.
- iv. The child's parents will be informed at the earliest opportunity.
- v. In all matters of sexual abuse then the school will refer its concerns to the Multi-agency Safeguarding Hub (MASH).

D. If you suspect a pupil may be vulnerable to radicalisation

Please refer to St Gabriel's R.C. High School - Extremism and Radicalisation Policy.

- i. The Counter-Terrorism and Security Act 2015 places a duty on the school to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).
- ii. The school has carried out a risk assessment of the threat of pupils being drawn into extremism and carries out a self-assessment each year.
- iii. Staff should be aware of national and local threats including International Terrorism, Northern Ireland-related terrorism and Extreme right-wing terrorism.
- iv. Currently, the most significant terrorist threat that we face in the UK comes from Al Qa'ida and the so called 'Islamic State' which has seen young people travel to war zones in areas such as Syria and Iraq. Such organisations and like-minded terrorist organisations are inspired by violent Islamism and make good use of social media to reach out to young people.
- v. Much of the media which these organisations have posted on-line contain scenes of horrific brutality. Staff should be aware that children may have watched such postings and may be profoundly affected by the contents and must refer concerns in this respect.

- vi. **Channel** is a national Home Office Safeguarding project which aims to prevent children and adults from being drawn into violent radicalisation or becoming involved in terrorist related activity.
- vii. It uses a multi-agency approach with existing collaboration between local authorities, statutory partners, the police and the local community to:
 - Identify individuals at risk of being drawn into terrorism;
 - Assess the nature and extent of that risk;
 - Develop the most appropriate support plan for the individual concerned.
- viii. Any behaviour or comments which may give cause for concern should be referred to the DSL and the **Extremism and Radicalisation Policy** must be followed.
- ix. An in-school assessment would normally then take place prior to deciding to refer to Channel although advice may be sought from Channel prior to deciding whether to make a referral. In any case the pupil would be monitored for an agreed period of time following the initial referral.
- x. Channel will find any information useful which establishes:
 - Engagement with a group, cause or ideology;
 - Intent to cause harm;
 - Capability to cause harm.

Channel Project

The Prevention Team

Greater Manchester Police

Northampton Road

Newton Heath

M40 5BP

Tel - 0161-856 6

Tel 101 or in an emergency Tel 999

Secure Email: channel.project@gmp.pnn.police.uk

DfE Helpline

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

Telephone 020 7340 7264

In all cases, if you have a concern about poor or unsafe practice or you feel that the safeguarding policies and procedures are not working then you must speak with the DSL or the Headteacher.

You should expect your concerns to be taken seriously.

If you continue to have concerns then you should follow the school's Whistle Blowing Policy.

17. Allegations against a member of staff, volunteer or the Headteacher

Please refer to the Allegations against staff Policy Feb 2018.

- i. When allegations arise against a person working with children (including volunteers) the school must follow the procedures outlined in **Working Together to Safeguard Children (2016)**. The procedures should be used when an allegation is made that an adult has:

- a. Behaved in a way that has harmed, or may have harmed a child;
 - b. Possibly committed a criminal offence against, or related to a child; or
 - c. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- ii. Allegations of abuse may involve a member of the school staff or a volunteer. In these circumstances the allegation must be reported to the Headteacher or, in the absence of the Headteacher, the Chair of Governors.
 - iii. Where the allegation is against the Headteacher, it must be reported directly to the Chair of Governors and without notifying the Headteacher.
 - iv. On receipt of such an allegation these persons will immediately contact the **Local Area Designated Officer (LADO)** and seek advice on the way forward. If the LADO is not available then a senior member of the MASH team or a police officer (Bury Public Protection Investigation Unit) should be contacted.
 - v. In case of serious harm the Police will be informed from the outset. If for any reason a member of staff cannot contact the St Gabriel's persons detailed above, then the matter must be referred directly to the LADO.
 - vi. The School will not undertake its own investigation of allegations without prior consultation with the LADO, or, in the most serious cases, the police so as not to jeopardise statutory investigations.
 - vii. Where the allegation is against a former member of staff, it will be referred directly to the police.
 - viii. When immediate contact is made with the LADO to discuss an allegation, consideration will be given to the nature, content and context of the allegation and a course of action agreed including any involvement of the police. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/ children agreed.
 - ix. School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. School will give due weight to the views of the LADO and the police when making a decision about suspension.
 - x. From 1st October 2012, there have been restrictions on the reporting or publishing of allegations against teachers and so School will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.
 - xi. Where an investigation leads to the dismissal of a member of staff because s/he is considered unsuitable to work with children or where someone resigns in circumstances where s/he would have been dismissed, the school will promptly make a report, including as much evidence about the circumstances of the case as possible, to the DBS and at least within one month. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. School will also make such a report where a compromise agreement has been reached or where an individual fails to cooperate with an investigation.
 - xii. School will also consider making a referral to the National College for Teaching and Learning (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it will not be necessary for a referral also to be made to NCTL, as information is shared between the two bodies.
 - xiii. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an NCTL referral.

- xiv. If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to its procedures or practice to help prevent similar events in the future.
- xv. In line with Government Procedures in dealing with allegations of abuse against teachers and other staff (DfE 2012), allegations found to be malicious will be removed from personnel records. Records will be kept of all other allegations but any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

18. Staff recruitment

Internal and external appointments are made following the School's Safer Recruitment Policy. The school complies with the Disclosure and Barring Service (DBS) to ensure that no-one works within or on behalf of the school who is unsuitable to work with children. St Gabriel's R.C. High School is committed to safeguarding and promoting the welfare of every pupil in its care and expects all staff and volunteers to share this commitment.

The Headteacher and Deputy Headteachers have received training in Safer Recruitment.

A Single Central Record (SCR) is held for all staff including peripatetic Music staff, Sports coaches and volunteers. These include identity, qualification and health checks as well as at least two reference checks. The Central Register is reviewed regularly by the DSL and the Office Manager. All staff are checked for their suitability to work with children through the Disclosure and Barring Service (DBS) at Enhanced Level with barred list information.

We record on the central record whether individuals have lived or worked outside the UK, the new EEA sanction check AND "any further checks appropriate so that any relevant events that occurred outside the UK can be considered".

19. Section 128 Directions and Disqualification under the Childcare Act 2006

The school must check that staff appointed to management positions from 12 August 2015 are not subject a Section 128 Direction. This is carried out through the DBS barred list check as long as it clear when applying for a DBS what position has been applied for. This applies to the Head, members of Senior Leadership Team and Heads of Department and where applicable to non-teaching staff.

Staff may become disqualified by association with others. Supplementary advice issued by DfE requires that schools may not employ staff who have been disqualified by association and who work with children in EYFS and up to the age of 8 years in before or after school care provision.

At St Gabriel's this applies to all employed as they may have contact with younger children in the shared canteen. To identify people caught by the 'by association' rule the school has required such staff to provide relevant information about themselves and those living or working with them in the same household. This information should be retained within staff files.

Staff who fall into the 'by association' category may apply to Ofsted for a waiver but may not be used in any part of the school where there are children aged 8 and below until such waiver has been confirmed.

20. Visiting Speakers

Prevent requires that all visiting speakers, whether invited by staff or pupils are suitable and are suitably supervised. Whenever it is proposed to use the services of a visiting speaker, they should be risk assessed and permission should be sought from the DSL in her capacity as **Single Point of Contact** for Prevent.

21. Training

All staff and volunteers are reminded of their responsibilities and procedures relating to safeguarding issues at the September staff meeting each year and at suitable times throughout the year, for example, if there is a change to procedure.

The school records the date of last safeguarding training on SIMS. Training certificates are placed in single central file.

The Designated Persons will receive training in child protection and inter-agency working including training in the **Local Safeguarding Children Board's** approach to Prevent duties, and update that training at least every two years although in practice they are encouraged to receive training each year. The whole staff will receive regular safeguarding training in line with BSCB regulations. Twilight refresher courses may be organised for colleagues with specific responsibilities (e.g. Heads of Year).

All staff completed on-line training covering the prevent duty.

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

- a) The school's safeguarding policy;
- b) The staff code of conduct;
- c) The identity of the designated persons;
- d) A copy of Part 1 Keeping Children Safe in Education (July2015)
- e) Whistleblowing procedures:
- f) Prevent Duty
- g) FGM

Individual training on safeguarding issues is available through the CPD budget and staff should approach the Designated Safeguarding Lead regarding such training needs. The Deputy Headteacher will ensure appropriate guidance and training is given to the support staff, which come under his responsibility, by one of the Designated Persons from St Gabriel's R.C. High School. The Safeguarding Policy is available to all staff in hard copy from a Designated Person.

22. 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 pupil, 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 whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, 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. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

23. Contact numbers:

The Bury Multi-Agency Safeguarding Hub (MASH) Team

Telephone: 0161-253-5678

Emergency Number: 0161-253 6606
Police: 0161-872 5050

Bury Safeguarding Children Board (BSCB)

18-20 St Mary's Place, Bury,
BL9 0DZ.
Tel: 0161-253 6153

All referrals – Multi-Agency Safeguarding Hub (MASH Team):

Tel: 0161-253 5678, 9.00am – 5.00pm

Out of hours/Emergency Duty Team: Tel: 0161-253 6606

Advice and Assessment: Tel: 0161-253 5454 for children already undergoing a Child and Family Assessment

Higher Lane Children's Services: Tel: 0161-253 6868 for children who are Looked After, Child in Need or on a Child Protection Plan www.safeguardingburychildren.org

Local Authority Designated Officer (LADO)

Bury Safeguarding Children Board
18–20 St Mary's Place
Bury
BL9 0DZ
Tel: 0161-253 6153

The current LADO for Bury is Mr Mark Gay. His direct line is 0161-253 5342
Or Donna Green Donna.green@bury.gov.uk Tel: 0161-253 5582/5342

NSPCC Child Protection helpline: 0808 800 5000
Text 88868 help@nspcc.org.uk

Disclosure and Barring Service (DBS)

P O Box 181
Darlington
DL1 9FA

Email: customerservices@db.s.gsi.gov.uk

Telephone: 0870 900 0811 telephone for referrals: 01325 953 795

National College for Teaching and Leadership

Helpline 0345 6090009

Concerns about Radicalisation and Extremism

Coordinators	Email	Ext	Area		
DC Tracy Hale	tracy.hale@gmp.pnn.police.uk	66368	Oldham	Stockport	Tameside
DC Darren Howarth	darren.howarth@gmp.pnn.police.uk	66332	North Manchester	Salford	Wigan
DC Claire Donnelly	claire.donnelly@gmp.pnn.police.uk	61030	Bolton	Bury	Rochdale
DC Paul Meadows	paul.meadows@gmp.pnn.police.uk	66373	Metropolitan	South Manchester	Trafford

Practical safeguarding procedures for St Gabriel's R.C. high School.

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

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Child Protection Teacher (DCPT) in school; this should *always* occur as soon as possible and certainly within 24 hours:

- The name of the Designated Safeguarding and Child Protection lead is **Mrs Jayne Roberts**.
- Otherwise refer direct to Acting Head Teacher **Mr Adam Loster** or Acting Deputy Head Teacher **Dr Mark Hargreaves** or Acting Assistant Head **Mr Dan Stewart**. The Designated Governor for Safeguarding and Child Protection is **Mr John Costello**.

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their DSL / HOY will assist in determining the most appropriate next course of action.

What should the DCPT consider right at the outset?

- Am I dealing with 'risk' or 'need'?
 - (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
 - Can the level of need identified be met: in or by the school or by accessing universal services/without referral to Children's Services (formerly Social Services) or other statutory / targeted services
 - By working with the child, parents and colleagues?
 - What resources are available to me / the school and what are their limitations?
 - Is the level of need such that a referral needs to be made to Children's Services which requests that an assessment of need be undertaken? (**Section 17 Child in Need referral**)
 - Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm)? (**Section 47 Child Protection referral**)
 - What information is available to me: Child, Parents, Family and Environment?
 - What information is inaccessible and, potentially, how significant might this be?
 - Who do I need to speak to now and what do they need to know?
 - Where can I access appropriate advice and/or support?
- MASH TEAM: 0161 253 5678**

If I am not going to refer, then what action am I going to take? (E.g. EHFC to other agency, time-limited monitoring plan, discussion with parents or other professionals, recording etc.)

2. Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

Rules of confidentiality dictate that it may not always be possible or appropriate for the DSL to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare. However if the member of staff is concerned that the child's situation has not improved, they should challenge the person they made the initial referral to, in line with "Keeping Children Safe in Education" guidelines.

3. Thresholds for Referral to Children's Services

Where a Designated Teacher or line manager considers that a referral to Children's Services may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

(i) Is this a Child In Need?

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

- S/He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- Her/His health or development is likely to be impaired, or further impaired, without the provision of such services;
- S/He is disabled.

(ii) Is this a Child Protection Matter?

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

(a) is the subject of an Emergency Protection Order;

(b) is in Police Protection; or where they have

(c) Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

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

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

4. Making Judgements about 'Significant Harm'

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

(a) Children Act Guidance and Definitions

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

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

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

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

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

'Health' means physical or mental health; and

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

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

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

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

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

5. Early Help Family Support Plan process

1. Identify a child/young person has an additional need.
2. Discuss identified need with the child/young person and/or their parent/carer.
3. During the discussion gain consent to complete the common assessment and share information. Any child aged 12 or over and is deemed competent can consent to their own EHFC.
4. Check EHFC index to ascertain if a common assessment has already been completed by e-mailing Childwellbeing@bury.gcsx.gov.uk giving details of the child/young person's name, address and date of birth. A response will be e-mailed back to you.
5. If a EHFC already exists contact the person who undertook the assessment and inform them of your involvement.
6. If a EHFC does not exist undertake the common assessment with the child/young person and/or their parent/carer.
7. Document the information from the assessment on the EHFC form.
8. Agree next steps with the family and record these on the action plan of the EHFC form.
9. There are 3 likely results from the assessment
 - i. assessment indicates no additional support is required
 - ii. assessment indicates additional support is required from another single agency - liaise with this agency regarding provision of support
 - iii. assessment indicates a multi-agency response is required – arrange a Child in Need (CIN) meeting.
10. Should a TAC/CIN meeting be convened it cannot go ahead without the child (if age appropriate)/young person and/or their parent/carer being present.

11. The Lead Professional is appointed at the first CIN meeting. This is not necessarily the person who completed the EHFC but usually the person who is most relevant to the action plan. The EHFC Action Plan and CIN plan should be reviewed regularly.
12. Copies of completed EHFC and CIN documentation including reviews should be: kept as part of your own child/young person in-house records; given to the child/young person or parent/carer; sent to EHFC admin by e-mailing to Childwellbeing@bury.gcsx.gov.uk , faxed to 253 6011 or posted to Children's Services, Early Help Team, EAST SPOKE Children's Centre, Dorset Dr, Bury, BL9 9DN
Telephone: 0161 253 5200

EHFC forms and CIN documentation along with further information on the EHFC process and advice on completing common assessments can be obtained from www.bury.gov.uk and type 'EHFC' in the search facility. If you have any queries in respect of EHFC contact 0161 253 5200.

6. How to Make a Child Protection/Section 47 Referral

If urgent, telephone the MASH team (0161 253 5678); your referral information will be collated and forwarded to the team manager for consideration and action.

- **You still need to complete a Referral form and should forward this as soon as possible** - within 48 hours – you can fax it to 0161 253 6011 or email to childwellbeing@bury.gov.uk
- **You *do not require the consent* of a parent or child/young person to make a child protection referral**
- **A parent should, *under most circumstances, be informed* by the referrer that a child protection referral is to be made. The criteria for not informing parents are:**
 - (a) **Because this would increase the risk of significant harm to a child(ren); or**
 - (b) **Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;**
 - (c) **Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.**

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer.

To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances.

If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the referral form and in any telephone contact with Children's Social Care.

7. Children Social Care Responses to Referrals and Timescales

In response to a referral, CSC may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake an Initial Assessment (completed within seven working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy discussion/meeting)
- Undertake a Core Assessment (completed within 35 working days);
- Accommodate the child under Section 20 (with parental consent);
 - Make an application to court for an Order;
 - Take no further action.

8. Feedback from Children's Social Care

CSC have 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school / a child(ren) in a vulnerable position, you should ask to speak to a Duty Social Worker, the relevant Team Leader or the **Lead Officer For Safeguarding Schools** (0161 253 5678 or 0161 253 5572)

9. Establish a Safe Environment (Please also refer to Appendix A)

We will:

- Support the child's development in ways that will foster security, confidence and resilience in every aspect of school life including through the school curriculum.
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Develop effective working relationships with all other agencies involved in safeguarding children such as Social Services, Child and Adolescent Mental Health Services, Education Welfare, Educational Psychology, voluntary agencies.
- Contribute to the wider safeguarding agenda by working with the local community and following government guidance to help our children live in a safe environment.
- recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and we will support such staff by providing an opportunity to talk through their anxieties with the Designated Teacher and to seek further support. This could be provided by, for example, the Headteacher, by Occupational Health and / or a teacher / trade union representative as appropriate.
- Ensure that all adults within our school who have access to children have been checked as to their suitability. This includes:
 - o **Extended Services** – if these are directly under the supervision or management of school staff, the school's arrangements for recruitment, vetting and record keeping will apply. If a third party is responsible for running the services, there will be clear lines of accountability and written agreements setting out responsibility for the recruitment and vetting checks on staff and volunteers
 - o **Other community users** - we will ensure community users organising activities for children are aware of and understand the need for compliance with the school's safeguarding guidelines and procedures by sharing this policy with them. They will also be directed to the Bury safeguarding procedures website which will give them access to additional advice.
 - o **Contractors** – we will ensure that contractors do not have contact with children unless deemed absolutely necessary when all such staff will be subject to appropriate checks
 - o **Supply Staff** - we will ensure that all supply staff used have appropriate CRB checks
 - o Ensure that other policies which contribute towards safeguarding children and young people are reviewed and updated regularly and appropriate advice sought from relevant staff within the Local Authority in relation to these:
 - Attendance
 - Model Professional Relations
 - E-safety
 - Social Media
 - Whistleblowing
 - Physical Intervention/Positive Handling
 - Anti-Bullying Policy
 - Harassment

- Health and Safety
- Tackling Extremism and Radicalisation
- Deliver an annual report to Governors

10. Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy. This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government publications:

This policy has regard to legislation *including*:

- *“Framework for the Assessment of Children in Need and their Families” 2000*
- *“What To Do If You Are Worried A Child Is Being Abused” 2003 –revised 2007’*
- *Keeping Children Safe in Education (Sept 2016) ,*
- *Keeping Children Safe in Education (Sept 2018) ,*
- *Working Together to Safeguard Children (March 2015),*
- *Working Together to Safeguard Children (Feb 2018),*
- *The Prevent Duty Guidance: for England and Wales (March 2015).*
- *The Children Act 1989*
- *The Education Act 2002 s175 / s157*
- *Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)*
- *OFSTED Guidance Inspecting safeguarding in maintained schools and academies – Briefing for Section 5 Inspections September 2014*
- *OFSTED Guidance Inspecting safeguarding in maintained schools and academies – Briefing for Section 5 Inspections January 2018*

In addition we have followed the guidance of the **Bury Local Authority** and **Salford Diocese**.

Seven golden rules for information sharing

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

Also read this policy in line with the new Climate for Learning initiative being piloted and reviewed at present.

Appendix A

Safeguarding & Security of the School

Introduction

The security of the school and the safeguarding of children and adults within the school is of paramount importance to the Governing Body and the Senior Leadership. Strategies have been put in place over the years to ensure the safety of everyone within and around the school premises. Whilst every precaution has been taken to provide the most safe and secure premises, the school recognises that it has to balance this with the freedom and practical access for children in particular, especially as effectively we are on a split site with children moving from the John Banks Building to the main building and vice versa.

Physical Controls

1. Over the years the school has invested in 8ft perimeter fencing around the main area of the school including playing fields.
2. There are two main gates into the school for vehicular access. At the bottom of Baron Street there are electronic gates leading to the dining room, sports hall and playing fields. These cannot be used by children or adults on foot and are only accessible to staff, cars, service vehicles and mini buses for sports fixtures.
3. These gates are controlled by reception through CCTV and the caretakers and Site Manager.
4. There are two sets of gates for access by the children to the main site of the school. CCTV covers these gates which are also in direct vision from offices.
5. There is a normal gate to the main school car park which is covered by CCTV.
6. There are two pedestrian gates leading to the John Banks Building again covered by CCTV.
7. All CCTV cameras in the school are accessed on a monitor. There are two monitors covering all cameras, one in reception and one in the main school office.

Access into the building for pupils

1. There are a number of outside doors which pupils can access but these are electronically locked when the school is in session, but automatically opened in the event of a fire alarm.
2. Not all doors can be locked either on the main site or the John Banks Building. This is because logistically children travel from building to building. However, the most vulnerable doors, in particular those closest to the main road, are electronically locked.

Access for adults

1. All permanent staff are issued with lanyards with name and photograph identification. These are blue with the school logo clearly present on the badge. These lanyards act as key fobs and open all electronically controlled doors and the electronic gate at the lower end of the school.
2. The front door of the school will open when staff fobs are shown to the fob reader. These doors are also controlled by the staff in reception and the school office.
3. Visitors, who regularly enter the school and are DBS's but are not on the permanent staff are issued with green lanyards. These, however, do not open the electronic doors. Visitors who are unknown to the school or who are just visiting without DBS cover have to be escorted all the time with a member of staff. They are issued with red lanyards.
4. All visitors have to sign in at reception and give their details along with car registrations at time of arrival along with the name of the person they are seeing. They will sign out and hand in their lanyard when the visit is complete.

5. All staff leaving or coming onto the premises in school hours have to sign the register. Adults who receive a green or red lanyard are asked to familiarise themselves with the health and safety notes on the back of the lanyards.

Supervision of Pupils

Pupils in school are supervised at all times either in lesson or on breaks. There is one short 15 minute break at 11.20-11.35am every day. A minimum of 12 members of staff are on duty every day at strategic areas of the school, including the school canteen, where pupils can purchase toast and water.

At lunchtime there are a minimum of 18 staff supervising the school premises at any one time. Of these, six are designated to supervise the school canteen and the queuing system which works very effectively.

In the morning as the children arrive, there are four members of staff on gate duty. Two are from the Pastoral Leaders, one is the SENDCO and one is an Administrator from the school office to make a note of latecomers.

After school there are at least 3 members of staff supervising pupils around the bus turning area to ensure that they use the pedestrian pathways. Two members of the SLT/SIG group supervise the pupils onto the 4 school buses and one member of the SLT acts as a Crossing Patrol Officer and Director of Traffic to ensure the health and safety of the children in a potentially dangerous junction. All staff on duty in the morning or evening wear high visibility vests.

The school recognises that the nature of the site and how children make their way to and leave the school premises requires the upmost vigilance and care. Risk assessments have been carried out and strategies put in place to counteract the mix of vehicles, buses and children in a potentially difficult environment.