



Oswald Road Primary School

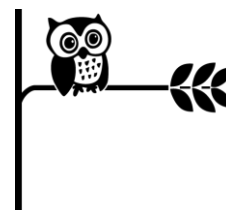
Staff Policy

Safeguarding Policy

Policy ratified by Governing Body: September 2017

Headteacher: Deborah Howard
Chair of Governors: Richard Price

To be reviewed Annually: September 2018



Named staff/personnel with specific responsibility for Child Protection:

Academic Year	Designated Senior Person & Deputy DSP	Nominated Governor
2017-2018	Lead: Deborah Howard	Cllr Sheila Newman
	Deputy DSP's: Donna Wealleans Lisa Cameron	
	DSP Trained Staff: Sam Coombes Sarah Turner	

Training for designated Staff in school

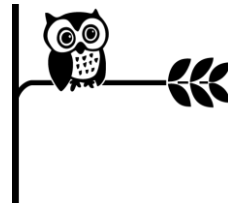
Name of staff member	Date when last attended CP training	Provided by whom
Deborah Howard	Sept 2017	One Education - DSP
Donna Wealleans	May 2016	One Education - DSP
Lisa Cameron	May 2016	One Education - DSP
Sam Coombes	May 2016	One Education - DSP
Sarah Turner	Sept 2017)	One Education
Cllr Sheila Newman (Governor)	March 2016	MSCB - DSP

Whole school Child Protection Training: (All staff should receive induction and update every 3 years)

Who attended (Eg: all teaching and welfare/support staff, Governors, volunteers)	Date	Training Delivered by
Newly appointed staff	On induction during the year 2017-18 and MSCB	Safeguarding Team – Induction file and MSCB Online
All Staff	Online June 2017	Lisa Cameron – Prevent duty training
Governors	11/2/15	One Education
All support staff	Jan 2016-2017 MSCB online training	Hays online training – Safeguarding and Child Protection
Lunchtime Organisers	September 2016	Safeguarding Team

Review dates for this policy

Review date	Changes made	By Whom
Autumn 2016 Next review due Sept 2017	Policy updated in line of new KCSIE guidelines	Donna Wealleans/Lisa Cameron Approved by the governing Body – September 2016



CHILD PROTECTION POLICY

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1. Introduction

This policy statement applies to all adults, including volunteers, working in or on behalf of Oswald Road Primary School. Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school setting
- Identifying children and young people who are suffering or likely to suffer significant harm; then taking appropriate action to ensure they are kept safe both at home and in our school setting, and that they are appropriately supported
- Being alert to any possible concerns that are raised in the School

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised at this school. This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 the Education Act 2002 and in line with government and Ofsted publications:

- 'Keeping Children Safe in Education' 2016 (DfE) (All staff should read at least section 1 of this document)
- 'Working Together to Safeguard Children', 2015 (DfE)
- What to do if you're worried a child is being abused, 2015 (DfE)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)
- 'School Inspection Handbook' (120101), Ofsted 2014
- 'Inspecting Safeguarding' (090205), Ofsted 2014
- 'Ofsted Safeguarding Policies and Procedures' (100183), Ofsted 2010
- Children Act 1989 and 2004
- Protection of Freedoms Act (2012)

The policy is consistent with Manchester Children's Safeguarding Board we adhere to their procedures. We will ensure that parents and our partner agencies are aware of our Safeguarding policy by ensuring that it is displayed in school reception area/s, by raising awareness at initial meetings with parents of new pupils and at parent teacher meetings and ensuring that it is on the school website.

2. Definition of Safeguarding

This policy acknowledges the definition that Ofsted has adopted with regard to the Children's Act 2004 (Working Together to Safeguard Children). This are summarised as:

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

In light of the above, below is a list of aspects of school life, where safeguarding issues could present themselves:

- Child Protection
- Application, interview and selection documentation and processes: including Single Central Record

- Staff Conduct
- Managing Allegations Against Staff and Students
- Safer Recruitment and Selection
- Whistleblowing
- Health and Safety
- Intimate Care
- Behaviour and Management
- Bullying (including cyber, racist, homophobic, gender-related)
- E-safety
- Internet, e-mail and social media acceptable use
- The Use of Reasonable Force
- Attendance
- Special Educational Needs and Disability (SEND)
- Looked After Children (LAC)
- Meeting the Needs of Pupils with Medical Conditions
- Managing Medicines and Providing First Aid
- Drug Education
- PSHEE
- Sex and Relationship Education
- Confidentiality
- Curriculum
- Appropriate Arrangements for School Security
- Educational Visits and Journeys

NB1: Oswald Road has published Policies relating to most of the aspects above, for more in-depth information. These policies can be accessed freely via the school's website. If there isn't a published Policy in its own right, there is further information about the relevant aspect in the main body of this Safeguarding Policy or in its appendices.

NB2: We acknowledge that repeated bullying and/or racist incidents or a single serious incident may lead to consideration under Child Protection procedures. We keep a record of all such incidents. More details are outlined in the correlating Policies.

- Oswald Road recognises that Safeguarding can furthermore involve the following potential issues, which pertain to the wider domain and are not explicitly school-related:
- Physical Abuse (see Appendix 1)
- Emotional Abuse (including Domestic Abuse (see Appendix 1)
- Neglect (see Appendix 1)
- Sexual Abuse (see Appendix 1)
- Child Sexual Exploitation (see Appendix 1 and Section 1 of Keeping Children Safe in Education, (see Appendix 6)
- Sexting
- Trafficking
- Bullying, including text messages, prejudice-based bullying, e.g. cyber, racist, homophobic, gender-related, peer on peer abuse (see our anti bullying policy)
- Racist and Homophobic or Transphobic abuse
- Extremist Behaviour
- Radicalisation – (see Appendix 2 and Section 1 of Keeping Children Safe in Education– Appendix 8 - NB – it is now a statutory obligation to report any suspicions to the Police– failure to do so could lead to disciplinary action)
- Faith Abuse
- Gender-based violence – violence against women and girls (VAWG)
- Issues which may be specific to a local area or population (Gang Activity, Youth Violence)
- Domestic Violence (DV) Child

- Female Genital Mutilation (FGM) (see Appendix 2 and Section 1 of Keeping
- Forced Marriage (FM) (see Appendix 2)
- Fabricated or Induced Illness
- Mental Health
- Private Fostering
- Substance Misuse
- Children Missing Education (see Section 1 of Keeping Children Safe in Education
- Appendix 6)

NB: this list is not exhaustive

Vulnerable Children

We recognise that some children will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance (drugs and/or alcohol) misuse
- Asylum seekers/refugees
- From new communities
- Living away from home, including private fostering arrangements
- Vulnerable to being bullied, or engaging in bullying
- Go missing from school, particularly on repeat occasions
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Are at risk of sexual exploitation
- Young carers
- Looked After Children (LAC)
- Do not have English as a first language

Special consideration includes the provision of safeguarding information, resources and support services involvement when needed. The SEND Team receive regular training on keeping vulnerable children staff and apply relevant procedures e.g. risk assessments which are reviewed regular to ensure the safety of these children.

3. Policy Aims

- To support the child's development in ways that will foster security, confidence and independence
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to and valued
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support packages for those children
- To emphasise the need for good levels of communication between all members of staff

- To develop a structured procedure within the Academy which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police, Social Care, Health and Education Case Workers
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit. This is in accordance to safer recruitment procedures
- To support children who have been abused, in accordance with his/her agreed Child Protection plan

4. Staff Responsibilities

All Staff

We recognise that because of the day-to-day contact with children, **all** staff are well placed to observe the outward signs of any incidents of harm. We also recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. A child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

All Staff across all areas of Oswald Road will therefore:

- Establish and maintain an environment where children feel secure. Children are encouraged to talk, are listened to and know that their wishes and feelings will be taken on board
- Be vigilant, particularly in the case of the most vulnerable children, as to the potential of any safeguarding issues arising

Ensure children know that there are adults in Oswald Road whom they can approach if they are worried. This will be done via:

- Class teachers regularly speaking to Classes e.g. in SEAL and circle time sessions
- Referring children to the Pastoral Support Team
- To ensure Pupil voice is collated across the school regularly on issues such as keeping safe, seal themes and before/after safeguarding concerns and throughout pastoral interventions.
- Reminders in assemblies
 - Encourage self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying
 - Include opportunities in the PSHEE curriculum for children to develop the skills they need to recognise harm and stay safe from it
 - Refer any serious bullying concerns to the DSLO and appropriate action will be taken. Oswald Road's policies on Bullying, e-safety and Internet, E-mail and Social Media Acceptable Use are to be read in conjunction with the Safeguarding Policy
 - Maintain strong links with parents and keep them updated regarding potential safeguarding issues pertaining to their child, unless to do so may place the child at risk
 - Read and sign to say that they have read and understood Keeping Children Safe in Education part one: safeguarding information for all staff (2016).
 - Receive safeguarding training which is regularly updated so they are equipped with the knowledge and skills to keep children safe.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the school which support safeguarding. This includes the child protection/safeguarding

policy, staff behaviour policy (code of conduct), the role of the designated safeguarding lead (DSL) and the name of the designated governor. We will engender the principle that safeguarding is 'everyone's responsibility'.

Safeguarding as part of the Curriculum

Through PSHEE and ESafety lessons and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within PSHEE and in the wider curriculum;

- Bullying, including cyber-bullying
- Drug and alcohol use/ abuse
- E safety
- Road, fire and water safety
- Inter-personal relationships and domestic violence
- Child sexual exploitation (CSE), online and offline

Designated Safeguarding Lead Officer (DSLO)

Oswald Road has a DSLO Jon Beisly and two deputy DSLO's Donna Wealleans and Lisa Cameron who deal with any concerns about the protection of children.

The designated DSLO is responsible for:

- Referring a child if there are concerns about possible abuse or other safeguarding issues, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the MSCB proforma.
- Keeping written records of concerns about a child, even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college
- Ensuring that an indication of the existence of the additional file above is marked on the pupil records
- Ensuring that, in the case of a child leaving our school for another, there is a secure transit and a confirmation of receipt obtained
- Ensuring that, where a pupil is subject to a Child Protection Plan, their information is transferred to the new school immediately and that the child's social worker is informed
- Liaising with other agencies and professionals e.g. local Children's Social Care, the Police, as appropriate
- Ensuring that either they or a deputy DSLO attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents. Oswald Road is committed to multiagency partnership working
- Organising Child Protection induction, and update training every 3 years, for all school staff
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSLO, and all staff and governors; number and type of incidents/cases, and number of children on the Child Protection register (anonymised)
- Ensuring parents are aware of the school's role in Safeguarding and that referrals may be made
- Recognising how to identify signs of abuse and knowing which outside Child Protection agency to contact in the event of a Child Protection matter coming to his/her attention

- Keeping up-to-date with the latest developments in Safeguarding and Child protection via the DSCB and Government publications
- Acting as a source of advice and expertise and keeping relevant people within the school informed about any action taken and any further action required
- Reassuring and encouraging staff within their responsibilities towards Safeguarding and Child Protection
- Being available to talk to children in need as and when necessary
- Promoting Safeguarding and Child Protection issues in school.
- Keeping the Headteacher and the SLT updated on any significant issues
- Ensuring that Pupil Voice is a key feature of the school's ethos
- Leading meetings with any relevant staff, where any concerns regarding a student may be raised

It is important that the DSLO does not work in isolation. He/she therefore works closely with a team of appropriately trained senior staff from each part of the School.

Governing Body, Headteacher, SLT and DSLO

All members of the Governing Body, Senior Leadership Team understand and fulfil their responsibilities, namely to ensure that:

Whole school

- There is a Safeguarding and Child Protection policy together with a Staff Code of Conduct policy
- All other staff have Safeguarding training updated as appropriate
- All members of staff and volunteers are provided with Child Protection awareness information at induction, including in their arrival pack; they will have the school safeguarding statement so that they know who to discuss a concern with
- All staff read Part One of "Keeping Children Safe in Education" on INSET day in September (Appendix 7) and that relevant documentation is signed to prove this
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- All other staff and governors, have Child Protection awareness training, updated by the DSLO as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.
- Through regular staff training, in line with advice from the Manchester Safeguarding Children's Board (MSCB), we will foster a culture of mutual respect between pupils and members of staff, with adults modelling good practice in this context.

DSLO

- A Senior Leader has Designated Safeguarding Lead Officer (DSLO) role
- On appointment, the DSLO undertakes interagency training and also undertakes DSLO 'new to role' and an 'update' course every 2 years
- The DSLO who is involved in recruitment and at least one member of the governing body will also complete Safer Recruitment training (currently on-line on the DfE website) to be renewed every 5 years

GB and SLT

- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- Any weaknesses in Safeguarding and Child Protection are remedied immediately
- All parents/carers are made aware of the responsibilities of staff members with regard to Child Protection procedures through publication of the school's Child Protection Policy.

GB

- A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHEE) and/or for maintained schools through sex and relationship education (SRE)

Staff recruitment, checking and referrals

- The Academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- Safer recruitment practices are always followed, including an enhanced criminal record check from the Disclosure and Barring Service (DBS) and pre-appointment checks on volunteers, contractors and other individuals as set out in 'Keeping Children Safe in Education (2015)'
- Oswald Road has procedures for dealing with allegations of abuse against staff and volunteers and that a referral is made to the DBS within one month, if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- We consider making a referral to the National College for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. Further guidance is available on the National College for Teaching and Leadership website
- We notify OFSTED within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at Oswald Road (whether the abuse took place either at school or elsewhere)
- Child Protection-type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer
- We carry out appropriate checks on staff with a different employer looking after the school's pupils on a site other than the school.
- That enhanced DBS checks are in place for Chairs of Governors of independent, academies, non-maintained special schools

5. Procedure for reporting concerns

Staff could have their suspicion or concern raised in a number of ways, the most likely of which are:

- a. the conduct of a member of staff
- b. a child, parent or member of staff "disclosing" abuse
- c. Any behaviour's, often unusual, which give rise to suspicions that a child may have suffered harm.
- d. bruising or evidence of physical hurt in a way which is not readily attributable to the normal knocks or scrapes received in play
- e. any explanation given which appears inconsistent or suspicious
- f. any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- g. any concerns that a child is presenting signs or symptoms of abuse or neglect

- h. any significant changes in a child's presentation, including non-attendance
- i. Any hint or disclosure of abuse about or by a child / young person.
- j. any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present
- k. information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering)
- l. any concerns that a child is at risk

Key points to remember for taking action are;

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSLO or their deputy as soon as you can and by the end of the day at the latest.
- If the DSLO or their deputy is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Children's Social Care.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a record of the concerns
- Seek support for yourself if you are distressed.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (or another senior member of staff in the absence of the designated lead) prior to any discussion with parents. If you suspect a child has emerging, complex/serious needs or there are child protection concerns, information about abuse and neglect can be found in Appendix 1.

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The child's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns and share them with your phase leader. If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section 'What to do if a child discloses'. There is an inescapable, personal and professional responsibility by all staff for the protection of children from harm. Staff should always maintain an attitude of "it could happen here".

All staff have an obligation to report all suspicions of abuse to the DSLO, (or the Deputy DSLO in their absence), who will then inform the Head teacher. The DSLO will inform the Governor with responsibility for Safeguarding (Mrs Shelia Newman). If the allegation involves the DSLO, the Head teacher must be informed.

If the Head teacher is absent it should be passed to the Chair of Governors. If the allegation involves the Head teacher, the Chair of Governors must be informed.

NB1: ALL STAFF MAY RAISE CONCERNS REGARDING A CHILD DIRECTLY WITH CHILDREN'S SOCIAL CARE SERVICES AND ARE ENTITLED TO RE-REFER IF THEY ARE UNSATISFIED WITH THE OUTCOME

NB2: ANY SAFEGUARDING CONCERNS ABOUT ADULTS IN THE SCHOOL SHOULD BE MADE TO THE DSLO OR TO THE HEADTEACHER

6. What to do if a child discloses

a. Staff receiving a disclosure

The following information is intended to assist members of staff if they become involved in a potential Child Protection situation when a child or young person makes a disclosure:

- Listen; allow the child to finish without directly questioning or stopping them. Let them tell you what they want to and no more. They may need to disclose to a specialist later and too much detail now may interfere with later investigation
- Do not ask leading questions. If questioning is relevant it must be of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did 'x' hit you?'
- When the child has finished, make sure they feel secure. REASSURE THE CHILD. Tell them it is not their fault, you are glad they told you etc
- Stay calm; convey this through word and action
- Try not to transmit your anger, shock, distress, or embarrassment to the child - either verbally or through body language
- Do not express feelings or judgements regarding any person alleged to have harmed the student
- ACT AS THOUGH YOU BELIEVE IN THE CHILD – you are taking them seriously
- Explain sensitively to the child that you have a responsibility to refer the information to the DSLO , whose job it is to help and protect children, and that they will want to talk to the child; but offer to stay with the child and support them.
- Explain that only those who 'need to know' will be told
- Avoid making any physical contact with the child, even if it is well-intentioned; this could be misconstrued and place you in a vulnerable situation

Once the child has gone:

Write down notes, including date and time of the interview and sign the notes. Record as much as you can remember, as soon as possible afterwards (preferably immediately), using the pupil's own words.

REPORT THE INCIDENT IMMEDIATELY TO THE DSLO, or in their absence, the Deputy DSLO or Head teacher.

The above can be summarised as follows, for easy-to-remember reference – LRRR, i.e.

- LISTEN (to what is being said)
- REASSURE (the student)
- RECORD (the context, date, time, place, what is said/or seen (e.g. writing or drawing))
- REPORT (the disclosure straight away to Miss Cameron)

MAKE IT CLEAR TO THE STUDENT THAT THIS INFORMATION WILL HAVE TO BE PASSED ON TO MISS CAMERON

DSLO action following receipt of a concern or disclosure from a member of staff Following any information raising a concern or disclosure, the DSLO will consider:

- Any urgent medical needs of the child
- Check whether the child is currently subject to a child protection plan, or has previously been subject to a plan, is looked after, has child in need plan or an early help assessment

(EHA) or is open the Manchester Multi-Agency Safeguarding Team (MASH) or known to another agency

- Confirm whether any previous concerns have been raised by staff
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Social Care
- The student's wishes

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a student at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a Child Protection referral to Social Care because a student is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately if further monitoring is necessary
- If it would be appropriate to undertake an assessment (e.g. EHA) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented.

Action following referral

The DSLO or other appropriate member of staff will:

- Follow up the referral in writing within 24 hours using any existing assessment i.e. early help assessment or the child referral form
- Maintain contact with the allocated Social Worker
- Contribute to the strategy discussion or meetings
- Provide a report for, attend and contribute to any initial and reviewing child protection conferences
- Share the content of this report with the parent and if appropriate the child, prior to the meeting
- Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan
- Where a child on a child protection plan, child in need plan or is looked after moves from the school or goes missing, immediately inform the key worker in Social Care
- If the child's situation does not appear to be improving the DSLO should press for reconsideration - see 'Derby Safeguarding Children's Board' Escalation policy online.

Getting help for the child

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school; it may be useful to undertake an EHA to clarify the child's needs/strengths and the supports required and/or make a referral for other services.

Full written records of the information that the DSLO received, detailing the actions taken or not taken and the reasons for these will be made.

Using the Early Help Assessment (EHA)

Where parents, carers or children tell us that they require support, or school staff identify that there may be emerging needs and that services might be required, an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents / carers and child about the support and services that might help and agree how they would be accessed.

Low-level needs

Where the school and another service i.e. school nurse, may be able to meet the needs, take swift action and prevent needs escalating, the EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

Emerging needs

Where the child or parents are likely to require co-ordinated support from a range of early help services, or where there are concerns for a child's well-being or a child's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and /or their parents or carers. Where a multi-agency response is needed, a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the child's needs.

For more information about the early help assessment process see <https://manchester.fsd.org.uk/kb5/manchester/directory/directory.page?directorychannel=1-10>

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Children's Social Care will be made. See below.

7. Confidentiality, Record Keeping and Student Information

Confidentiality

1. The management of confidentiality is an essential factor in all issues relating to Safeguarding and Child Protection
2. The Headteacher or DSLO will disclose relevant information about a child or to other members of staff on a need to know basis only
3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
4. Staff should never give pupils or adults an absolute guarantee of confidentiality, but must ensure that the information is disclosed only to the people who need to know. Make sure that this is clear early on, not sprung on the pupil at the end
5. It should be explained to children and young people that secrets cannot and should not be kept if keeping them means that they, or others, will continue to be harmed

Record keeping

Records of concerns and other written information are stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information is stored separately from the child's school file and the school file is 'tagged' to indicate that separate information is held.

Copies of these records will be securely sent to any school to which the child transfers and a confirmation of receipt obtained.

Student Information

Our school will endeavour to keep up-to-date and accurate information in order to keep students safe and provide appropriate care for them, including:

- names and contact details of persons with whom the student normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the student from school
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc)

- if the child is or has been on the Child Protection List or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information in compliance with Data Protection and confidentiality best practice.

Here at Oswald Road we use a software application called CPOMS for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. This system works alongside the school's existing safeguarding processes, and helps to monitor the management of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more. By using CPOMS effectively, we can ensure that students are safe and fully supported, whilst school staff can focus on teaching and providing support.

Every member of staff across school is trained on how to use the electronic system and they have an obligation to report any concerns which they may have. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports for Case Conference Meetings, Governors, Ofsted and external partnership agencies.

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. It is essential that all staff are alert to 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.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

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 (or in default of such agreement, at intervals determined by the Secretary of State)

8. Supporting Children

There may be times when it is obvious that a child is struggling with an issue, but they may not wish to speak to a member of staff at school. At Oswald Road we employ a counsellor, Sahara Deville and a Play Therapist, Suzi Strange who the children can access if they need additional support.

9. SPECIFIC SAFEGUARDING ISSUES

Child Sexual Exploitation

A form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and/or education at some point.

Some of the following signs may be indicators of sexual exploitation where children:

- Appear with unexplained gifts or new possessions.
- Associate with other young people involved in exploitation.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections or become pregnant.
- Suffer from changes in emotional well-being or menstrual problems.
- Misuse drugs and alcohol.
- Go missing for periods of time or regularly come home late.
- Regularly miss school or don't take part in education.

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 have already suffered FGM. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales 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.

FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries, including the UK. Victims of FGM are likely to come from a community that is known to practice FGM and signs that may indicate a child has undergone FGM include:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from their group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, and/or emotional and/or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning disabilities). Some communities use religion and culture as a way to coerce a person into marriage. Schools have a duty to report cases of Forced Marriage to the police (Forced Marriage Unit).

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, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If any member of staff have any concerns at all regarding HBV they must speak to the DSL/DDSL. 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, or having already suffered, HBV.

Self-Injury

Self-injury describes a wide range of things children do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury can involve:

- Cutting, often to the arms, using razor blades, broken glass, scissors or a pair of compasses (can include scratching, picking, biting or scraping).
- Burning using cigarettes or caustic agents.
- Punching and bruising.
- Inserting or swallowing sharp objects or harmful substances.
- Head banging (hitting themselves against objects).
- Pulling out hair, including eyelashes and/or eye brows.
- Restrictive or binge eating.
- Overdosing.
- Self-neglect.
- Alcohol abuse.
- Taking personal risks.
- Sleep deprivation.

Peer-on-Peer Abuse

There are many different forms peer-on-peer abuse can take. This is most likely to include, but not be limited to:

- Gender based violence.
- Sexual assaults.
- Sexting.
- Name calling and bullying (including cyber bullying).

Any form of peer-on-peer abuse, like any other abuse, should be treated seriously and not tolerated. Where staff have concerns or receive a disclosure the child should be re-assured and supported and the DSL/DDSL informed as soon as possible.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a disastrous effect on a child's wellbeing and, in very rare cases, has been a feature in suicide. The school's Anti-Bullying Policy should be referred to in all instances where bullying is suspected.

Children with Sexually Harmful Behaviour

Children may be harmed by other children or young people and there will be occasions when a pupil's behaviour warrants a different response. Research suggests that up to thirty per cent of child sexual abuse is committed by someone under the age of 18.

The management of children with sexually harmful behaviour is complex and our school will work with other relevant agencies to maintain the safety of their whole school community. Children who display such behaviour may be victims of abuse themselves and the child protection procedures should be followed for both victim and perpetrator.

Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to their DSL/DDSL as soon as possible.

10. PARTICULARLY VULNERABLE GROUPS

Learners with Special Educational Needs (SEN)

Children with Special Educational Needs (SEN) and disabilities can provide additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. All staff should be made aware of these barriers and how best to overcome them. Barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Looked After Children

The most common reason for children to become Looked After is as a result of abuse or neglect. Appropriate staff will have access to information about a child's Looked After status and care arrangements, including the level of authority delegated to the carer by the local authority looking after the child. The DSL/DDSL will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Missing Children

Each school will closely monitor attendance, absence and exclusions. A child who is missing from regular school is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL/DDSL will work with the school's attendance officers to monitor any unauthorised absence and take appropriate action, including notifying the local authority if appropriate, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

The school will ensure all staff are aware of the importance of, and be alert to, signs of children being at risk of female genital mutilation, forced marriage and/or travelling to conflict zones.

Privately Fostered Children

A private fostering arrangement occurs when someone *other than a parent or a close relative* cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or under the age of 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age under the limit.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important the schools are alert to possible safeguarding issues, including the possibility a child has been trafficked into the country.

If a member of staff becomes aware a pupil may be in a private fostering arrangement, they should raise this with the DSL/DDSL who should notify the appropriate local authority of any concerns that may be linked to the placement. Any safeguarding concerns about the child or placement which arise following the placement should be reported to Children's Social Care.

Other Vulnerable Learners

Other children may have an increased risk of abuse. Many factors can contribute including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure all pupils receive equal protection, all staff should give special consideration to those who are:

- Disabled.
- Young carers.
- Affected by parental substance misuse, domestic violence or parental mental health needs.
- Asylum seekers.
- Living away from home.
- Vulnerable to being bullied or engaging in bullying.
- Living in temporary accommodation.
- Live transient lifestyles.
- Live in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- At risk of sexual exploitation.
- Do not have English as a first language.
- At risk of female genital mutilation (FGM).
- At risk of forced marriage.
- At risk of being drawn into extremism.

The above list provides examples of additional vulnerable groups and is not exhaustive.

11. Code of conduct for Staff

We have very high expectations for students in all aspect of their work; their appearance and their routines on a daily basis As a staff, we should apply the same high expectations to ourselves. We should be role models and maintain the moral high ground in our dealings with students. At Oswald Road we have developed a separate code of conduct policy for our staff. The staff code of conduct and acceptable use policy is in place for the use of technology, mobiles phone, social media etc

12. Allegations against teachers and other staff (including volunteers) - Whistleblowing

Safe recruitment practices are vital whenever someone is recruited to work with children – however, this is not the end of the matter. Schools are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

An allegation may be made against a teacher or member of staff (including volunteers) if they have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- Oswald Road will always comply with Manchester's Safeguarding Policy and Procedures

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. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported.

Initial actions following an allegation;

- The person who has received an allegation, or witnessed an event will immediately inform the Headteacher (or the Chair of Governors if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated (see Appendix 6).
- The Headteacher where appropriate will take steps to secure the immediate safety of children and urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or police. The Headteacher or Principle, or Chair of Governors should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 8. The discussion will consider the nature, content and context of the allegation and agree a course of action. The Headteacher will inform the Chair of Governors of any allegation. Consideration will be given throughout to the support and information needs of pupils, parents and staff. If consideration needs to be given to the individual's employment, advice will be sought for HR.

13. SERIOUS CASE REVIEWS

Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- a. Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- b. Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- c. Improve inter-agency working to better safeguard and promote the welfare of children and young people.

d. If required Oswald Road Primary School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

14. Recruitment and Selection

Safer Recruitment and Selection

The academy pays full regard to current DfE guidance 'Keeping Children Safe in Education' (September 2016). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking Vetting and Barring List 99.

In line with statutory changes, underpinned by regulations, the following will apply:

- A DBS Enhanced Disclosure is obtained for all new appointments to Oswald Road's workforce and was updated 2016. There is also requirement for employees to be registered with the Independent Safeguarding Authority
- a DBS Enhanced Disclosure is obtained for all volunteers
- a DBS Enhanced Disclosure is obtained for Governors

Oswald Road is committed to keeping an up-to-date Single Central Record detailing a range of checks carried out on our staff (records kept in the Business Manager's office.)

- All new appointments to Oswald Road workforce who have lived outside the UK will be subject to additional checks as appropriate
- Oswald Road ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- Identity checks must be carried out on all appointments to our Academy workforce before the appointment is made
- Deborah Carter, Jon Beisly and Sarah Nicholls have undertaken the National College for Academy Leadership Safe Recruitment training (www.ncsl.org.uk).

One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services)

Single Central Record of Recruitment and Vetting Checks

In addition to the various staff records which are kept as part of normal business, Oswald Road keeps and maintains a Single Central Record of recruitment and vetting checks.

Oswald Road has a record of the following people:

- all staff who are employed to work at the academy
- all staff who are employed as supply staff

The record should also include all others who have been chosen by the school to work in regular contact with students. This will cover volunteers, governors who also work as volunteers within the Academy, and people brought into the Academy to provide additional teaching or instruction for students but who are not staff members, e.g. specialist sports coach or artist.

The Single Central Record must indicate whether or not the following have been completed:

- Identity checks

- Qualification checks for any qualifications legally required for the job e.g. those posts where a person must have QTS, NPQH, or in FE Colleges, another accepted qualification such as PGCE, Cert Ed. Additionally, for those applying for teaching posts, registration check with the TA (Teaching Agency) where appropriate
- Checks of right to work in the United Kingdom
- List 99 checks
- DBS Enhanced Disclosure
- Prohibition from Teaching check
- Further overseas records checks where appropriate for advice on staff who have lived outside the United Kingdom. The record must also show the date on which each check was completed or the relevant certificate obtained, and should show who carried out the check.

15. Monitoring and Evaluation

Our Safeguarding and Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil voice and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of the number and nature of referrals to Student Services Manager and DSLO

16. Useful telephone numbers

MSCB General number for enquiries is Tel: **0161 234 3330**.

Alternatively email at mscb@manchester.gov.uk and a member of the team will contact the school.

Please note that the above email is NOT to be used for referrals or information about specific cases involving children and their families; these enquiries need to go through the usual channels. The MSCB is not an operational team and cannot provide an emergency response.

If you have concerns regarding a child or a family, please telephone the Manchester Contact Centre on 0161 234 5001 or email socialcare@manchester.gcsx.gov.uk or mcsreply@manchester.gov.uk

If you believe a child is at risk of immediate harm, please contact the Police by dialling 999.