



Safeguarding and Child Protection

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SAFEGUARDING PROCEDURE

Contents Page

Page 2	Contents Page
Page 3	Policy Aims & key designated staff, safer recruitment (cont. on Pg. 4)
Page 4	Safer recruitment, Designated Governor, relevant documents & Staff Training
Page 5	Staff training (Cont.), Multi agency safeguarding transitional arrangements
Page 6	Recognition and Referral
Page 7 - 8	Recording and Reporting concerns about a child at all levels
Page 8 - 9	Identifying Children and Families who would benefit from Early Help; SEN & Disabilities
Page 10	CYPIC (Children young people In Care), Children Missing Education, and Use of Reasonable force
Page 11 - 12	Private Fostering
Pages 12 -15	Children at Risk of Sexual Exploitation, Peer on Peer, Child on Child Sexual Violence, Contextual safeguarding
Page 15 -16	Female Genital Mutilation Honour Based Violence
Page 16 – 17	Forced Marriage, Preventing Radicalisation + Prevent
Page 17 – 18	Channel, Homelessness
Page 18 - 19	Information Sharing and Record Keeping
Page 19	Data Protection Act 2018 & GDPR, Managing Allegations against Staff & Keeping Children Safe on Site
Page 20	Keeping Children Safe off Site & Role and Responsibility of Governing Body
Appendix 1 – Useful Contacts	
Appendix 2 – Interagency Referral Forms	
Appendix 3 – Golden Rules for Information Sharing	

Policy Aims:

The aim of this policy is to compile guidance regarding safeguarding practice to create a document that reflects the true nature of the school's mission: Enjoy, Aim High, Achieve.

In order to do this:

All members of staff in addition to the named Designated Safeguarding Teachers and Deputies (DSTs), Paul Lord and Anne Brignall, and the Child and Well Being Officer, Deanne Carter – foster an environment in which Children, Staff and Parents can talk freely about any concerns, confident that they will be listened to and appropriate action will be taken (open door policy). This team will meet weekly to discuss cases and also communicate with each other on a needs led basis through the week.

This policy will directly link into other policies covering the safety of the children, including the e-safety and bullying policies to ensure a holistic, child focused plan of care for the children.

All School Staff will receive a yearly update in Safeguarding Practices and undertake Local Authority training on a 3 yearly basis. The designated leads will also undertake further training every two years. Such training will ensure that any assessment undertaken is primarily child focused.

As part of their induction/arrival at the school, new staff, Temporary Staff and volunteers will be made aware of this policy and the DST will be identified. They will be asked to read part 1 of Keeping Children Safe in Education 2018 and the Staff Code of Conduct.

Staff will report any concerns or disclosures regarding safeguarding to the DST to ensure prompt action and referral as necessary. They will complete a 'Concerns' sheet and hand it to the DST who will action the concern.

As there is a Safeguarding Team, individual staff will liaise with any member of the team who may need to refer to the Multi Agency Safeguarding Hub (MASH) team, seeking advice & consultation from the Duty Social Worker to identify a plan of action.

If there is any query regarding the threshold of a case, consultation will be sought with the Duty Social Worker on the MASH Team.

Staff will implement agreed procedures to identify children and families that may require early intervention in order to prevent an escalation through the continuum of need. School will demonstrate that it is implementing multi agency working and ultimately the timely sharing of information.

Such procedures will also demonstrate that the school is working towards the priorities of the Local Authority Children and Young People's Plan (2015– 2018)

<https://www.bury.gov.uk/CHttpHandler.ashx?id=15993&p=0> in which staff act to implement early help and to develop resilience and emotional health & wellbeing. The DST and deputy will implement separate procedures if an allegation is made against a member of staff.

Safer Recruitment There are robust procedures regarding recruitment, selection and pre -employment vetting checks for all members of School Staff founded on safer recruitment good practice and guidance. To ensure the ongoing provision of a safe environment at School the DSTs will implement the guidance in part 3 regarding safer recruitment of staff of the document Keeping Children Safe in Education, 2018.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

This also includes guidance regarding volunteers, temporary staff, and students/trainee teachers and regulated activity. (The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Act 2006 as amended by the Protection of Freedoms Act 2012). Under NO circumstances would a volunteer whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

A Single Central Record of pre appointment checks is maintained within the school.

For children who are placed with an alternative provision provider the school remains responsible for the safeguarding of that child and ensures that appropriate checks have been carried out.

There is a **designated governor for safeguarding**, Helen McKee, who will work closely with the DST. This lead person will undertake training on a 2 year basis and review the policies and outcomes of safeguarding incidents in the sub- committee forum to ensure continuous review and learning.

This policy will be available both on site at school and on the website to ensure that all parents have an accessible overview of safeguarding policy at the school.

This policy is a working document to be used in conjunction with the following guidance -

(BSCB, October 2015) Referral and Recognition Handbook

(BSCB, April 2016) Thresholds for Intervention Document

(BSCB 2012) Safer Recruitment Procedures

(DFE, 2018) Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2018>

(DFE 2018) Working Together to Safeguard Children

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

(DFE 2015) What to do if you are worried a child is being abused – Advice for practitioners

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

All BSCB documents can be found at www.burysafeguardingchildrenboard.org

The Children Act 1989 and 2004

www.legislation.gov.uk/ukpga/2004/31/contents

Staff Training:

Staff will receive a yearly update in Safeguarding Practices in the Spring Term of each year. They will also receive updates when the designated teacher(s) have something to report, following government / local developments and any training.

All staff will undergo safeguarding and child protection training including online safety at induction.

Staff will also access Local Authority Safeguarding Training on a 3 year basis.

Staff will receive regular safeguarding and child protection updates via staff meetings to provide them with relevant knowledge and skills to safeguard children effectively.

Staff members will maintain an attitude of 'it could happen anywhere' and that actions should always be made in the best interests of the child.

The DSTs will access BSCB training, or training provided by other agencies, on a 2 yearly basis, specific locally responsive training will also be accessed via this service.

Lessons from serious case reviews will be disseminated via the regular training– namely:

'Failing to act on the early signs of abuse/neglect, poor record keeping, failing to listen to the children's views, failing to reassess a situation when there is no improvement, sharing information too slowly and lack of challenge to those who appear not to be taking action'

Multi – agency safeguarding transitional arrangements

The department has published Working Together Transitional Statutory Guidance to support Local Safeguarding Children Boards (LSCBs), the new safeguarding and child death review partners, and the new Child Safeguarding Practice Review Panel in the transition from LSCBs and serious case reviews (SCRs) to a new system of multi-agency arrangements and local and national safeguarding practice reviews. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Governing bodies, proprietors, management committees and their senior leadership teams, especially their designated safeguarding leads, should be aware of their local arrangements and timelines for the transition. Keeping Children Safe in Education 2018 has been drafted in line with revised Working Together to safeguard Children to reflect these new arrangements.

Details of the new local arrangements must be published by three safeguarding partners no later than 29 June 2019 and be in place no later than 29 September 2019. Until the new arrangements are in place, schools and colleges should continue to work in partnership with LSCB and follow any relevant local arrangements.

Recognition and Referral:

If staff members have concerns regarding a child they should raise these with the school's designated safeguarding teachers:

The Designated Safeguarding Teacher is Paul Lord, Head Teacher and Anne Brignall, Deputy. Deanne Carter is also part of the safeguarding team.

The DST will usually decide whether to make a referral to Social care, however it is important to note that any staff member can make a referral to social care to raise their concerns directly.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Information Sharing: [Advice for Practitioners Providing Safeguarding Services to children, Young People, parents and Carers](#)

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Bury Local Authority utilise the Continuum of Need Model. The working definition of the continuum of need and the response model is 'the point at which agencies respond when additional needs are unmet'. This model provides a continual process of assessment in which children may enter any band at any age/ stage of development and may move bands as their circumstances and needs change.

The following levels are identified within the continuum:

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 (Team around the Family, TAF) represents children with additional needs that can be met by targeted support by a multi-agency support package.

Level 4 (Child in Need, CIN) represents children with significant needs that persist and have not been met by targeted support.

Level 5 (Safeguarding/Looked after Children) 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.

The Bury Safeguarding Board document 'Thresholds for Intervention' (updated April 2016) document contains extensive guidance on the levels of vulnerability and need. This can be found on page 4 – 19. If it is felt that immediate and serious concerns exist regarding a child, staff will make a referral to the MASH team. In any situation where there is any query regarding a level/threshold or a concern for the safety of a child staff will seek consultation with:

- The MASH Team (Duty Social Worker) Tel. 0161 253 5678
- Team Oasis (have replaced the CAF team) Tel. 0161 253 6862
- The safeguarding lead officer for schools is now Pauline Baker: Tel 0161 253 6972 or Email P.Baker@bury.gov.uk
- All allegations about the people who work with children must be referred to the Local Authority Designated Officer (LADO) Mark Gay Tel. 0161 253 5582 or Email: m.gay@bury.gov.uk
Alternatively contact the Safeguarding Unit Tel. 0161 253 6168 or Email childwellbeing@bury.gov.uk

Recording and Reporting Concerns about a child at all levels

The following information is also in the Teaching and Learning Handbook.

Safeguarding at Heaton Park Primary and Nursery School

Designated Safeguarding Staff: Paul Lord (Head teacher), Anne Brignall (Deputy Head teacher), and Deanne Carter (Child and Family Wellbeing Officer).

- All staff attend Level 1 safeguarding training every 2 years. (Whilst receiving updates during school year via staff meetings).
- Designated staff attends Level 2+ training on a regular basis.

Are you worried about a child or a family member?

Has he/she told you something that concerns you? This includes possible Female Genital Mutilation, Radicalisation, Child Sexual Exploitation, forced marriage, child with disabilities, emotional / physical / sexual abuse or neglect, bullying, private fostering, drugs and alcohol, domestic violence.

Have you seen a mark or injury on the child? Please use the body map

Has the child's behaviour/ personality changed or is there a concern around attendance?

Let the child talk and listen carefully to him / her, without showing any reaction / emotion.

Don't make notes at the time, make them straight after on a concern sheet.

Don't ask too many questions or leading questions (the adult cannot appear to be leading the disclosure as it may be needed in court at a later date).

Don't promise the child that you won't tell anybody else; explain that you may need to tell somebody else in order to keep them safe (in an age-appropriate manner).

Complete a Concern Sheet and take to Anne or Paul to discuss.

Please be aware that if it is in relation to FGM or Radicalisation the member of staff will be supported to report the concern directly to the police and also the MASH team. There is a specific legal duty on teachers in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the Police.

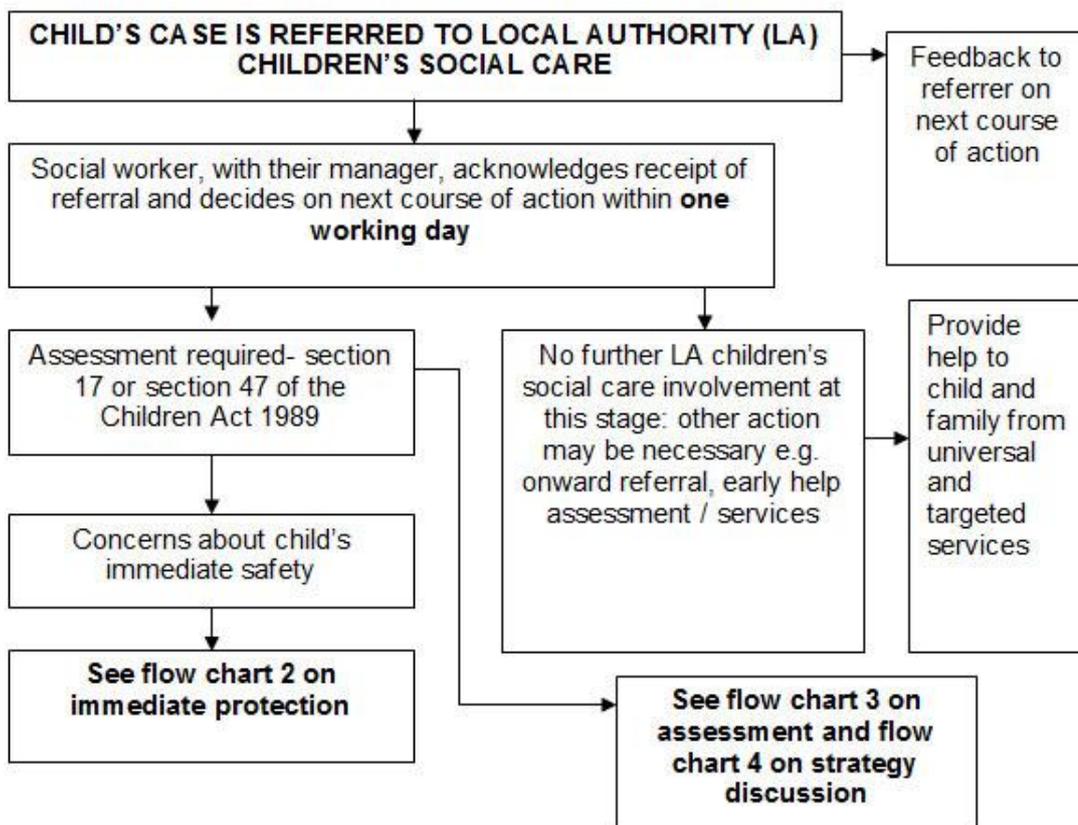
Possible Actions:

- Talk to parent and/or child
- Monitor the child over time
- Report to any agency involved with child, such as Children's Services, School Nurse, Health visitors
- Contact MASH Tel. 0161 253 5678 for advice.
- Make a referral to the MASH Team and / or police if necessary. (Referral forms are available electronically) Within one working day of a referral being made a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response which is required.
- Disclosure by a child of a serious allegation will result in a social work visit that day
- Discuss with parent/ carer the benefits of undertaking an Early Help Support Plan. If parents / carers agree the plan can be commenced and once completed TAF (Team around the Family) meetings implemented. (NB if at any time the TAF is failing, refer back to MASH or ask advice from Team Oasis - Early Help Team).

- If the MASH Team proceed with the referral a Child & Family Assessment will be undertaken; outcomes of which can see the case being allocated a safeguarding level or the referrer will be given advice e.g. monitor; offer Early Help Support Plan or No Further Action (NFA).
- The safeguarding levels are Child in Need (social work led); Child Protection (social work led) and ultimately CYPIC (LAC) (social work led)

Action taken when a child is referred to local authority children’s social care services Flow chart

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/7914/Working Together to Safeguard Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/7914/Working_Together_to_Safeguard_Children-2018.pdf)



Identifying Children and Families who would benefit from Early Help:

Where a child and family may benefit from early help and intervention from a single agency or more than one agency, an Early Help Support Plan should be offered. An Early Help Support Plan will enable the parents/families to have ownership of any support they require. The plan will clearly outline how they will receive support, by whom and by when in order that the plan may progress. These plans should prevent needs from escalating.

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

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education Health Care Plan)
- Is a young carer

- Is showing signs of being withdrawn into anti- social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing from home or care.
- Is at risk of modern slavery, trafficking or exploitation.
- Is at risk of being radicalised or exploited.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves.

If early help is appropriate, the DSL or deputy will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

An **Early Help Support Plan** can be utilised from Level 2 on the Continuum of Need to work in partnership with parents and families. As per the continuum of need, a child may move around the continuum and if needs cannot be met through single agency involvement; it may be necessary to progress to Team around the Family where partnership working between agencies can plan and deliver a package of support.

At all times when a child is open to this process, advice and support can be sought from Team OASIS.

Copies of blank Early Help Support Plans and **Team around the Family** paperwork can be found on the BSCB website / Bury Council, Children's Services as well as in school (see Deanne Carter).

Team Oasis works with families to prevent escalation to statutory intervention for children and families. Allocations to this team are via a referral to the MASH Team. However Team Oasis will offer support and assistance if there is TAF already in place led by another professional e.g. school / health.

Despite intervention at Early Help level some children will have needs that persist or get worse. The case will then need to be escalated with a referral through to the MASH team, where the following outcomes may apply:

- de-escalated back to TAF
- Child in need level – social work led
- Initial Child Protection Conference – chaired by an Independent Reviewing Officer (IRO)
- Child Protection – social work led
- LAC /CYPIC – social work led

Special Educational Needs (SEN) and disabilities

Staff are expected to be mindful that any child with Special Educational Needs (SEN) and disabilities may have additional barriers, when recognising abuse and neglect, including communication barriers, being disproportionately impacted by bullying, assumptions that indicators of abuse relate to the disability. In addition staff must be mindful that children with SEN and disabilities can face additional safeguarding challenges including

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

Extra support is provided for children with SEN and disabilities on an individual needs basis.

LAC / CYPIC

The DSTs will have a working knowledge of the local authority document 'Education of Looked after Children.' (Amended June 2016) Available at:

www.proceduresonline.com/bury/cs/chapter/p_edu_lac.html

The designated teachers for CYPIC (Head and Deputy) will have a working knowledge of the guidance within the Children Act, 1989 & 2004 and actively contribute to the statutory reviews for children who are looked after within the school.

The designated teachers and DSL will have a working knowledge that a previously looked after child potentially remains vulnerable and will have the skills, knowledge and understanding to keep previously looked after children safe.

Child Missing in Education

Bury Councils "Children Missing Education Policy & Procedure outlines the statutory responsibility of schools and the local authority to ensure that children who go missing from the education system are speedily located. It also provides an outline of Bury Council's policy and procedures for identifying, registering, tracking and locating children missing from education. The guidance should be used in conjunction with DFE Children missing education statutory guidance for local authorities.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being the victims of abuse or trafficking, or becoming NEET (not in education, employment or training) later in life.

These children are often amongst the most vulnerable in our town. It is vital that colleagues in all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. Where reasonably possible schools should hold more than one emergency contact number for their pupil/ students

If there is a **child missing** from education Sarah Reviles, School Attendance Officer will lead on this.

The use of reasonable force in schools

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. There are a number of staff specifically trained within the school to support with such situations if they arise.

Private Fostering (See flow chart below)

Under the Children Act 1989, there is a legal requirement for local authorities to be notified of any private fostering arrangements. Children's Social Care, within the local authority, has a duty to undertake assessments and checks, and also provide support and advice to the child and to the private foster carer.

Definition

A privately fostered child is defined by the Children Act 1989 as a child under the age of 16 (or 18 if child has a disability) who is cared for and provided with accommodation by an adult who is not:

- A parent of his/hers;
- A relative of his/hers as defined by the Children Act 1989, i.e. a grandparent, aunt, uncle, brother, sister (whether of the full or half blood or by marriage or civil partnership) step parent.

Private foster carers may be from the extended family if they fall outside of this definition, such as cousin or great aunt/uncle. The definition will only apply if the arrangement is intended to last for at least 28 days, or has already exceeded this length of time.

Private Fostering legislation

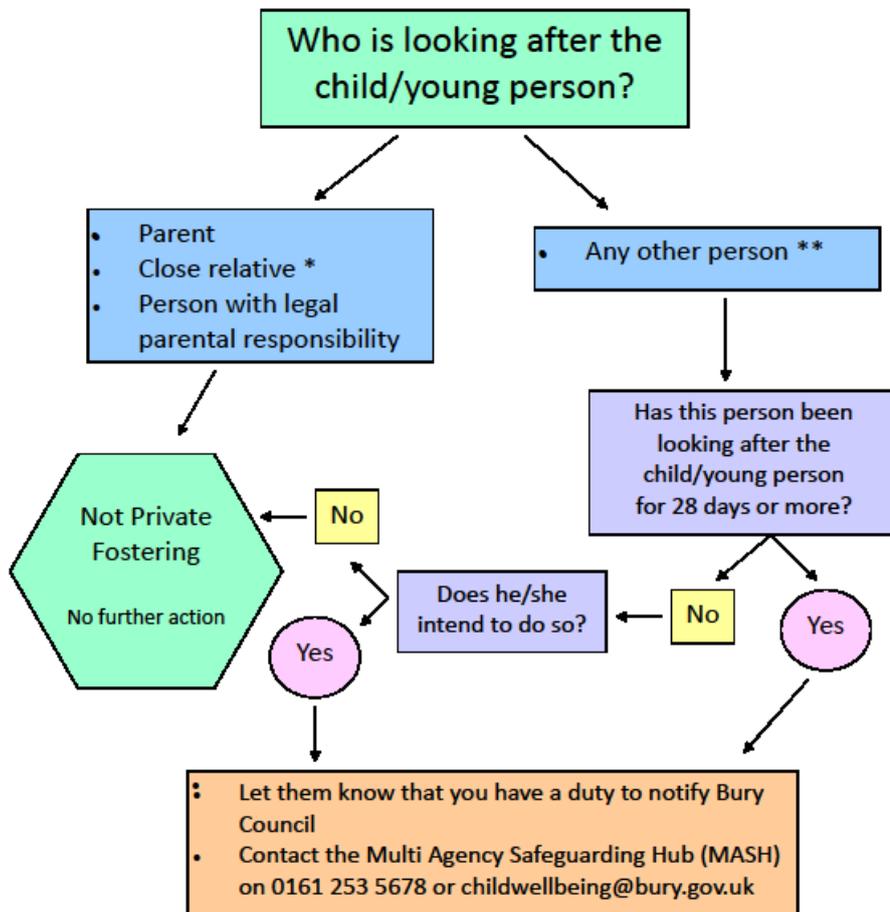
The duties of local authorities in relation to privately fostered children are laid out in Part IX of the Children Act 1989. The Act places a duty on parents and private foster carers to notify the local authorities of a private fostering arrangement. It also states that the local authority has a responsibility to satisfy itself that the child is being safeguarded and their welfare promoted, and that their carers are given appropriate advice and support. Whilst the measures in section 44 of the Children Act 2004 and the National Minimum Standards for Private Fostering 2005 are intended to better focus local authorities' attention on private fostering, in part by requiring them to take a more proactive approach to identifying arrangements in their area. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274482/national_minimum_standards_for_private_fostering.pdf

Examples of private fostering arrangements

- A child from overseas who is sent to live with a family in this country for health care or education.
- A teenager living with a friend's family because of a breakdown in relationship with their own family.
- Teenagers living with the family of a boyfriend or girlfriend.
- A child staying with friends because their parent is in hospital and there is no one else to look after them.
- Children living with a family as a result of parental separation or divorce.

There is a legal obligation to inform a local authority of a private fostering arrangement. A referral to MASH Team must be undertaken if it is suspected or confirmed that a child is living in a private fostering arrangement; Telephone 0161 253 5678 to discuss; alternatively complete an Inter-Agency Referral Form.

PRIVATE FOSTERING FLOWCHART



* Close relatives include: Parents, Grandparents, Siblings, Aunts/ Uncles.

** Any other person may be previous partners of Mum or Dad, Great Aunts/Uncles, Great Grandparents, Cousins, Friends of the family, host family, neighbour or any other.

For further information, please contact the Multi Agency Safeguarding Hub (MASH) on 0161 253 5678 or childwellbeing@bury.gov.uk



Children at Risk of Sexual Exploitation

Definition of sexual exploitation (BSCB 2015)

<http://www.safeguardingburychildren.org/CHttpHandler.ashx?id=17104&p=0>

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

of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. Some children or young people do not recognise the coercive nature of the relationship and do not see themselves as victims of exploitation, as they consider they have acted voluntarily. The reality is their behaviour is not voluntary or consenting. It is important for professionals to remember that a child cannot consent to his or her own abuse' (*National Working Group for Sexually Exploited Children and Young People, 2008*).

Types of child sexual exploitation (CSE)

Vulnerable young people in the care system or who are missing from home are potential targets for individuals and groups engaging in child sexual exploitation. There is evidence that networks of abusers operate to entice vulnerable young people away from parents and carers to exploit them for sex. Individual perpetrators are known to target young people in the guise of a loving relationship, only to discard the victim once they have been used for sexual gratification.

Production of abusive images including use of the internet

This relates to the production of images or materials as part of the sexual exploitation of children. It is important to remember that these are images of children being abused, often physically and sexually. Exposure to pornography whether on the internet or other electronic media can be part of grooming children for sexual abuse and is, in itself, abusive.

Chatrooms

The anonymity of the internet allows adults, often pretending to be children or young people, to have conversations, establish 'relationships', request images and sometimes arrange to meet children. This also includes peer on peer sexual exploitation where young people will use peer influence to engage others in sexual exploitation.

Peer on Peer Abuse including Sexting

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and 'sexting' or 'initiation/hazing' behaviours. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'.

The DFE states '*peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.*'

Concerns should be referred to the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHS' now known as Healthy Young Minds, 'Brook' and 'Barnardo's'. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including.

Child on Child Sexual Violence and Sexual Harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made; often quickly and under pressure. Any decisions made by the DSL (Designated Safeguarding Leads or a deputy) will be made on a case by case basis using professional judgement supported by other agencies such as children's social care and the Police as required.

Contextual Safeguarding

Safeguarding incidents or behaviours can be associated with factors outside of school and can occur between children outside of school. All staff but especially the DSL should be considering the context within such incidents and or behaviours occur. This is known as Contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and or welfare.

Trafficking

'Trafficking' is the transporting of people from one country to another, usually for economic gain. There is evidence that this is happening on a large scale as part of organised crime. The trafficking of women and children is often associated with sexual exploitation. The trade exploits poverty and vulnerability with 'traders' often promising legitimate work in the UK and other European countries. Women and children are also being moved around the country for the purposes of sexual exploitation. Children from asylum seeking backgrounds may be particularly vulnerable. (*Palermo Protocol*).

'Trafficking' also includes a child/young person being moved from one place to another and this can be within the same area.

Organised sexual exploitation – young people are passed through networks, possibly over geographical distances, where they are forced into sexual activity with multiple men. This often occurs at 'sex parties' and the young people may be used to recruit others into the network. Some of this activity is described as serious organised crime and can involve the organised 'buying and selling' of young people by perpetrators.

The DSTs will be aware of the BSCB document – Safeguarding **Children at Risk of Sexual Exploitation** and school will follow the advice and processes:

*"Responding to Concerns -Any professional who has concerns should discuss these immediately with a manager or designated safeguarding lead, depending on the setting. Advice can be sought from the **Project Phoenix CSE Team** without necessarily identifying the child in question, to try and determine the level of risk and agree what other action may be needed to safeguard and promote the child's welfare.*

Immediate concerns for a child's welfare or safety should be referred to the police, particularly if the child is alleging a crime has taken place. Knowledge of these concerns may have come from the child's parents and they should be encouraged in the first instance to make a referral. In cases where there is insufficient evidence of a child suffering harm but concerns about behaviour remain it may be useful to, in agreement with the child or child's parents, to undertake an assessment using the Early Help Support Plan and hold a team around the family (TAF) meeting. Research suggests that the use of a trusted adult in a non-statutory setting (e.g. school mentor, Connexions worker) as an informal supporter is invaluable in these situations in trying to gain the child's trust, increase understanding about the child's behaviour and the risks they may be taking. This role can continue to be useful even if other action to safeguard the child/young person has to be taken."

HELP IS AVAILABLE IN BURY

If you have any concerns that a young person you know may be a victim of child sexual exploitation contact your local specialist team:

CALL

0161 856 8002

or EMAIL

buryphoenix.cse@gmp.police.uk

You can also report it to Greater Manchester Police by calling 101.

If someone is in immediate danger, dial 999.

<http://www.safeguardingburychildren.org/CHttpHandler.ashx?id=16961&p=0>

Female Genital Mutilation

On 31 October 2015, a new mandatory reporting duty for FGM was introduced. The duty requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18s to the police. Further details can be found in the [Gov.uk - Home Office Guidance on Mandatory reporting of FGM](#). Please also refer to the [Greater Manchester Safeguarding Procedures - FGM](#)

Definition

Female Genital Mutilation (FGM) sometimes referred to as female circumcision, refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

- Female Genital Mutilation (FGM) sometimes referred to as female circumcision, refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. The procedure has no health benefits for girls and women
- Procedures can cause severe bleeding and problems urinating and later cysts, infections, infertility as well as complications in childbirth and increased risk of new born deaths
- More than 125 million girls and women alive today have been cut in the 29 countries in Africa and the Middle East where FGM is concentrated
- Mostly carried out on young girls sometime between infancy and age 15
- Is a violation of the human rights of girls and women

'Honour based' violence

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 doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Preventing Radicalisation

School will follow the advice and processes set out in *Keeping Children safe in Education 2018*.

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued

under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the Prevent duty. <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Government has launched educate against hate, <http://educateagainsthate.com/> a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. An e-learning channel awareness programme for staff is available at: http://course.ncalt.com/Channel_General_Awareness/01/index.html

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies are aware of contact details and referral routes into the Local Authority so they can raise/progress concerns at the earliest opportunity.

Information Sharing and Record Keeping:

Working Together to Safeguard Children July 2018 places great emphasis on information sharing.

The guidance states, "Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Early sharing of information is the key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. Serious Case Reviews (SCRs) have shown how poor information sharing has contributed to the deaths or serious injuries of children."

The guidance goes on to state, "Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. To ensure effective safeguarding arrangements:

- All organisations should have arrangements in place which set out clearly the processes and the principles for sharing information between each other, with other professionals and with the LSCB.
- No professional should assume that someone else will pass on information which they think maybe critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with local authority children's social care.

At all times when working with children, the wishes of the child should be obtained, however information may have to be shared without consent in situations of significant harm.

Good record keeping is essential in recording safeguarding concerns. The use of chronologies can highlight patterns of concern/harm in particular in cases of neglect or emotional abuse.

When children transfer schools, a concise chronology is given to the receiving school and a record of that information sharing is made, including the signature of the recognised appropriate staff.

In addition to the transfer of information the DSL will consider if it is appropriate to share information with the new school in advance of the child leaving.

The Safeguarding Team will review all current cases on a regular basis, or as needs arise. Part of this process will be to ensure any actions have been taken and next steps are identified.

Safeguarding files should always be stored separately to the general school files and stored confidentially and securely in a lockable cabinet (only certain staff should have access).

All school staff are bound by a confidentiality agreement. If safeguarding files are accessed inappropriately this could lead to a disciplinary matter.

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

Managing Allegations against Staff

If an allegation is made regarding a member of staff at the school, the DST will implement the guidance as in Part 4 of the Keeping Children Safe in Education 2016, when managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. Staff are also aware of the school's whistleblowing policy. Any allegations should be referred to the LADO (details below).

Keeping Children Safe on Site

All areas of school are secured with locked gates. These gates are unlocked to allow children and parents to enter the grounds at the start and end of the day. The gate to the EYFS and to KS1 is supervised by a member of staff. The entry to the KS2 playground is supervised by the Head or Deputy who are on duty before school.

The children are reminded frequently to not allow adults into school during this time, by opening doors to them.

There is always more than one adult on duty at any playtime.

Staff and children talk about bullying on a regular basis. It is not tolerated in school and when a child hurts another either physically or emotionally it is taken seriously. There is a zero tolerance policy for any derogatory language of any kind – anything that attacks a person for who they are, including: SEND children, children with medical / physical needs, homophobic, racist, and children from same sex families. There is a comprehensive anti-bullying policy.

These arrangements strive to manage any potential contact with an adult who may not have been DBS screened.

In addition to the above children are taught how to keep themselves safe in a number of ways, including:

- an effective behaviour management system including "Good to be Green" and alternative contracts for those children whose behaviour needs to be managed in a more personal way
- A comprehensive PHSCE programme (Personal Development Programme, which includes sex education)
- Science curriculum
- Road Safety
- Bike ability
- Heart Start and First Aid

Keeping Children Safe Off-Site

A risk assessment is completed prior to any off-site activity. The Evolve programme is used for any event/activity that is considered to be of a more adventurous nature such as residential activities, visiting caves and adventure days such as at the Burrs. It is important that the adults planning the event have effective discussions with one of the Educational Visits Co-ordinators: Paul Lord (Head) and Anne Brignall (Deputy).

Any breach in these procedures will be reported to the Head Teacher and reported to the Governing Body. The designated safeguarding governor for safeguarding is **Helen McKee**.

Role and Responsibility of the Governing Body

Governing bodies must ensure they comply with their duties under legislation, ensuring that policies, procedures and training are effective and comply with the law at all times:

- All appropriate policies in place, including child protection and a staff behaviour policy and are given to all staff on induction and are in agreement with government guidance and LCSB
- Appropriate safeguarding responses to children who go missing from education
- There is a designated safeguarding lead
- Inter-agency working is in line with statutory guidance
- Recognise the importance of information sharing between professionals
- All staff undergo safeguarding and child protection training
- Ensure children are safeguarded from potentially harmful online material (filters and monitoring systems)
- There are opportunities to teach safeguarding
- There is a written recruitment and selection policy and appropriate procedures in place
- Procedures in place to handle allegations against head teachers and other staff
- Awareness of peer on peer abuse including sexting
- The child's wishes and feelings are taken into account
- Ensure staff have the skills, knowledge and understanding to keep looked after children safe
- The child protection policy reflects the additional barriers that may exist for children with SEND

Appendix 1: Useful Contacts

Referrals:

Multi-Agency Safeguarding Hub (MASH)

Bury Police Station
Dunsters Road
Bury
BL9 0RD
Tel: 0161 253 5678
Email: Childwellbeing@bury.gcsx.gov.uk
Emergency Duty Team (Outside Office Working Hours)
Tel: 0161 253 6606

For referral/consultation about allegations against people working with children and young people:

Mark Gay
LADO
Safeguarding Unit
18/20 St Mary's Place
Bury BL9 0DZ
Tel: 0161 253 5342/0161 253 6168
E-mail: M.Gay@bury.gov.uk

CAF Consultants

The CAF Team & Early Help Team
Redvales Children's Centre
25 Dorset Drive
Redvales
Bury
BL9 9DN
Tel – 0161 253 5200
Email: Childwellbeing@bury.gcsx.gov.uk

Appendix 2 –Inter Agency Referral Form, Early Help Support Plan, TAF Forms

The **Inter Agency Referral Form** forms can be found on the Bury Safeguarding Children Website at:

<http://www.safeguardingburychildren.org> under the heading 'Procedures and useful documents'

The **Early Help Support Plan** can be found on the Bury Safeguarding Children Website at:

<http://www.safeguardingburychildren.org> under the heading 'Procedures and useful documents'

The **Team Bury TAF Review Record** can be found on the Bury Council website, Children's Services.

Appendix 3 – Golden Rules of 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 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 not to share, then record what you have shared, with whom and for what purpose