



CHILD PROTECTION & SAFEGUARDING POLICY

January 2018

Safeguarding Team

Designated Safeguarding Lead	Heather Woodall	Community Support Manager
Deputy	Rob Walker	Deputy Head Teacher
Designated LAC Teacher	Hazel Mackay	Head Teacher
Named Governor	Rachel Cowan	Safeguarding Governor

This policy should be provided to all staff - including temporary staff and volunteers - on induction.

All staff read 'Keeping children safe in education' Sept 2016 including Part 1 revised 5th Sept 2016

At Fir Bank Primary School, we recognise that everyone who comes into contact with children and their families has an important role to play in safeguarding children. Our staff aim to work effectively with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

We put into place clear policies, systems and strategies to ensure the safeguarding and welfare of pupils especially those relating to child protection, behaviour, bullying, safer recruitment of staff, health and safety, harassment and discrimination. All those who work within the school including the governing body, and those who do not do direct work with children put the safeguarding of pupils as their highest priority to ensure that all children are free to learn without worry or fear or harm.

The school follows the procedure as laid down by the Local Safeguarding Board relevant to Fir Bank Primary school, respects issues of confidentiality and gives priority to working together with other agencies to protect children in our care. This policy applies to all members of Fir Bank Community: full time and part time staff, governors, students and volunteers.

It is written in accordance with Government guidance including Safeguarding children in Education-September 16, Working together to safeguard children -March 2015, What to do if you're worried a child is being abused, Advice for practitioner's March 2015 and locally through the Oldham Local Safeguarding Children Board Child Protection Procedures (OLSCB).

Here at Fir Bank Primary School we recognise that safeguarding is not just about protecting children from deliberate harm or neglect. We recognise that it also relates to broader aspects of care

- Children's health and safety and well being
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Meeting the intimate care needs of some of the most vulnerable pupils
- Children's emotional well being
- On line safety
- Providing first aid
- School security
- Ensuring that educational visits are safe

All staff at Fir Bank Primary School has a responsibility to provide a safe environment in which children can learn. They also have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and to take appropriate action, working with other services as needed in a proactive and supportive way.

Fir Bank Primary School has a designated safeguarding lead who provides support to staff members to carry out their safeguarding duties.

Fir Bank Primary School

- Provide termly information to the governing body including data relating incidents reported to external agencies, accidents, behaviour and attendance so that this can be effectively monitored
- Report any issues and / or concerns that require immediate attention to the Chief Executive as soon as is practicably possible
- Have in place all relevant designated staff and governors to meet their responsibilities for safeguarding including child protection and ensure they are adequately trained
- Regularly revisit safeguarding procedures with all staff and provide necessary training as and when required.
- Ensure that all children are aware of who they can talk to if they are worried or have concerns about their safety.
- Take reasonable action to make the school site is safe and secure including by checking and monitoring visitors and anyone else using the school grounds. See Lettings Policy
- liaise with all relevant professionals including the local authority, social care, police, appropriately including when a child's safety is at risk.
- Keep clear and accurate records of any safeguarding concerns and share them with the relevant agencies.
- Through assemblies, PHSE and circle time teach children how to keep themselves safe and show them how to deal sensibly with risk including when using modern technology. See assembly timetable and PSHE Policy
- Monitor, evaluate and all relevant policies at least annually to ensure they are up to date and meet the statutory requirements for Safeguarding.
- Use and apply the policy for safer recruitment for Fir Bank Primary School for all adults working with pupils in school.

NB: - All policies can be found in paper form in the front office and on the school conference through the First Class System. Statutory and other policies can be found on the school website.

The Role and Responsibility of every Member of Staff within Fir Bank Primary School

- Know who the designated safeguarding team are within the school, where they currently work
- Know and follow the safeguarding procedures
- Attend meetings as requested by the 'Designated safeguarding lead/team'
- Monitor any vulnerable child who is in their care, and implement any child protection plan for a child who is on the risk register or who is defined as a child in need.
- Ensure that they do not treat any child they know to have been abused any differently from other pupils
- Have an awareness of the possible indicators of abuse and keep up to date with current issues
- Keep any sensitive information which has been shared with them confidential
- Uphold the staff code of conduct see annexe 1

Supervision

Staff welfare is important supervision is weekly between Heather Woodall and Hazel Mackay
If unable to support internally the Royton collaborative offer support for Designated Lead's/Head Teachers.

Staff will initially speak with the Safeguarding Team for emotional support if required.

Staff Training

All staff members should be aware of systems which support safeguarding and these should be explained to them as part of staff induction.

This includes:

- the safeguarding and/or child protection policy
- the staff code of conduct
- the role of the designated safeguarding lead in the school.
- the policy regarding restraint
the behavior policy

All staff members should also receive appropriate child protection training which is regularly updated. At Fir Bank Primary we have included staff meetings on CSE, FGM and Prevent with links given for further training and issues to be aware of.

All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. *No concern is too small*

When concerned about the welfare of a child, staff members should always act in the child's interests.

Training Dates/Table

Name	Title	Training
Hazel Mackay	Head Teacher Designated Teacher LAC	Designated Prevent Chanel CSE FGM Child Protection 1
Rob Walker	Deputy Head	Designated Prevent Chanel Child Protection 1
Heather Woodall	CSM Safeguarding Lead DSL	Designated Prevent Prevent WRAP Chanel CSE FGM Child Protection 1

		Child Protection 3 Working Together Domestic Violence Neglect Toolkit
Whole Staff		Child Protection 1 Chanel Prevent Part 1 update
Governors		Child Protection 1 Chanel Prevent Part 1 update

Knowing what to look for is vital to the early identification of abuse and neglect.

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 staffs' 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;
- Children who shy away from being touched or flinch at sudden movement.

Early Help Team to be offered to vulnerable families to avoid the family reaching crisis point. The service provides support at the early stages of difficulty to avoid the family becoming at serious risk of harm.

Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens.

Babies and disabled children also have a higher risk of suffering physical abuse. physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can also occur outside of the family environment.

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; or bite marks.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

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;
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.
- Seeing or hearing the ill treatment of another

Sexual Abuse

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing.

It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

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

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

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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.

Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse.

It is important that staff remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

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;
- Parents who fail to seek medical treatment when their children are ill or are injured.

Radicalisation/Prevent

- A conviction that their religion, culture or beliefs are under threat and treated unjustly
- A tendency to look for conspiracy theories and distrust of mainstream media
- The need for identity and belonging
- Being secretive about who they've been talking to online and what sites they visit
- Switching screens when you come near the phone, tablet or computer
- Becoming emotionally volatile.
- Being overly secretive about their online viewing – this being one of the core ways in which ISIS is known to communicate.
- Displaying feelings of isolation or expressions of an 'us and them' mentality – a sign of the sense of social isolation.
- Becoming more argumentative or domineering in their viewpoints, being quick to condemn those who disagree and ignoring views that contradict their own.
- Questioning theirs or others faith or identity.
- Downloading or promotion extremist content.
- Social isolation – losing interest in activities they used to enjoy, distancing themselves from friends and social groups.
- Altered appearance – change in style of dress and/or personal appearance.
- Abnormal routines, travel patterns or aspirations.

Online Abuse/Grooming

Many of the signs that a child is being abused are the same no matter how the abuse happens.

A child may be experiencing abuse online if they:

Spend lots, much more or much less time online, texting, gaming or using social media

Are withdrawn, upset or outraged after using the internet or texting

Are secretive about who they're talking to and what they're doing online or on their mobile phone
Have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Online Safety

At school, our children are safeguarded from potentially harmful and inappropriate online material. To ensure this, appropriate filters have been put in place on all our computers, laptops, i-books and i-pads. These filters are managed and updated by our IT Team and all our staff are vigilant at all times reporting concerns as and when needed. Staff and children receive regular training and updates through bulletins and our school website (see Fir Bank Online Safety Policy).

Abuse by Children and Young People & Peer on Peer

Members of staff should be aware that children and young people are vulnerable to physical,

sexual and emotional bullying by their peers. Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately. Staff should be alert to the possibility that a child or young person who has harmed another may also be a victim and therefore have unmet needs themselves. However, the interests of the victim must always be the paramount consideration and staff should be alert to the fact that there is likely to be a risk to children other than the current victim.

Other issues staff to be aware of: -

Honor Based Violence

Forced Marriage

Breast Ironing

Grooming for criminal activity/CSE particularly on media. E-

Safety

Drugs awareness

Children and Families New to English or the UK

We recognise that Oldham has experienced a significant increase in children and young people for whom English is not the first language and therefore there is an increased risk of needs going unmet because of language barriers. Where English is not the first language and/or a child is considered to be vulnerable, efforts should always be made by staff to actively engage with them by talking directly to them about their wishes and feelings, if necessary through the regular use of an interpreter.

Children with SEN or Disabilities

It has been evidenced that children with SEND can be at greater risk of abuse. Therefore, it is important that staff at Fir Bank are aware of this and make the same considerations and vigilance regarding observations and presentation of the child with SEND. Greater vigilance may be required particularly if there are communication difficulties.

*Safeguards for disabled children are essential the same as non-disabled children
Particular attention should be paid to promote high standards of practice and high levels of awareness of the risks of harm and strengthening the capacity of children and families.*

Working Together to Safeguard Children 2006 Para 11.29

Sharing Concerns

If a child makes a disclosure

- React calmly.
- Reassure the child that they were right to tell and that they are not to blame
- Take what the child says seriously
- Keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Don't ask about explicit details.
- Reassure but do not promise confidentiality, which might not be feasible in the light of subsequent developments.
- Inform the child/young person what you will do next.
- Make a full and written record of what has been said/heard as soon as possible
- Do not delay in passing on the information to the designated person/deputy or adviser if possible

The written report will include the following:

- The child's name, age and date of birth.
- Whether or not the person making the report is expressing their own concerns or those of someone else.
- The nature of the allegation, including dates, times and special factors and other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries.
- Also any indirect signs, such as any behavioural changes.
- Details of witnesses to the incidents.
- The child's account, if it can be given, of what has happened

Any disclosure or concerns, including concerns raised by other children or a third party should be reported via the school's Triage system. The safeguarding team will usually decide whether to make a referral to children's social care;

Our aim is to create an open culture where staff and parents feel confident to raise concerns or to challenge senior leaders if they feel their concerns have not been robustly followed up.

In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members or parents can speak directly to children's social care.

Social Care **MASH** Team / Local Authority contact numbers

- Children's Assessment Team **MASH** (Children under 16) 0161 770 3790/3791
Children 16 and over 0161 770 6599
- Children with disabilities 0161 627 1749
- All other contact outside of works hours 0161 770 6936
- Multi agency Safeguarding hub (MASH) – 770 3790
- Prevent Officer (Dave Bull) – 770 4196 Police contact numbers
- Child Protection 0161 856 8962
- Partnership Team for Child Exploitation 0161 856 8962
- Domestic Violence Unit 0161 856 8961
- Uniformed police (24 hours) 0161 872 5050.

Useful advice about making a referral can be found via the following link to Oldham's children's safeguarding board

Concern's about Children's Behaviours towards others.

Where there is concern about a child's behaviour towards other children Fir Bank will follow the procedures established by the local children's safe guarding board. In Oldham this is the Pathway for children who display sexually harmful behaviour.

Allegations of Abuse made against Teachers and other Staff.

If staff members or parents have concerns about another staff member then this should be referred to the principal. Staff should not take their own action to investigate concerns reported to them as this could hinder any subsequent investigation.

If the Head Teacher, is the subject of an allegation, this should be referred to the chair of governors, who will immediately discuss the allegation with the local authority designated officer(LADO).

The Oldham LADO is Colette Morris. Her contact details are: colette.morris@oldham.gov.uk
T: 0161 770 8870

Fir Bank follows the guidance detailed in the Document 'Keeping children safe in Education' Sept 16

This guidance should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) at Fir Bank has behaved in a way that has harmed a child, or may have harmed a child or behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children. This part of the guidance relates to members of staff who are currently working at Fir bank regardless of whether the school is where the alleged abuse took place.

Allegations against a teacher who is no longer teaching will be referred to the police.

Historical allegations of abuse will also be referred to the police.

The procedures for dealing with allegations will be applied with common sense and judgement. For full details of the school's procedures see annexe 2.

Children Missing from Education

Fir Bank will inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register

Fir Bank will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Female Genital Mutilation Female Genital Mutilation (FGM)

This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

From October 2015 a statutory duty has been placed on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. – updated 2017

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.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

Preventing Radicalisation

We, Fir Bank recognise that protecting children from the risk of radicalisation is part of our wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. We recognise the need to prevent people from being drawn into terrorism and take our ‘Prevent’ duty seriously. This includes ensuring that a member of staff has accessed ‘Prevent’ training at a high level.

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. As with managing 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 professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Reasonable checks, for example for links with extremism, should be carried out on all visitors who are intending to work with children, and/or staff or to address assemblies

Opportunities to teach safeguarding within the curriculum

All pupils at Fir Bank are taught about how to keep themselves safe as part of the curriculum. This includes personal, social health and economic education (PSHE), circle time and age appropriate sex and relationship education (SRE). Subjects covered include e -safety and from time to time programmes are delivered by external groups such as the NSPCC.

Children’s Mobile Phone

Children can in upper KS2 bring a mobile phone to school. They hand their phone in at the beginning of the day and collected at 3.15pm. The phones are kept in the school safe throughout the day. Children are aware that use on the school premises is not permitted. (See behavior policy for non-compliance).

Collection of Children

The school can refuse collection of a child **only** if the person is not on the birth certificate and does not have parental responsibility, if a court order is in place or instructed by police or social care.

If a child is not collected by 5.30pm and we are unable to contact anyone on the contact list, we will contact social care and the police to ensure the child's safety.

If the school feels the person collecting the child, who has parental responsibility, is either under the influence of alcohol or drugs and unsafe we will endeavor to prevent collection. If the school is unable to dissuade the person social care or the police will be contacted immediately.

If children are regularly collected late an Early Help referral will be offered to support the family.

Looked after Children

Fir Bank's designated teacher has the responsibility to promote the educational achievement of children who are looked after.

The Designated person should have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Safer Recruitment

When recruiting staff at Fir Bank the recruitment policy will be followed.

- Statutory checks will be made on the background who work within the school
- At least one person on each panel will have safer recruitment training

Please make further reference to the Recruitment and Selection Policy and the following link: - <http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf> - updated 2017

Keeping Children Safe in Education Sept 2016 Part 1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

All staff have read the above document at Fir Bank. The document brings to our attention other areas of safeguarding concerns to be aware of including: -

Trafficking Sexting

Relationship abuse

Private Fostering Hate

Mental Health Domestic

Violence

Drugs/Alcohol abuse/misuse

Fabricated or Induced Illness

Faith Abuse

Gangs

Violence against Women and Girls VAWG

The Role of the Local Governing Body

That they fully support the role and responsibilities of the Designated Teacher and ensure that: -

- staff are aware of procedures
- statutory responsibilities are met in relation to checking the backgrounds staff who work with children and learners
- ensuring that volunteers are appropriately supervised
- Inter-agency procedures are known and followed in line with statutory guidance Working Together to Safeguard Children 2015 updated 2017
- time, training and resources are available for the designated teacher to carry out their role and responsibilities
- staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Regular reports to Governors will be provided which details training and supports governors to meet their obligations including reviewing policy and procedures

Fir Bank Responsibilities

The whole school has responsibility for child protection and safeguarding. We should;

- Establish a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Ensure that the safeguarding policy is updated annually.
- Ensure there are procedures in place to handle allegations against other children
- Make sure that, at least one person on any appointment panel has undertaken safer recruitment training
- Ensure a member of the governing Body is nominated to liaise with the designated officer from the local authority and partner agencies in the event of allegations of abuse made against a principal
- Implement clear whistleblowing procedures, which are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed
- Employ safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record
- provide appropriate supervision and support for staff, including undertaking

safeguarding training:

- make certain that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- create an environment where staff feel able to raise concerns and feel supported in their safeguarding role
- make certain that all staff receive a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare;
- implement clear policies in line with those from the LSCB for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

(An allegation may relate to a person who works with children who has: • behaved in a way that has harmed a child, or may have harmed a child; • possibly committed a criminal offence against or related to a child; or • behaved towards a child or children in a way that indicates they may pose a risk of harm to children)

Regular reports to governors will be provided which details training. Support for governors to meet their obligations including reviewing policy and procedures.

Annex 1

Staff code of conduct

General principles of staff conduct

- Staff should provide a good example and a positive role model to pupils
- Staff should behave in a mature, respectful, safe, fair and considered manner.
- Staff must not discriminate favourably or unfavourably towards any pupil.
- Staff should not give or receive (other than token) gifts
- Staff must ensure that relationships with pupils and their families always remain on a professional footing
- Staff must not behave in a way that could lead a reasonable observer to question conduct, intentions or suitability to care for other people's children.
- Staff must not make arrangements to contact, communicate or meet with pupils outside work including by mobile phone or other forms of modern technology. is in
- Personal social media account such as face book should not be used to communicate with parents or pupils. Staff should act prudently with regard to privacy settings.
- Personal mobile phones should not be in the classroom and mobile phones with cameras should not be in areas where children are vulnerable to any invasion of their privacy with certain exceptions agreed with the Head teacher.

Annex 2

The role of the designated safeguarding lead and safeguarding team

Fir Bank has a designated safeguarding lead, deputy and adviser. The team has the appropriate authority and is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so contribute to the assessment of children.

The Safeguarding Team has the Responsibility

- Co-ordinate action in case of child protection issues both within school and with outside agencies
- Be proactive at an early stage and engage the child's parents and services in early help assessments.
- Liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2015
- Provide advice and support to other staff on child protection matters,
- Ensure that staff within school know sufficient about the child at risk to support him/her within school and protect him/her
- Ensure that all staff coming into contact with children what signs to look for that might indicate abuse and know what action they should take to report any concerns
- Make certain that staff know how they should react and the steps they should take if a child discloses information to them
- Make sure that staff also know how to report any concerns they might have about other staff
- Keep records regarding children on Child Protection Plans up to date confidential and secure
- Pass on information when the child changes schools
- Attend relevant training which is updated every two years, in line with advice from the LSCB

Annex 3

Allegations of abuse made against teachers and other staff.

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Allegations against a teacher who is no longer teaching should be referred to the police.

Historical allegations of abuse should also be referred to the police.

The school recognises that they have a duty of care to their employees. They will provide the employee with a named contact if they are suspended. The school recognises that it is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in the school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Where the head teacher is the subject of an allegation, the chair of governors should immediately discuss the allegation with the local authority designated officer(LADO).

The following procedures for dealing with allegations will be applied with common sense and judgement.

- The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer (s) what action should follow both in respect of the individual and those who made the initial allegation.
- The case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer(s). It is extremely important that the case manager informs individuals about concerns or allegations as soon as possible and given an explanation of the likely course of action. Where a strategy discussion is needed, or police or children's social care services need to be involved, the case

manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support.

- The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. For staff in schools, that may include support via the local authority occupational health or employee welfare arrangements, particular care will take when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.
- Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.
- Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step prior to taking that step
- The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the children involved in the allegations. In some rare cases this will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the designated officer(s) or police. But suspension is highly unlikely to be justified on the basis of such concerns alone.
- If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children 2015. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
- Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated office(s) should discuss the next steps with the case manager. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.
- Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, will normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.
- Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraph 125). If parents or carers wish to apply to the court to have reporting restrictions removed, they

should be told to seek legal advice.

- Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated office(s) should discuss the next steps with the case manager. In those circumstances, the options open to the school depending on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.
- In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer(s) should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by an impartial trained member staff.

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

- If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met.
- If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement.
- Details of allegations that are found to have been malicious should be removed from personnel records.
- for all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned.
- The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, an allegation re-surfaces after a period of time.
- The record will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.
- Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations

which have all been found to be false, unsubstantiated or malicious will also not be included in any reference

DBS barring helpline
Telephone: 01325 953795

Employers must refer someone to DBS if they:

- sacked them because they harmed someone
- sacked them or removed them from working in regulated activity because they might have harmed someone
- were planning to sack them for either of these reasons, but they resigned first

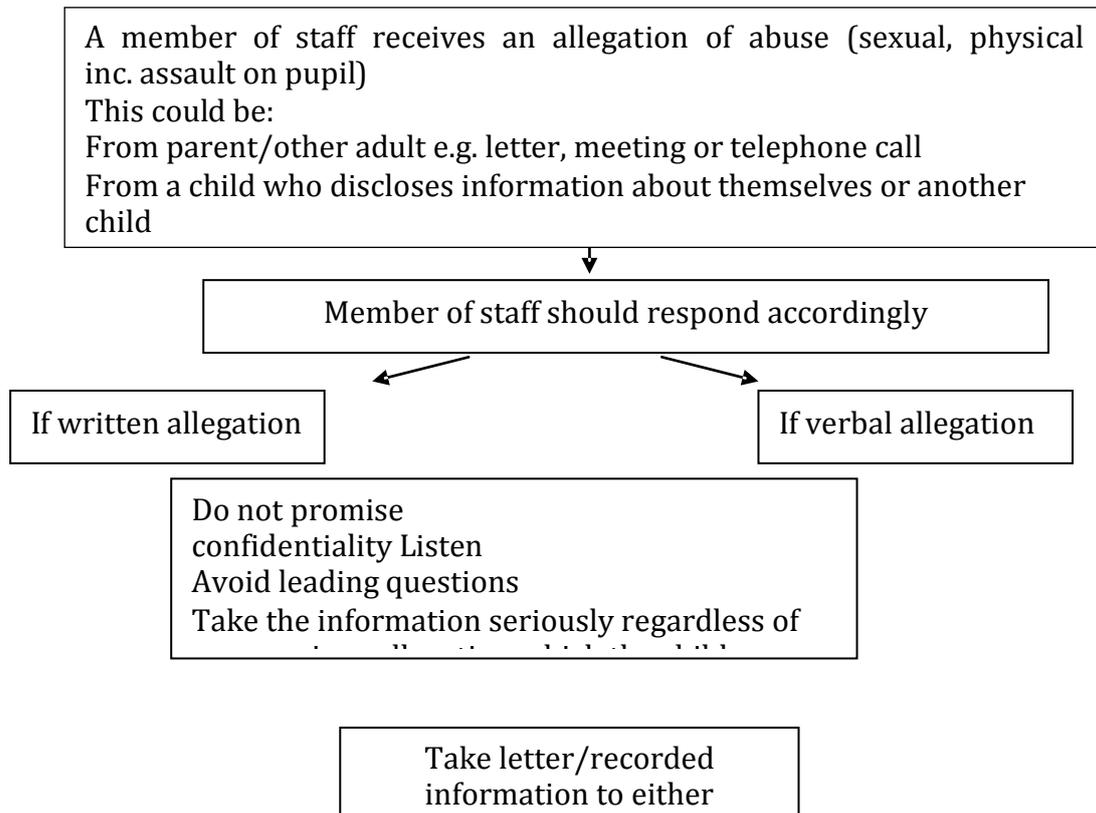
Confidentiality

It is extremely important that when an allegation is made, every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation).

Appendix 4 RECEIVING AN ALLEGATION/DISCLOSURE OF ABUSE

Action to be taken by any staff on receiving an allegation/disclosure of abuse.
Good practice means that the person to whom the child chooses to disclose, should listen and record as below, and not expect the child to repeat the information to a series of people.



Useful Links

www.oldham.gov.uk/lscb

Oldham Local Safeguarding Board

<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Guidance for Safer Working Practice October 2015 – updated 2017

<https://www.education.gov.uk/consultations/downloadableDocs/Safeguarding%20Children%20Guidance.pdf>

Safeguarding Children and Safer Recruitment – updated 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf

Keeping Children Safe in Education Sept 2016

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people/safeguarding-children-and-young-people>

Safeguarding Children and Young People

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Prevent Duty Guidance

www.gov.uk/.../safeguarding-children-and-young-people-from-sexual-exploitation/

Child Sexual Exploitation Guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

Female Genital Mutilation Government Guidance

Factsheet Dec 2016

Multi Agency Statutory Guidelines March 2016

Family Helpline 08000283550

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Cause for Concern Disclosures Behaviour incidents	Name	Law	Designated Safeguarding Lead Specific staff on a need to know basis Professional agencies on a need to know basis	Lockable filing cabinet/to be transferred electronically	Official documentation 25 years

Consultation has taken place	Staff Date	January 2018	Governors Date	19/03/18
Committee chair	Vikki English			
Head Teacher Signature	<i>Hazel MacKay</i>			
Formally Approved by Governors	19/03/18			
Date Policy became effective	19/03/18			
Review Date	March 2019			
Person(s) Responsible for Implementation & Monitoring	Head Teacher/ Community Support Manager			
Other Relevant Policies	Safer recruitment	Attendance	Confidentiality	Prevent
	Educational Visits	First Aid & Accidents	Health & Safety	Data Protection
	Physical Intervention			

