



St Joseph's RC High School

SAFEGUARDING AND CHILD PROTECTION POLICY

Approved by Governors: October 2022 Date for Review: October 2023

Signed Chair of Governors: P.Jones

Signed Headteacher: T.McCabe

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St Joseph's School Principles for Child Protection and Safeguarding Children:

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SCOPE

This Policy and Procedure reflects the current statutory guidance of part one from 'Keeping Children Safe in Education' (September 2022) and also from 'Sexual Violence and Sexual harassment between children in schools and colleges. (September 2021) This policy has merged with KCSIE '22. This policy and its procedures do not form part of the contract of employment; however, they apply to all full and part time employees of the school, including those employed on temporary or fixed-term contracts. Volunteers and contractors who offer their services to the school and parents will be made aware of this document (see Appendices 1 and 2).

The school's Policy and Procedures will apply at all times when the school is providing services or activities directly under the management of St Joseph's school staff. This Policy and Procedure will be reviewed annually and may be amended from time to time. Should any deficiencies or weaknesses in Child Protection arrangements become apparent, these will be remedied without delay and maybe changed before the annual date. For staff recruitment, St Joseph's follow CES guidance and DFE recommendations as outlined in KCSIE Sept '22 part 3.

PURPOSE AND PRINCIPLES

St Joseph's School will strive to ensure that all pupils remain safe and free from harm and are committed to playing a full and active part in the Multi-Agency response to Child Protection concerns. It is recognised that Schools and Colleges and their staff are an important part of the wider safeguarding system for children. The purpose of this document is to ensure that all staff are aware of the arrangements that St Joseph's school have in place for safeguarding and promoting the welfare of its pupils. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to all aspects of the Safeguarding and Child Protection processes.

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 the need to promote the welfare and protect the safety of children.

KEY DEFINITIONS AND CONCEPTS

Child

The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit St Joseph's School as well as all pupils of school.

Safeguarding and Promoting the Welfare of Children

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2022), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Safeguarding children's welfare encompasses matters such as bullying and health and safety, (about which there are specific statutory requirements) together with a range of other issues, for example, arrangements for meeting the medical needs of children with Medical Conditions, providing First Aid, School Security, Drugs, Alcohol and Substance Misuse, Attendance, Admissions, Exclusions, Preventing Extremism and Radicalisation, CSE, EHA, Managing Allegations, Whistle-blowing, Mandatory reporting duty for FGM, Valuing Equality, Racist Incidents, Harassment & Discrimination, School Security & Physical Environment, ICT / online-safety, Sexual Violence and Sexual Harassment including online. Safe Recruitment and Selection or any other safeguarding which the DfE have issued guidance on. Details of the School's policies in these areas are contained in other documents and can be accessed via our school website.

Child Protection

Is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

Significant Harm

The definition of significant harm is not prescriptive. The interpretation will depend largely on professional judgement, based on the known facts. It can include inappropriate touching, an assault, or a series of compounding events e.g. bullying. Other factors to be considered include the age and vulnerability of the child, the degree of force used, the frequency of the harm, the nature of the harm in terms of ill treatment, and the impact on the child's health and development.

THE ROLE OF THE SCHOOL STAFF:

The child's welfare is paramount.

All children have an absolute right to a childhood free from abuse, neglect or exploitation.

All schools staff have a responsibility to provide a safe environment in which children can learn.

Everyone who comes into contact with children and their families have a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

- All members of St Joseph's staff have a responsibility to be mindful of issues related to children's safety and welfare and a **duty to report and refer** any concerns however "minor" they appear to be. [NB It is NOT, however the role of school staff to investigate those concerns].
- It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

- Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.
- Children are best protected when professionals work effectively together and share responsibility for protective action. Staff must be aware that some children may not feel ready or know how to tell someone they are being abused.
- Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is subject to Child Protection Plan, information about the child and their circumstances will only be shared on a "need to know" basis.
- St Joseph's school is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.
- The school has in place robust systems that deter possible abusers and will manage effectively any allegations or concerns about abuse if they arise by staff. Staff members who have a concern about a child's welfare should follow the referral processes set below, staff may be required to support social workers and other agencies following any referral.
- When children make allegations about abuse or neglect they will always be listened to, have their comments taken seriously and, where appropriate, the allegations will be investigated thoroughly by the child's social worker.
- All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
- The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school staff need to know

All St Joseph's School staff members should be aware of systems within our school which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy.
- the staff behaviour policy (sometimes called a code of conduct).
- the role of the designated safeguarding lead.

All St Joseph's School staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All St Joseph's School staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

All St Joseph's School staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

All St Joseph's School staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

All St Joseph's School staff members working with children in our school are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. Including acknowledging that just because there are no reports, does not mean it is not happening and will look to pro-actively support pupils. As highlighted in the Ofsted (June 21) review into sexual violence and harassment between children in schools- harassment for 'nudes' is so much prevalent than adults realise.

When concerned about the welfare of a child, staff members should always act in the best interests of the child. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members at our school are unsure, they know they should always speak to the designated safeguarding lead.

If a child is in **immediate danger or is at risk of harm**, a referral should be made to Staying Safe Services (MASSS – R&A) and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

Why is all of this important?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action

St Joseph's School – Procedures and Guidelines for Child Protection and Safeguarding Children

PREVENTION

St Joseph's School takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming the victims of abuse, neglect or exploitation (This includes Child Criminal Exploitation- CCE and Child Sexual Exploitation- CSE). It does this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds.
- By identifying members of staff who have overall responsibility for Child Protection matters.
- By ensuring these members of staff receive training in this field and act as a source of advice and support to other School staff.
- By informing children of their rights to be free from harm and encouraging them to talk to school staff if they have any concerns.

- Through SMSC (Spiritual, Moral, Social & Cultural) and promoting British values St. Joseph's School provides an on-going programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to address the issue of child protection in the wider context of safeguarding.

EARLY HELP

Early Help means providing support as soon as a problem emerges, at any point in a child's life.

In Bolton, staff must refer to Bolton's Framework for Action, which provides guidance on how Early Help should be delivered to facilitate a high quality, collaborative approach to holistic assessment, support and planning and enable positive outcomes. For this to be effective, all agencies are required to work together to:

- Identify children and families who would benefit from support.
- Undertake an assessment of need.
- Provide services to address those needs.
- Review progress to ensure that positive change has happened.

This might mean when a child:

- Has specific additional needs or is disabled.
- Has specific educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenge for the child, such as substance abuse, adult mental health, domestic violence.
- Is showing early signs of abuse and neglect.

St Joseph's School is committed to early help and the identification of unmet needs and vulnerabilities of its pupils and works in partnership with other agencies to promote the welfare of the pupils and to keep them safe. All staff are aware of the early help process and understand their role in identifying emerging problems, sharing information with other agencies and for some staff acting as the lead professional in undertaking early help assessments. St Joseph's School adheres to Bolton's Framework for Action (October 2014) and will implement the Early Help process to support the wellbeing of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse.

Bolton's Integrated Working Team provides advice, support, guidance documents and training on Early Help processes. They can be contacted by phone: 01204 331392/4; Email: boltonISA@bolton.gov.uk or by writing to: Integrated Working Team, Castle Hill Centre, Castleton Street, Bolton, BL2 2JW.

TYPES OF ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

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

Child on child abuse:

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (It may include 'upskirting' which is part of the voyeurism Act 2019, which has amended the sexual offences Act of 2003)

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

- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Working Together to Safeguard Children, 2015

Neglect remains the most common form of child abuse across the UK and in Bolton.

Neglect is one of the forms of child abuse where there are opportunities to improve identification, make predictions about the likelihood of its continued occurrence and take more effective and earlier interventions to reduce the impact on a child.

Research from Serious Case Reviews has shown that there are often a number of missed opportunities to identify early emerging patterns of neglect, but sadly those opportunities are either not recognised or not responded to.

This is why our school promotes the Early Help Process, evidencing impact and reviewing outcomes is so important.

SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk

Schools can also access broad government guidance on the issues listed below via the GOV.UK website, Bolton Safeguarding Children Partnership website www.boltonsafeguardingchildren.org.uk and Bolton's Domestic Abuse Handbook which was updated in March 2016 to include a section on 'Adolescent to Parent Violence'.

- bullying including cyberbullying.
- children missing education.
- child missing from home or care.
- child sexual exploitation (CSE) – see also below.
- domestic violence.
- Drugs.
- fabricated or induced illness.
- faith abuse.
- female genital mutilation (FGM) – see also below.
- forced marriage.
- gangs and youth violence.
- gender-based violence/violence against women and girls (VAWG).
- hate.
- mental health.
- missing children and adults.
- private fostering.
- prevent and radicalisation.
- relationship abuse.
- sexting.
- trafficking.

Additional to the above, Bolton recognises domestic abuse and the impact this may have of Children and Young People, therefore in Bolton we have adopted the process of Operation Encompass.

DOMESTIC ABUSE AND ST JOSEPH'S SCHOOL'S COMMITMENT TO ENCOMPASS

The definition of domestic violence and abuse - Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: (Domestic Abuse Act 2021)

- Psychological.
- Physical.
- Sexual.
- Financial.
- Emotional.

This definition includes so-called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Bolton's Domestic Abuse Handbook should also be referred to. This has been refreshed and updated in July 2017 and can be accessed via Bolton Safeguarding Children Partnership Website. <http://www.publications.bolton.gov.uk/bdav/> .

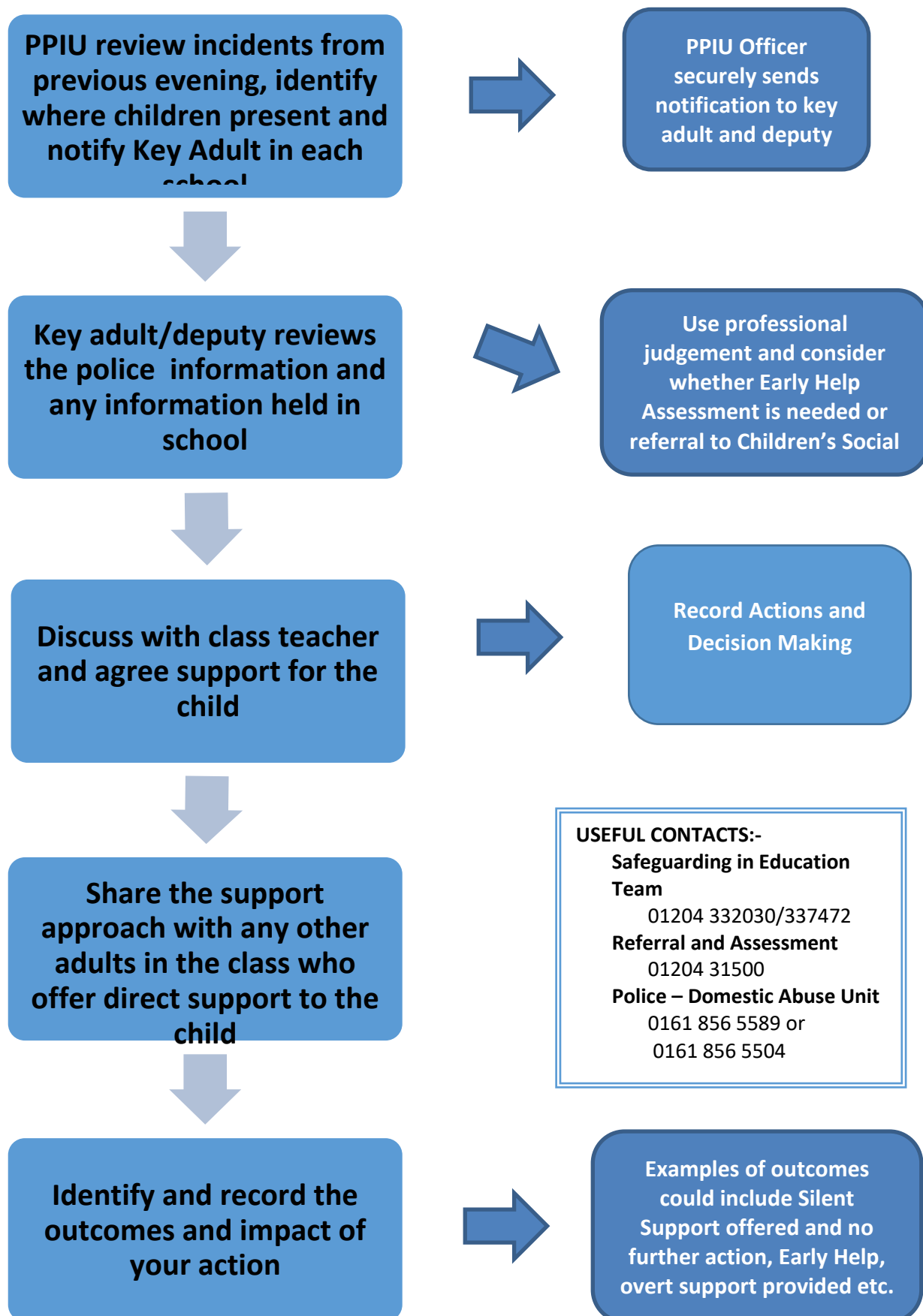
Domestic abuse is a safeguarding children issue and statistics show that in 90% of cases children are present in a household during a domestic abuse incident. Often the following day children are ill-prepared to deal with the school day.

Encompass is a partnership between Greater Manchester Police, (in Bolton this is the (PPIU) Police Protection Investigation Unit), Bolton Safeguarding Children Board and designated school staff, known as Key Adults. Working together to safeguard children, Greater Manchester Police will inform the Key Adults within schools about any domestic abuse incident where the child or young person has been present. This will enable the school to take appropriate steps to support their pupil during what could be an emotionally difficult day. Key adults within the school are then able to accommodate the school day to lessen the impact and to support the child if they need it. In its simplest form, they are given some leeway, comfort and support. This can make a huge difference to children and allows them to have a safe space (see flow chart below).

ALTERNATIVE EDUCATION:

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

BOLTON'S OPERATION ENCOMPASS FLOW CHART



MENTAL HEALTH:

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy who will sign post to appropriate support.

CHILDREN WITH A SOCIAL WORKER:

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

Context

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff at St Joseph's working with children are advised to maintain an attitude of **'it could happen here'**. Including acknowledging that just because there are no reports, does not mean it is not happening and will look to pro-actively support pupils. As highlighted in the Ofsted (June 21) review into sexual violence and harassment between children in schools- harassment for 'nudes' is so much prevalent than adults realise.

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

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
- Work pro-actively with pupils to address the concerns raised from the Ofsted review into sexual abuse in schools and colleges- June 2021. This will be conducted via pupil voice, student leadership team, equality group and pupil focus groups.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

It is essential that any pupils who make disclosures are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Referral processes will be highlighted in greater detail to pupils to enable pupils to refer/disclose confidently to staff at St. Joseph's.

It is essential that staff recognise and acknowledge abuse. Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

St Joseph's staff will recognise that how a response to a report is managed is extremely important to encourage the courage of future victims to disclose and be supported.

Where the report includes an online element, the key consideration is for staff not to view or forward illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

Staff will keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

Risk Assessment:

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- The victim, especially their protection and support;
- Whether there may have been other victims,
- The alleged perpetrator(s); and
- All the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

Actions:

Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as/if required.

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here**'. Schools should be aware of, and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, staff should follow general safeguarding principles. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted). Staff must alert Mr Singleton, Mrs Anderton, Mr Sylvester or Miss Warwick to concerns/reports.

The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

St Joseph's will endeavour to support all pupils via referrals to panel if required, assembly information, counselling and nurture support for those that require it. A trusted adult for support, the use of external agencies if required via early help and parental support with concerns as they arise but also by being pre-emptive rather than reactive to best support pupils.

CHILDREN WITH SEXUALLY HARMFUL BEHAVIOUR

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Children who harm others should be held responsible for their harmful behaviours while being identified and responded to in a way which meets their needs as well as protecting others.

If a child is displaying sexually harmful behaviour a referral should be made to Social Care and the Safeguarding in Education Team should be contacted to support the school with implementing a Safety Plan.

Consent issues: If a young person is under the age of 13 years old, under the Sexual Offences Act 2003, they cannot legally consent to any form of sexual activity. Therefore, a referral to Social Care is required in all such cases.

The Sexual Offences Act 2003 reinforces that, whilst mutually agreed, non-exploitative sexual activity between teenagers does take place and that often no harm comes from it, the age of consent still remains at 16 years of age. This acknowledges that this group of young people are still vulnerable even when they do not view themselves as such. Whilst a referral to Social Care or the police is not mandatory in such cases, careful consideration (including whether the children are Gillick Competent (using Fraser Competent guidelines) must be given and explore any difference of age, maturity, functioning and experiences and also an awareness of the potential consequences of their act. It would be advisable for the Designated Safeguarding Lead to seek guidance from Social Care in such cases.

FURTHER INFORMATION ON CHILD SEXUAL EXPLOITATION AND FEMALE GENITAL MUTILATION

CHILD SEXUAL EXPLOITATION (CSE):

The definition of Child Sexual Exploitation is as follows:

Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology (DfE, February 2017).

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites, such as Facebook, Snapchat, Instagram, BBM (Blackberry Messenger) and mobile devices. More information about Child Sexual Exploitation is available on the <http://boltonsafeguardingchildren.org.uk/resources> in the resources section. Also available is the online training <http://www.paceuk.info/the-problem/keep-them-safe/>.

If there are concerns that a child in school may be being sexually exploited staff must follow school's safeguarding procedures and the Designated Safeguarding Lead should refer to Social Care and speak to Phoenix/Exit, Bolton's Child Sexual Exploitation Team for advice on 01204 337195 or email Phoenix.ExitTeam@gmp.pnn.police.uk.

FEMALE GENITAL MUTILATION (FGM)

FGM 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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators that a girl is at risk of FGM

- Victims are likely to come from a community that is known to practice FGM.
- Any girl born to a woman who has been subjected to FGM.
- Any girl who has a sister who has undergone FGM.
- Girls taken abroad at start of school holidays.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A professional hears reference to FGM in conversation e.g. a child may tell other children about it.

Indicators that a girl has undergone FGM

- Girl may have difficulty walking, sitting or standing
- May spend longer in the bathroom or toilet owing to difficulties in urinating
- Recurrent urinary tract infections or complaints of abdominal pain
spend longer periods away from the classroom
- Young girls refusing to participate in P.E. regularly without a medical note
- Prolonged absence from school with noticeable behaviour changes on the girl's return

Actions

If staff have a concern regarding a girl that might be at risk of FGM they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. If it is believed that there is an immediate risk of FGM then this should be reported to the police. Since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach where FGM has taken place (see following section).

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report

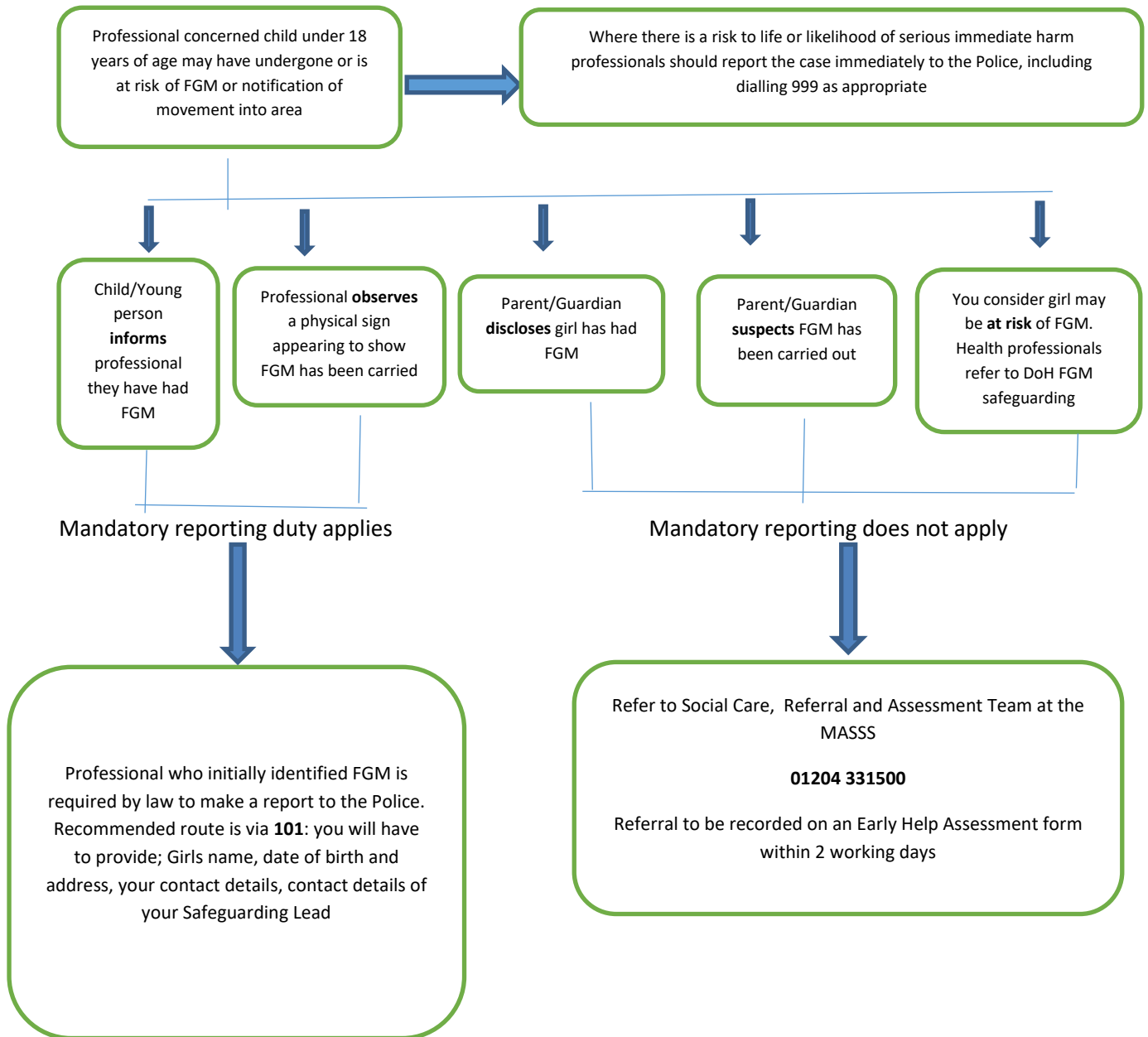
such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out, by telephoning 101.

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 contact the Referral and Assessment Team

- More information about FGM is available on the Bolton Safeguarding Children website: which is <http://boltonsafeguardingchildren.org.uk/resources> in the resources section and online training is available for staff see attached link: Female Genital Mutilation (FGM) [E-Learning Package](#) – <http://www.fgmelearning.co.uk> .

REPORTING FEMALE GENITAL MUTILATION



NB: Staff must not examine the girl and must not inform parents of the concerns without seeking advice from Social Care or the police

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 doubts 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.

For further information on Breast Ironing and Honour Based Violence follow the links below:

http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html

http://greatermanchesterscb.proceduresonline.com/chapters/p_breast_ironing.html

RADICALISATION

Protecting children from the risk of radicalisation is seen as part of St Joseph's School's 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 from 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 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. School staff should use their professional 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 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 this duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ('Prevent Guidance'). Paragraphs 57-76 of the Prevent Guidance are concerned specifically with schools.

The statutory Prevent guidance summarises the requirements on schools 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 and colleges 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 and colleges 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 Local Safeguarding Children Boards (LSCBs).

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 other members of staff on protecting children from the risk of radicalisation. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on 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, 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 staff should understand when it is appropriate to make a referral to the Channel programme. 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.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police

in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

More information can be found on the website of Bolton Safeguarding Children Partnership. When it is suspected that a pupil is vulnerable to radicalisation or there are concerns regarding a pupil's behaviour, the process is to refer to Bolton's Channel Panel, this generally would be the Safeguarding Lead who would contact:

Liam Twigg, Channel Coordinator

Tel: 0161 227 3543 (int:43543)

Work mobile: 07971385238

E-mail: Liam.Twigg@manchester.gov.uk

Secure e-mail: L.Twigg@manchester.gcsx.gov.uk

Other

- Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child.

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

SERIOUS VIOLENCE:

All staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups

- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

INDICATORS OF ABUSE AND NEGLECT

The school acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. The child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- Have an injury for which the explanation seems inconsistent.
- Describe what appears to be an abusive act in which they were involved – verbally or in written form such as an essay or drawing.
- Show unexplained changes in behaviour - e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time.
- Demonstrate age inappropriate sexual awareness.
- Engage in sexually explicit behaviour in games/PE or other areas of the school.
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected.
- Have difficulty in making friends.
- Be prevented from socialising with other children.
- Showing signs of depression, self-injury, suicidal tendencies.
- Display variations in eating patterns including overeating or loss of appetite.
- Lose weight for no apparent reason.

- Become increasingly dirty or unkempt, with inadequate or damaged clothing.

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse is actually taking place. It is **not** the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns.

WHAT ST JOSEPH'S SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD:

St Joseph's school staff who have concerns about a child should raise these with the school's designated safeguarding lead: **'Mike Singleton, Lesley Anderton, Luke Sylvester or Helen Warwick.'**

It will be the responsibility of the designated safeguarding lead to ensure that appropriate advice is obtained from the Children's Social Care Department and that the relevant paperwork is completed.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

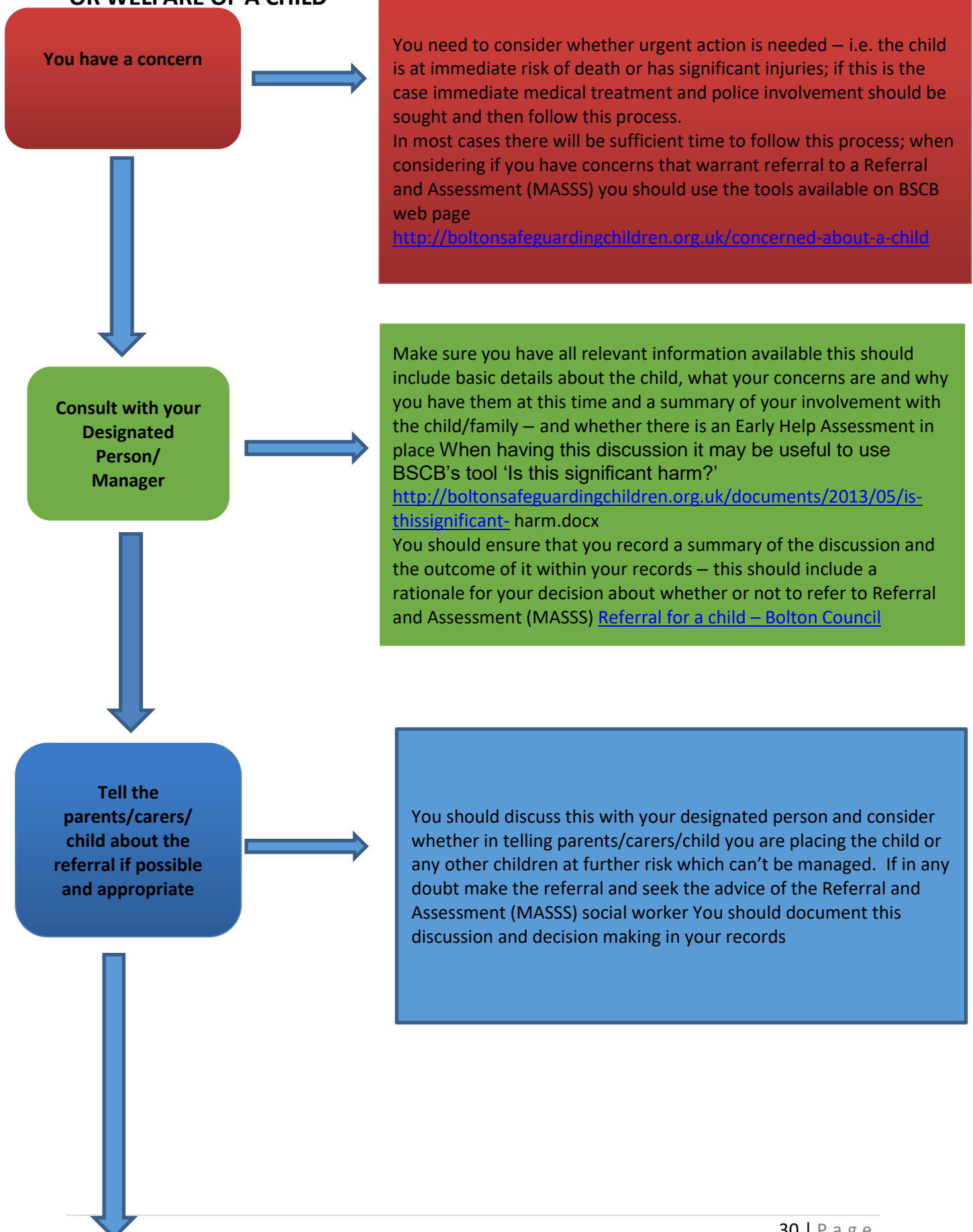
It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

The Department for Education has produced advice *'What to do if you are worried a child is being abused'* (2015) – *Advice for practitioners* to help practitioners identify child abuse and neglect and take appropriate action in response.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

If an incident happens outside normal school time or during an out of school activity, and neither the designated safeguarding lead, nor the Head, nor any other senior staff member is available, then the member of staff will contact the Police or the Children's Social Care within the Children's Services Department of the Local Authority as soon as possible. The member of staff will inform the Designated Person, Head, Deputy Head or other senior member of staff as soon as possible.

PRACTITIONERS QUICK GUIDE TO MAKING A REFERRAL ABOUT THE SAFETY OR WELFARE OF A CHILD



**Refer to the Referral
and Assessment
(MASSS) Duty Social
Worker**

Contact the social worker by telephone and clearly state you are making a referral this will avoid confusion **01204 331500 if the child is in immediate danger/risk of harm.**

Make sure you record who you are talking to, make sure you provide a clear account of your concerns and why you are contacting the social worker now.

At the end of the call you should know what is going to happen next, the timescales for action and what your role in this will be. When making a referral use BSCB's tool 'Useful Information when making a referral'

<http://boltonsafeguardingchildren.org.uk/documents/2013/05/usefulinformation-when-making-a-child-protection-referral.docx>

If the duty worker does not agree that social work involvement is needed you should listen to their reasoning for this and their advice about alternative action – including recommendations to use early help processes.

Online referrals to the integrated front door for children not in immediate danger or at risk of significant harm should use the following online referral form for Bolton pupils and await further guidance from the case review and triage;

[Referral for a child – Bolton Council](#)

**Follow up in writing
using Early Help
Assessment Form
within
2 working days**

After you make a telephone referral to a social worker you should follow this up, securely, in writing using the Early Help form to confirm your concerns and to share any additional information you know about the child and their family R&A@bolton.gcsx.gov.uk You override consent as you are taking action to safeguard a child – Early Help Assessment can be found <http://boltonsafeguardingchildren.org.uk/documents/2015/11/early-help-assessment-form.doc> If you have had no acknowledgment that the written information has been received, you should re-contact the social worker and request an update.

If you know there is an Early Help Assessment and Plan open but you are not the Lead Professional, you should tell the Lead Professional about the action you have taken and why as soon as possible; if you are not sure if there is an Early Help Assessment you can check with the Integrated Working Team on 01204 331394 who will let you know and share details of the

Lead Professional where one is identified – it would be good practice to share this information with the Lead Professional If you are the current Lead Professional making the referral and there is an Early Help Assessment and Plan in place, this should be updated to include the referral information and used to follow

up your referral in writing to the social worker - this helps to avoid duplication and gives the social worker the best possible information from which to start their assessment. **Remember** to also send a secure copy to the Integrated Working Team at

boltonISA@bolton.gov.uk

Team

boltonISA@bolton.gov.uk

What school staff should do if they have concerns about safeguarding practices within the school:

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.

Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

The school's Whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the Chair of Governors.

If you have any concerns about a child in your workplace you should raise this with your employer or organisational safeguarding lead in the first instance.

You can also refer to the NSPCC Whistleblowing Advice Line if:

- your organisation doesn't have clear safeguarding procedures to follow.
- you think your concern won't be dealt with properly or may be covered-up.
- you have raised a concern but it has not been acted upon.
- You are worried about being treated unfairly.
-

You can call about an incident that happened in the past, is happening now or you believe may happen in the future.

Contact details: Contact the Whistleblowing Advice Line

Call [0800 028 0285](tel:08000280285)

Email help@nspcc.org.uk

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

RESPONDING TO A CHILD MAKING A DISCLOSURE

It is recognised that a child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when School staff or volunteers are present.

In these situations staffs are required to:

- Listen to the child, and allow the child to freely recall significant events, keeping questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.
- Reassure the child but tell them that a record of the information given will be made, and do this. Include timing, setting and others present. Record the child's demeanour as well as what is said.
- Explain that they cannot promise to keep confidential anything the child says if the matter is related to child protection or abuse.

- Explain that help may be required to keep them safe, but do not ask the child to repeat their account of events to anyone else.

The individual who receives the information will be expected to pass it on as a matter of urgency to the relevant Designated Safeguarding Lead (see Appendix 3) to record the information.

MANAGING ALLEGATIONS AGAINST THOSE WHO WORK WITH CHILDREN

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Staff should follow Bolton Safeguarding Children Partnerships 'First Five Steps' flowchart (appendix 7). Staff must not question the child or the alleged perpetrator. Allegations against staff should be reported to the DSL- Mike Singleton. Allegations against the Headteacher should be reported to the Chair of Governors.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

There is a tracking form that has been devised for schools to record allegations of professional abuse (appendix 8). Allegations of abuse will be referred to the LADO for staff and supply staff who will both be notified of any referral. A referral may be made to the LADO if required under 'transferrable risk'. For example- Where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children.

BSCB has recently reviewed and revised its Managing Allegations (LADO) Policy, and below is a summary of the key revisions:-

- **Reconvened Strategy Meetings** (Para 4.10) – an additional paragraph has been developed to outline the LADO process should any findings be made within a court process
- **Request for minutes of meetings** (Para 5.4) – Clarification that any minutes shared may be subject to summary and/or redaction
- **Professional Strategy Meeting (PSM) minutes** (Para 6.5) – On legal advice the procedures now require that any minutes of PSM sent out for approval are deleted/destroyed after approval and that only the LADO will retain a full copy of these minutes; where an employer requires a copy for disciplinary purposes then a summarised version can be agreed with and approved by LADO
- **Challenging practice** (Para 9.0) – Clarification of the complaint process and potential next steps by the BSCB
- New look First Five Minutes A4 poster; this can be cut and pasted into documents

The full policy can be accessed at:

<http://boltonsafeguardingchildren.org.uk/documents/2017/08/managing-allegations-procedure.pdf>

(right click to open hyperlink)

For further information on managing allegations against staff contact your Local Authority Designated Officer (LADO)

Lisa Kelly – 01204 337474 lisa.kelly@bolton.gov.uk

Concerns That Do Not Meet the Harm Threshold:

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person (Mr Singleton/Mr McCabe), recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable St Joseph's to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

CHILDREN MISSING FROM EDUCATION

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. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

Staff must be alert to the signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

St Joseph's School will inform the 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.
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. 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. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must 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.

Notification and Referral Route

If a practitioner becomes aware of a child missing from education (CME), in whatever capacity, they should notify the CME Officer 01204 332139.

All cases of children and young people missing education or at risk of doing so should be reported to the CME Officer to ensure that comprehensive data on the issues is recorded. Even if a worker is ensuring that the child or young person moves swiftly into appropriate provision they should still make a [referral](#)

Process within Bolton

Complete the [CME referral form](#)

Email to CME Officer at childrenmissingeducation@bolton.gov.uk

Telephone CME Officer, Jane Roscoe on 01204 332193

The CME Officer will make necessary enquiries and create a referral to the Early Intervention Team Service, if appropriate, so that further investigations can be undertaken.

LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff 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, through the designated teacher for looked after children, 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. (See appendix 9 for more information on designated teacher for looked after children).

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. In other schools and colleges, an appropriately trained teacher should take the lead.

Having a looked after student in your school in Bolton we have a guide for Bolton Schools and their teachers. There may already be looked after children on roll in your school, but even if there isn't, the chances are there will be in the future. The guidance is designed to help schools ensure that their policies and practices are fully inclusive of the needs of looked after children. Bolton (Looked After Children) Virtual Schools

Bolton (Looked After Children) Virtual Schools guidance and process - <http://boltonsafeguardingchildren.org.uk/documents/2016/03/having-a-looked-after-child-in-your-school.pdf>

- Looked After Children Virtual School – Education Lyndsey Nelson contact details: Lyndsey.Nelson2@bolton.gov.uk

Private Fostering – Looking after someone else's child

Many people do not realise that by law Bolton Council must be notified when parents make arrangements for their child to be cared for by friends, neighbours or extended family for more than 28 days. When parents make plans for their child to be cared for like this it is called a Private Fostering Arrangement. Private Fostering happens for lots of different reasons some of which include:-

- Children living with a friend's family as a result of separation, divorce or problems at home.
- Children sent to this country for education or health care by birth parents living overseas.
- Teenagers living with the family of a boyfriend or girlfriend.
- Teenagers who have broken ties with their parents and are staying with friends or non-relatives.
- Those living with host families whilst pursuing courses of study.

What do you need to do?

If a member of staff believes a child may be privately fostered they must inform the designated safeguarding lead, who must inform the Local Authority.

T- 01204 337479

E –boltonsafeguardingchildren@bolton.gov.uk

Children with special educational needs and disabilities:

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in overcoming these barriers.

EQUALITY AND DIVERSITY

TRANSGENDER

St Joseph's School understands that promoting equality and diversity and tackling discrimination is essential in safeguarding the pupils. St Joseph's School has separate policies and procedures in place to address issues such as transgender. The school also has an anti-bullying policy that covers harassment and discrimination.

ONLINE SAFETY

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography, face-to-face meetings or sexual harassment including demands for and sending 'nudes'. The school's online safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and children understand the possible risks.

As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. St. Joseph's school ensures that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE),– through sex and relationship education (SRE)".

Although appropriate blocking is essential, there should not be so much that it restricts children's learning.

All staff should have regard to the school online safety policy along with the Department of Education Guidance on **Teaching online safety in school** (June 2019)

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools> and **UK Council for Child Internet Safety (UKCCIS)** <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

USEFUL TELEPHONE CONTACT NUMBERS

Children's Social Care: Child Protection Unit:	01204 337479
Referral and Assessment Team (MASSS):	01204 331500
Lisa Kelly - Local Authority Designated Officer (LADO):	01204 337474
Natalie France/ Jo Nicholson – Safeguarding in Education Team:	01204 331314
Shona Green – Bolton Safeguarding Children Board http://boltonsafeguardingchildren.org.uk/	01204 337964
Craig Swinton – Missing from Education	01204 334036
Emergency Duty Team – Out of Hours:	01204 337777
Police – Safeguarding Vulnerable Persons Unit:	0161 856 6583
Police Public Protection Investigation Unit (Child protection):	0161 856 7949

APPENDIX 1

St Joseph's School – Summary of the Child Protection and Safeguarding Children Policy. These procedures are for Teaching, Non-Teaching, Contractors, Supply Staff and Volunteers.

The summary of this policy and procedures is shown below and a copy of this, including the Categories of Abuse (from Working Together to Safeguard Children 2015 & Keeping Children Safe in Education September 2021) will be issued to all school staff both permanent and temporary, and also to any volunteers or contractors who work with the children.

All teaching, non-teaching, volunteers, contractors and staff engaged or employed by St Joseph's School including supply staff have a duty to report and refer any concerns they may have to the Designated Safeguarding Lead who has overall responsibility for child protection matters. The relevant members of staff are:

Mike Singleton, , Lesley Anderton, Luke Sylvester, Helen Warwick

Definitions/categories of abuse are shown below, teaching, non-teaching volunteers, contractors and staff engaged or employed by St Joseph's School are expected to familiarise themselves with them.

Physical Abuse

- Physical attack of any form.
- Giving of drugs including alcohol.
- Excessive training in sport.

Sexual Abuse

- Penetrative or non-penetrative acts by males or females.
- Showing of pornographic material.

Emotional Abuse

- Persistent lack of affection.
- Constant threatening behaviour.
- Constant overprotection.
- Unrealistic pressure to perform to high expectations.
- Exposure to violence to other(s) within the child's household.

Neglect

- Persistent failure to meet a child's basic needs.
- Failure to protect from harm.
- Failure in ensuring access to medical treatment.
- Leaving a child without supervision.

Other

- Any actions that single out a pupil for special attention and could therefore be interpreted as 'grooming' a pupil (or a child who is linked to the school in some way)
- Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they MUST ensure that they do NOT engage in inappropriate electronic communication of any kind with a child.

A child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when school staff or volunteers are present.

Any member of school staff, or any volunteer hearing an allegation from a child that abuse has, or may have, occurred should:

Receive

- What is said.
- Accept what you are told – you do not need to decide whether or not it is true.
- Listen without displaying shock or disbelief.

Reassure

- The child.
- Acknowledge their courage in telling you.
- Do not promise confidentiality.
- Remind them they are not to blame – avoid criticising the alleged perpetrator.
- Do not promise that “everything will be alright now” (it might not be).

React

- React calmly, respond to the pupil but do not interrogate.
- Avoid leading questions but ask open ended ones.
- Clarify anything you do not understand.
- Explain what you will do next i.e. inform the Designated Person for Child Protection.

Record

- Make notes as soon as possible – during the interview if you can.
- Include:
 - Time
 - Date
 - Place
 - The pupil’s own words – do NOT assume: Ask “Please tell me what means”.
- Describe observable behaviour.
- Do not destroy your original notes – they may be needed later on.

Support

- Consider what support is needed for the child – you may need to give them a lot of your time.
- Ensure you are supported – such interviews can be extremely stressful and time consuming.
- Talk to your Designated Safeguarding Lead/Head teacher/Line Manager.

St Joseph’s School is committed to safeguarding and promoting the welfare of children

APPENDIX 2

St Joseph's School – Child Protection and Safeguarding Children Policy for Parents and Carers

Introduction

St Joseph's School will strive to ensure that all pupils remain safe and free from harm, and the school is committed to playing a full and active part in the multi-agency approach to child protection concerns. Additionally, the school has a legal duty to safeguard and promote the welfare of children, and to have a child protection policy and procedures in place, which should be shared with parents, to address concerns about the safety and protection of children.

Through their day to day contact with pupils, and direct work with families, staff who work in schools have a crucial role to play in noticing indicators of possible abuse or neglect. Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the local child protection procedures to report their concern to Children's Social Care immediately. To avoid any misunderstandings therefore, parents of children who sustain accidental injuries outside school, which result in cuts/bruises/fractures should inform the school without delay and explain the cause.

Principles

- Children have a right to be safe.
- Parents have a right to be informed.
- Children are best protected when parents and school can work together.

Partnership

- School will inform parents of any concerns about their children (providing it does not compromise the child's safety) and will help and support them as necessary.

Prevention

- School will take positive action to prevent children suffering abuse and neglect through the development of an open culture that informs children of their rights, and encourages them to speak about any concerns. The school will also address the issue of children's safety through the curriculum.

Responding to Concerns

- School will refer all allegations or concerns that a child has been, or is likely to be, abused or neglected to Children's Social Care within the Children's Services Department.
- School will consult with other agencies when it has concerns that a child may have been abused or neglected.
- School will discuss with parents/carers any concerns they have about their children.
- Parents/carers will be kept informed about what has happened.

Child/Child Abuse

- Physical and emotional abuse of children by other children will be dealt with, initially, through the school's anti-bullying policy. Parents/carers will be kept informed. All concerns about possible sexual abuse will be referred immediately to Children's Social Care.

Child Protection Strategy Meeting and Conferences

- Members of school staff will attend strategy meetings and conferences when required and will provide information about children and families. This information will be shared with parents beforehand if possible. School will keep confidential child protection records separately from a pupil's academic and other school records.

Confidentiality

- Information from any source, including parents, about possible child abuse cannot be kept confidential.
- Information and records about children who are the subject of a Child Protection Plan will be given only to those people who need it, and will be kept strictly confidential by them.

If parents have concerns about the safety or wellbeing of their child, they should contact:

Mike Singleton, Lesley Anderton, Luke Sylvester, Helen Warwick.

APPENDIX 3

Role of the Designated Safeguarding Lead

Governing boards, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be 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 – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required.
- support staff who make referrals to local authority children's social care.
- refer cases to the Channel programme where there is a radicalisation concern as required.
- support staff who make referrals to the Channel programme.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff.
- are alert to the specific needs of children in need, those with special educational needs and young carers.
- are able to keep detailed, accurate, secure written records of concerns and referrals.
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- obtain access to resources and attend any relevant or refresher training courses.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately.
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Update staff/parents as appropriate with recent local and national concerns.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person.

APPENDIX 4

GUIDANCE FOR SAFEGUARDING RECORDS

What is a “welfare concern”?

- Concerns may arise in one or more of the following areas:
- The child’s behaviour.
- The child has a physical injury.
- The child makes a disclosure or allegation.
- The child’s physical presentation.
- Information from or observation of behaviour of a parent.

What do I record?

- Using the Record of Concern Form ensure;
- This is dated, signed and your details are legible – don’t use initials.
- The incident / event / observation of concern is described clearly and concisely.
- This is written using straightforward language and fact and opinion are differentiated.
- If recording a disclosure, the child’s own words are recorded and any questions you may have asked are included.
- Physical marks and injuries are recorded on a body map where appropriate
- Any action you have taken.
- If using an electronic data base such as CPOMS, scan in hand written notes taken when a child makes a disclosure and body maps when there is a physical mark or injury and make reference to this in the chronology.

How to record actions taken in response to staff concerns

When a welfare concern form is passed to you it is important that you check this is sufficiently detailed and has been dated and signed by the staff member who has reported the concern. If a body map has been completed or there are any other documents referred to in the record ensure these are attached and where appropriate are also dated and signed.

It is important that you make a record of the action you take in response to every welfare concern form passed to you. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include;

- Requests to staff for monitoring specific aspects of the child’s presentation, behaviour, attendance etc.
- Discussions and telephone calls (with colleagues, parents and children / young people Social Care and other agencies or services).
- Professional consultations.
- Letters sent and received.
- Early Help Assessments and referrals (both for external and education-based services).

When and how to start safeguarding / child protection records

Once a welfare concern has been passed to you and you have made a record of the action you have taken in response to this, these documents require storage in a separate child protection/ safeguarding filing system. This is regardless of whether formal child protection procedures have been initiated. For some children this single record will be the only concern you hold for them over their time in school. For others, further information will be brought to you often from a variety of sources over time.

An effective method for storing single or infrequent records of concerns (if not using an electronic data base) is to file these in alphabetically divided ring binder files. It may be helpful for larger / busier schools to use separate files for each Year group. This system is particularly recommended for Primary schools since this will assist you at the end of the Academic Year with meeting your responsibility to transfer records when children leave the school.

A stand-alone individual file for a child must be started when:

- Concerns for the child and consequently records of these and actions in school are increasing.
- The child has been referred to Staying Safe Services.
- You have been made aware of the involvement Staying Safe Services with the child / family and are contributing to multi agency assessments.

Where concerns relate to more than one child from the same family at the school a separate file for each child should be created. Common records e.g. child protection conference minutes should be duplicated for each file where appropriate.

When an individual file is started it is helpful to use the front sheet to enable key information to be easily accessed. It is also recommended that the pupil's general school record is marked in some way to indicate the presence of a separate confidential file. A coloured sticker is one means of doing this. You could colour code for Early Help, Child Protection, and Looked After Children.

The 'Keeping Children Safe in Education (2022)' statutory guidance implies that the original file is transferred to the new school and no copies are kept: 'Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained and the 'Transferring of Safeguarding Information' completed (Appendix 6).

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. ('Keeping Children Safe in Education 2022')

APPENDIX 5

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed? Are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

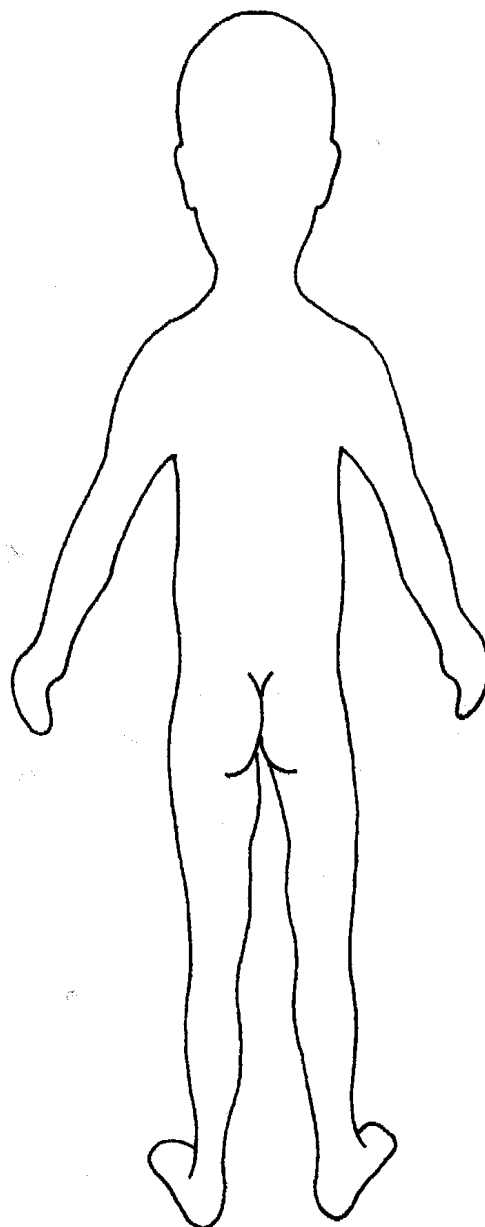
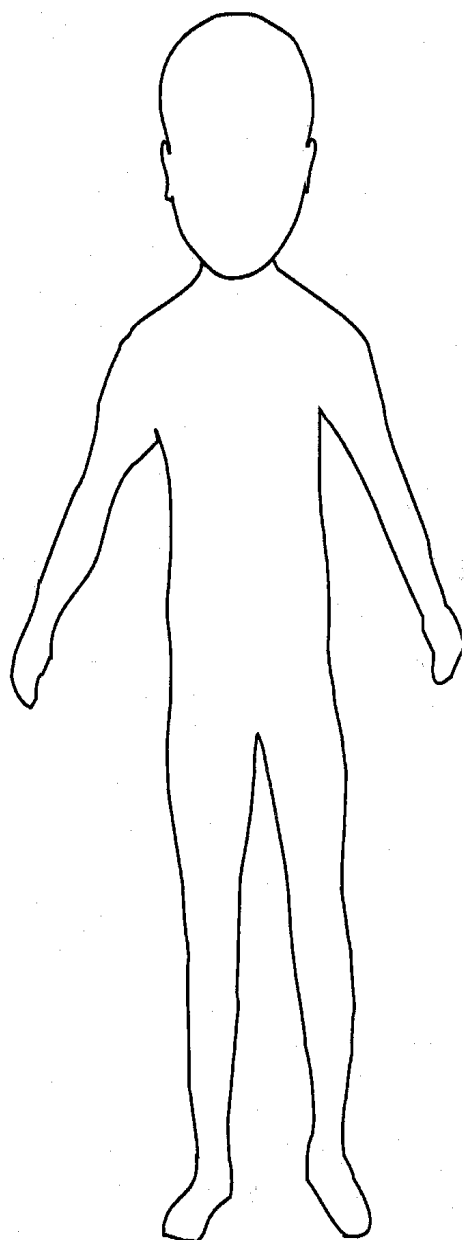
Name of Pupil:

Date of Birth:

Name of Staff:

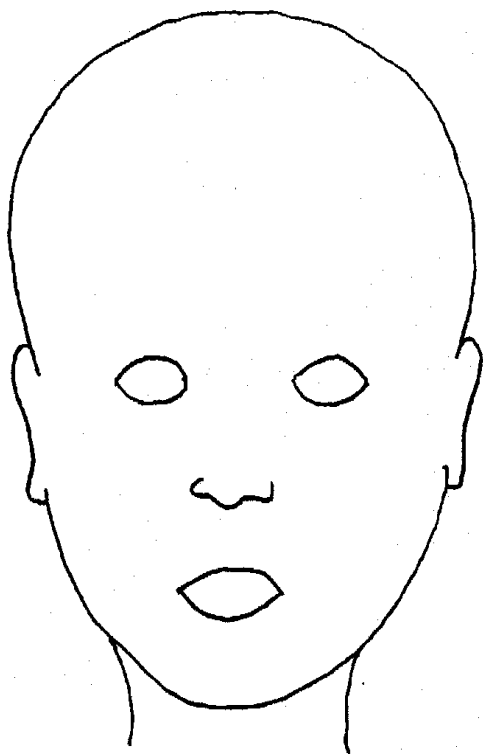
Job title:

Date and time of observation:

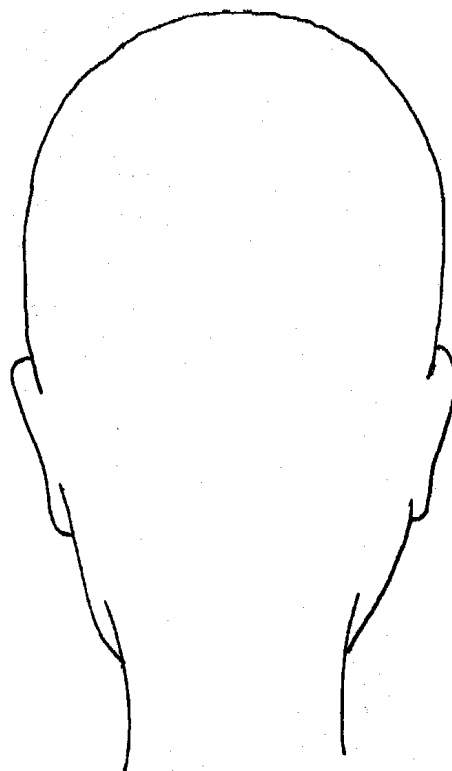


Name of pupil:

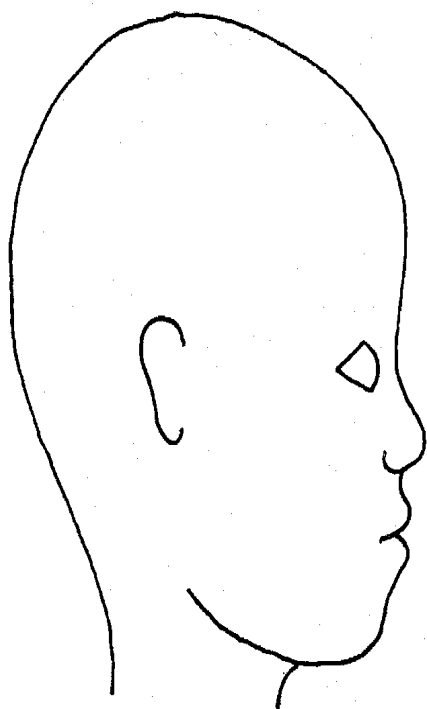
Date and time of
observation:



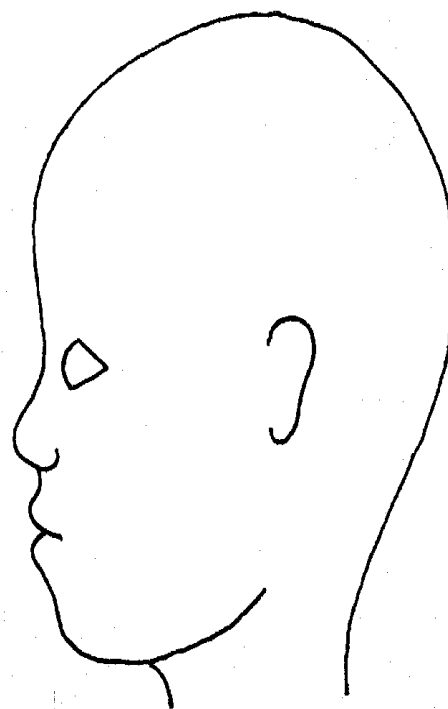
FRONT



BACK



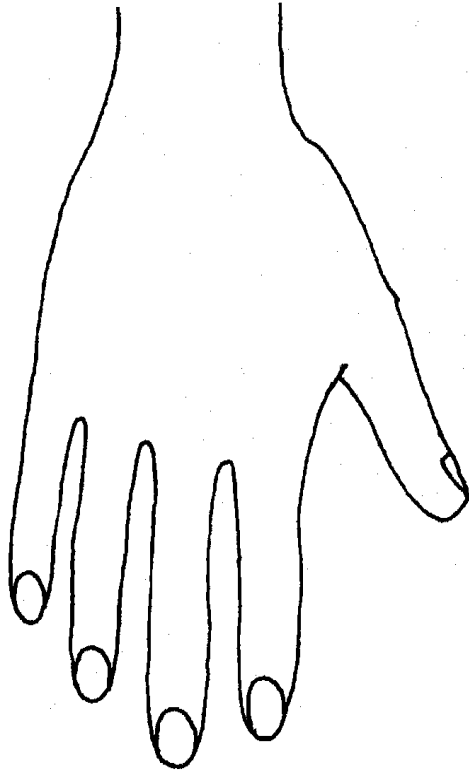
RIGHT



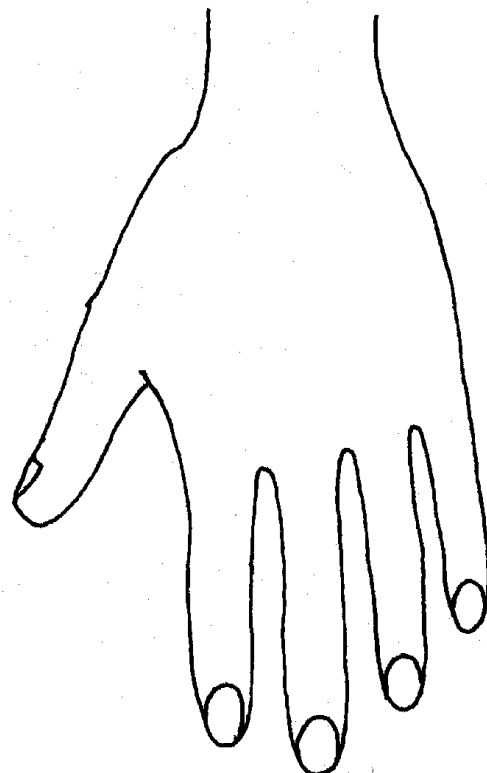
LEFT

Name of pupil:

Date and time of
observation:

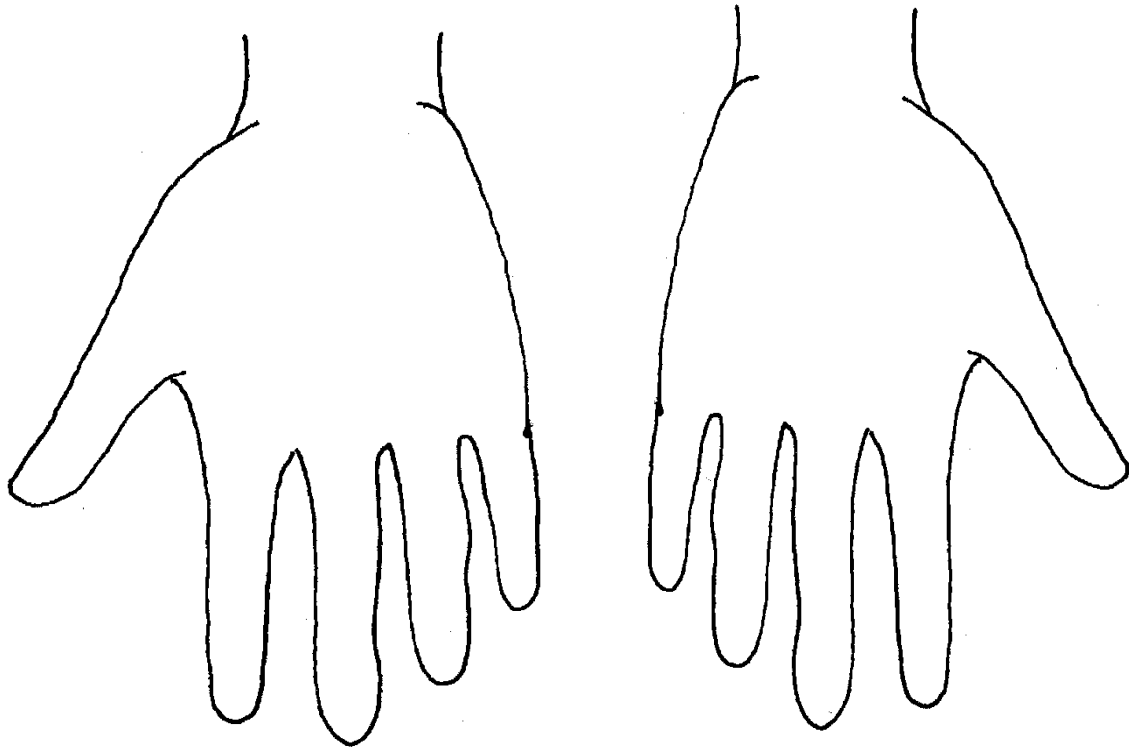


RIGHT



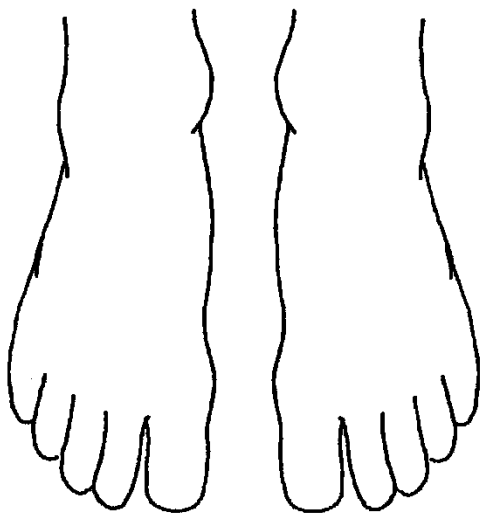
LEFT

BACK



Name of Pupil: _____

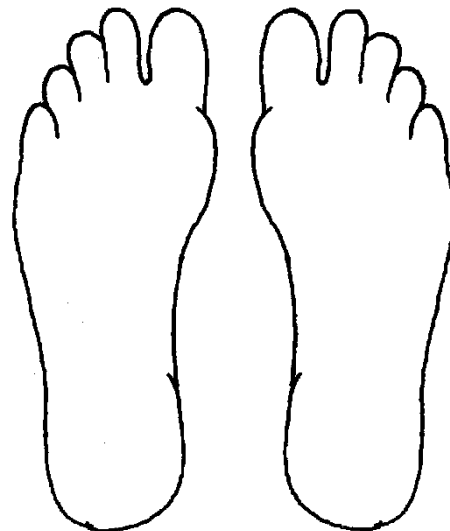
Date and time of observation: _____



R

TOP

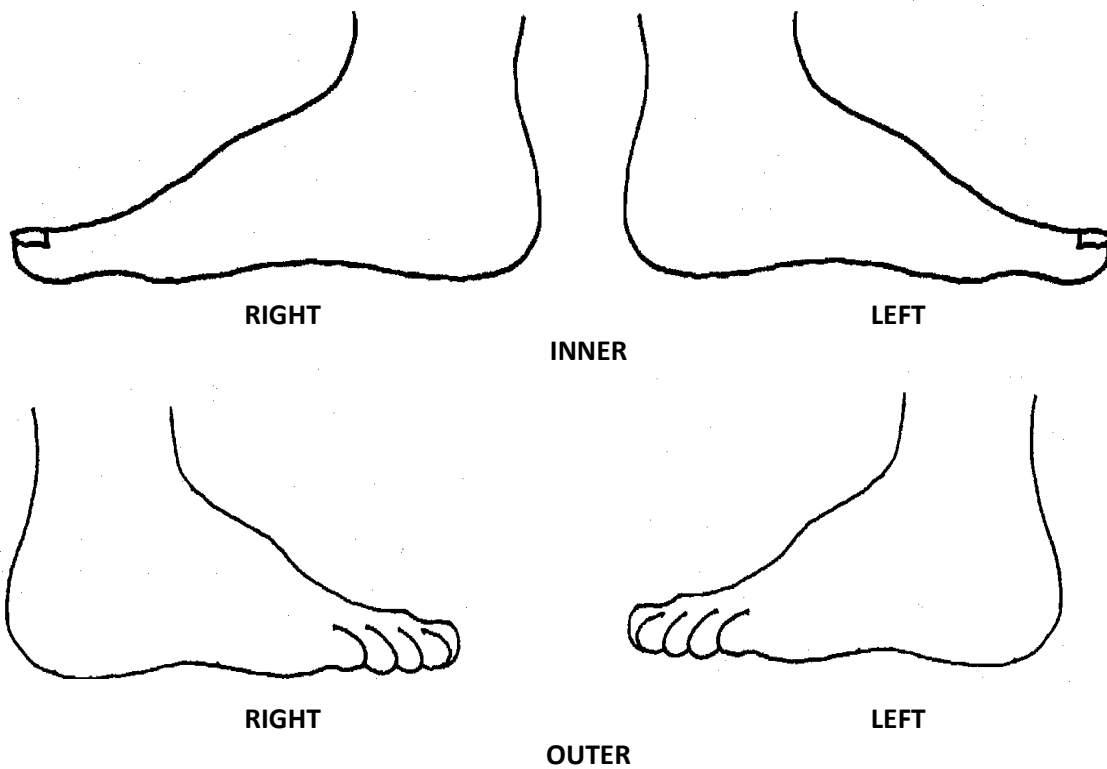
L



R

BOTTOM

L



APPENDIX 6

TRANSFER OF SAFEGUARDING RECORDS (If not using CPOMs)

This form should be completed when a pupil moves to another setting and there are safeguarding concerns and records to transfer.

Child's name

DOB

Previous surnames or aliases

Name of people with parental responsibilities

Name of social worker/lead professional

Information and files transferred (to include chronologies and assessments)

NB: Parental consent is needed to transfer Early Help Assessments

Name of sending school

Name of receiving school

Passed to (name)

Date of first entry in file

Date of last entry in file

Child status: (please tick)

Single Agency Support

Early Help

Child in Need

Child Protection

Looked After Child

Privately Fostered Child

Transferred by:

Name:

Position:

Signed:

Date:

Received by:

Name:

Position:

Signed:

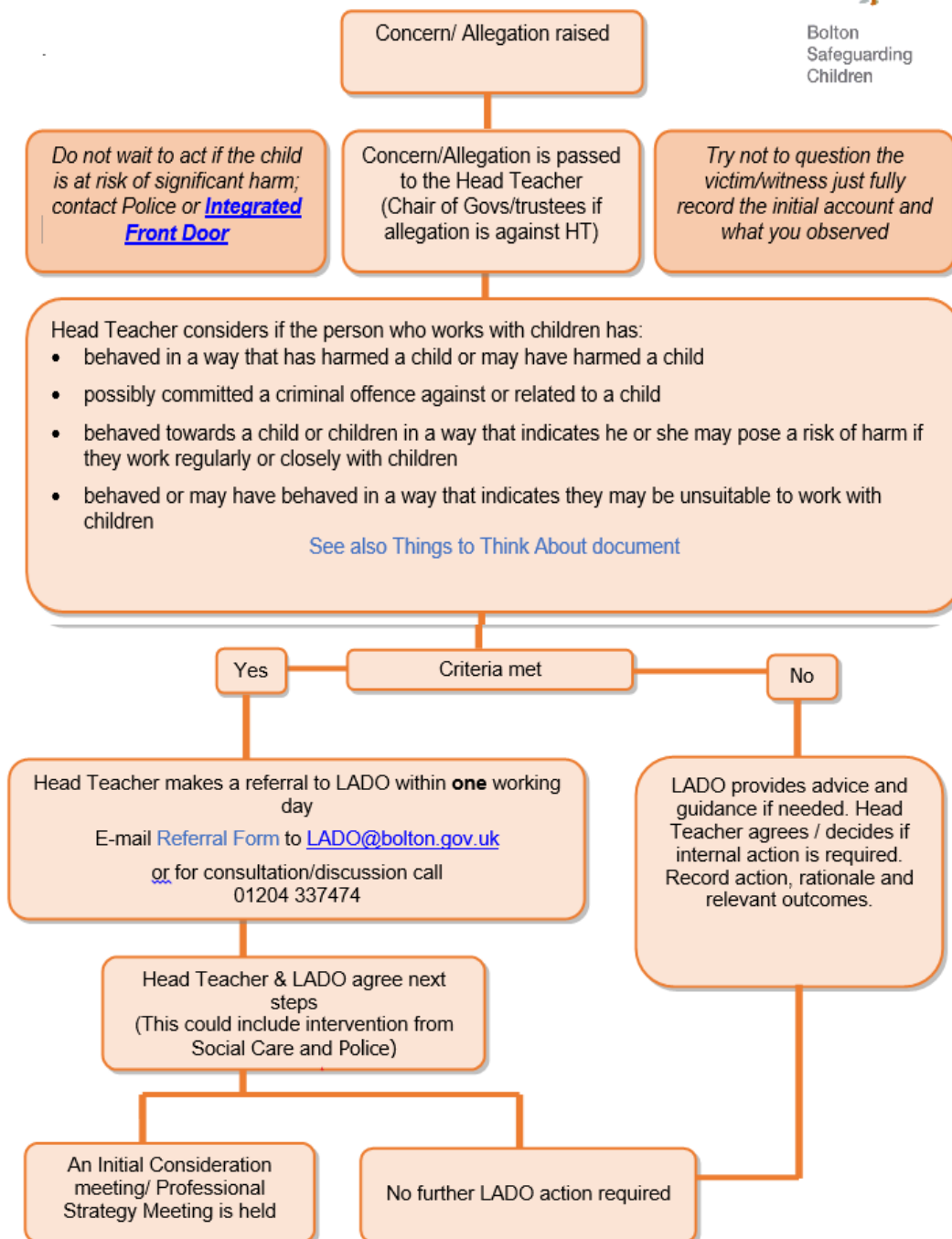
Date:

APPENDIX 7

Managing Professional Allegations Local Authority Designated Officer (LADO) 'First Steps' (for schools & colleges)



Bolton
Safeguarding
Children



Bolton LADO - Lisa Kelly
01204 337474 LADO@bolton.gov.uk
[LADO Webpage](#)

Bolton
Vision

APPENDIX 8

Tracking Form

Allegation/concern raised against Staff

1 When an allegation/concern is received, brief details should be obtained and passed to SLT as soon possible.

Date:		Time	
Allegation made by:			
Who the allegation is made against:			
<i>NB: The subject of the allegation should not be informed without first seeking advice</i>			
Allegation first received by:			
Brief details of the allegation:			
Date of alleged incident:			
Does this allegation involve a restraint?	YES / NO / NYK		
Case manager appointed and to complete tracking form			

2 Allegations which appear to meet the criteria should be referred to LADO within 24 hours (see Note 1)

Does this appear to meet the criteria for managing allegations?	YES / NO		
Referred to LADO:	YES / NO	Date:	
Advice given:			
Date:			
Action to be taken:			
<i>Suspension should never be automatic but should be considered and rationale given for decisions made. See Appendix B</i>	Decision to suspend YES / NO		

3 Information gathered about the allegation

Staff witnesses	Account taken	Copy forwarded to LADO
1		
2		
3		
Pupil witnesses		
1		
2		
3		
4		
Plan of setting/classroom etc		
Chronology of event begun		
First Aid log		

4 Full details gathered

Pupil name:	
Date of Birth	
Address:	
Is the pupil known to Social Care?	YES / NO
Does the pupil have Special Educational Needs?	YES / NO If yes - details
Has the pupil raised previous concerns?	YES / NO If yes - details

Staff full name:	
Date of Birth:	
Address:	
Has this person raised concerns before?	

5 Informing others

Have parents of the pupil been informed?	
Details of response	

Staff members should be informed of the allegation ASAP - on advice from LADO

Has the staff member been informed?	YES / NO
Name of Key person nominated to feedback to them:	

6 Outcome of LADO consultation

Does this meet LADO criteria:	YES / NO
Further action required:	
Professional Strategy Meeting to be held:	YES / NO
Professional Strategy Meeting date:	
Attended by Case Manager:	YES / NO
Minutes received:	YES / NO
Outcome: – <i>please circle</i>	Unfounded Unsubstantiated False Substantiated Malicious
Disciplinary investigation to be held:	YES / NO
Staff member informed of outcome:	YES / NO
Parents informed of outcome:	YES / NO
Chair of governors informed:	YES / NO
Details added to overview table:	YES / NO
Outcome:	

Lessons learned:

Note 1 - Criteria for Managing Allegations

An allegation may relate to a person who works with children who has:

- Behaved in a way that has harmed, or may have harmed, a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

APPENDIX 9

The Role of the Designated Teacher for Looked After Children within the School

The designated teacher has a leadership role in promoting the educational achievement of every looked after child on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal, emotional and academic needs are prioritised.

The designated teacher should have lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve. Everyone involved in helping looked after children achieve should:

- Have high expectations of looked after children's involvement in learning and educational progress.
- Be aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences.
- Understand the reasons which may be behind a looked after child's behaviour, and why they may need more support than other children but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving.
- Understand how important it is to see looked after children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers.
- Appreciate the importance of showing sensitivity about who else knows about a child's looked after status.
- Appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential.
- Have the level of understanding they need of the role of social workers, virtual school heads (or equivalent) in local authorities and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child.

In promoting the educational achievement of looked after pupils the designated teacher should:

- Contribute to the development and review of whole school policies to ensure that they do not unintentionally put looked after children at a disadvantage.
- Make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve.
- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education.
- Promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning.
- Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after.
- Make sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of looked after children and help them and their teachers understand where they are in their learning, where they need to go and how to get there.

- Make sure that looked after children are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support.
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home.
- Have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary.

Appendix 10:

St Joseph's RC School- Horwich- Addition to Safeguarding policy due to COVID-19:

Keeping Children Safe in Education (KCSIE Sept 22) remains in force throughout the response to coronavirus (COVID-19). The department has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools might consider safeguarding policy and process differently when compared to business as usual.

Context:

From Friday 20th March 2020 parents/carers were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

St Joseph's pastoral team identified these pupils and contacted all parents/carers about places at school. This included pupils who do not meet the Government's criteria for 'vulnerable' - but we know would need our support. St Joseph's will also be open over the Easter break using staff volunteers to support those parents/carers who need our support during this time.

Safeguarding:

Although we may once again be operating in a different way to normal in the autumn term 2022, we will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#). (Updated Sept 22)

We are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately (**Contact Mr Singleton, Mrs Anderton and Mr Sylvester, Miss Warwick**)
- A designated safeguarding lead (DSL) or deputy should be available at all times
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online
- We have created an e-mail address for parent/carers to contact us with immediate concerns; safeguarding@st-josephs.bolton.sch.uk (during school closures)

Designated Safeguarding Lead (DSL):

We will have a member of the safeguarding team on duty every school day throughout the lockdown period and any further lockdowns we may encounter. The DSL- **Mr Singleton** will be available throughout this period including weekends. Should there be a concern and the DSL be unavailable for whatever reason- staff must contact **Mrs Anderton, Mr Sylvester or Miss Warwick. Mr McCabe, Mrs Yorke-Robinson or Mrs Horridge** will also be available if needed.

External Agencies:

St Joseph's pastoral team will still continue to work closely with relevant agencies during this period supporting our pupils. These may include; behaviour support, Educational Psychologists, SEN team, Social Care Team, LAC team. Staff may be asked to write a report and submit for child protection conferences or LAC reviews for example. Staff may, if able, engage in a virtual meeting to discuss pupils with relevant agencies.

Pupil Contact:

Staff will be setting pupils work via our online chosen platform- E-Praise. Staff have the facility to message pupils and respond to pupil queries. This contact must be professional and appropriate as in school following the staff code of conduct.

If e-mail contact is made with a pupil- all responses must be made by including another member of staff in the CC section for staff security.

Various members of staff will be at some point contacting pupils at home. If using private phones, staff must use '141' before contacting parents for staff security. All parents/carers should know about any contact. Staff will need to phone parents/carers to contact the pupil.

Staff will continue to be alert to signs that a child may be at risk from what they say on the phone and make the referral into the safeguarding team via the use of CPOMs which all staff have received Inset training on June 12th 2020.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Children and online safety away from school and college:

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to **Mr Singleton, Mrs Anderton, Mr Sylvester, Miss Warwick**, children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school code of conduct.

St Joseph's will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Pastoral staff/SLT must update CPOMS and alert others if appropriate to concerns and actions taken.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.

- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils

Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Make sure parents/carers have access to the safeguarding e-mail address
- Know where else they can go for support to keep themselves and their children safe online

Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. The pastoral team will be in weekly contact with various pupils who we deem to be vulnerable for a variety of different reasons.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time on a weekly basis.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.