

Emmanuel Holcombe C of E Primary

Child protection and safeguarding policy

Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

Mission statement

In our small, friendly school, everyone respects and cares for one another
In our community, church, home and school we work together to grow in faith and friendship
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

Policy written: October 2018

Reviewed: December 2021

Review date: December 2022

Policy Statement

Staff and Governors at Emmanuel Holcombe CE Primary School recognise that all children and young people deserve the best possible start in life. They have the right to be protected, be safe from harm and well cared for. Emmanuel Holcombe CE Primary School has a responsibility to ensure the welfare of children is always paramount regardless of their age, gender, disability, language, racial origin, religious beliefs or sexual orientation. A child, as defined by the Children Act 1989, is a person under 18 years of age.

We adopt a whole school approach to safeguarding and it underpins everything we do. All staff and volunteers have a responsibility to report any concerns which come to their attention to the Head Teacher, such as disclosures of abuse or observing children who are at risk. Such concerns will be responded to swiftly and appropriately. We will pay careful attention to what children say and feel.

Key objectives

- To explain the responsibilities Emmanuel Holcombe CE Primary School and its staff and volunteers have in respect of child protection;
- To provide staff with an overview of child protection legislation and definitions;
- To provide clear procedures that will be implemented where child protection issues arise.

We are also committed to protecting children through a careful recruitment and selection process, a whistle blowing policy, ongoing supervision and guidance on appropriate behaviour. All involved in Emmanuel Holcombe CE Primary School will be made aware of this policy and what to do if they have any concerns. This policy will be reviewed every 12 months.

Signed: _____ Headteacher Date _____

Signed: _____ Safeguarding Governor

Introduction

Schools and their staff form part of the wider safeguarding system for children. 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. (Keeping Children Safe in Education – DfE, 2021)

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We work to create a culture of security to enable them to feel valued, listened to and to know that their wishes and feelings are respected.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

Teaching personal, social and health education and citizenship, as part of the National Curriculum helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

All policies are made available and explained to parents as part of the enrolment procedure and are available for inspection and reference at all times.

A copy of this Child Protection and Safeguarding Policy is on the school's website.

Name	Role
Catherine Bennett	Designated Safeguarding Lead (DSL)
Amy Longstaff	Deputy Safeguarding Officer
David Hulme	Nominated Safeguarding Governor
Adaobi Oghabon	Out of Hours Club Nominated Safeguarding

Legal Context

Emmanuel Holcombe CE Primary School policy and the following procedures reflect the principles contained within United Nations Convention on the Rights of the Child (UNCRC) ratified by the United Kingdom in 1991 and the Human Rights Act 1998.

The Children Act 1989 sets out the legislative framework for safeguarding and promoting the welfare of children. It states that the welfare of the child is paramount in all situations and that children have the right to be involved in decisions that may affect them.

The act also introduced the concept of 'significant harm' as the threshold that justifies compulsory intervention into family life by the local authority. Children who have suffered and/or are likely to suffer abuse or significant harm are often considered to be children in need, as well as children in need of protection. Under the act, children in need are children whose health and development is likely to be impaired without the provision of appropriate services.

The Children Act 2004 underpins the Every Child Matters, Change for Children programme and builds on the principles established in the 1989 act.

Working Together to Safeguard Children (2021) is key government guidance which sets out how all organisations should work together to promote children's welfare and protect them from abuse and neglect. It states that every organisation should have clear procedures in place for dealing with concerns or suspicions of abuse and that these should be in line with the Local Safeguarding Children Board procedures.

In addition to;

Keeping Children Safe in Education 2021

Safer Working Guidance DfE 2014

The Prevent Duty Advice June 2015

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

Role of the Governing Body

- All staff, governors and regular volunteers are given a copy of this Child Protection and Safeguarding Policy and the implications in their role are fully explained.
- All members of staff are made aware of the main forms of abuse and their symptoms, as outlined in “Recognition and Referral Handbook” (BSCB)
- All members of staff are made aware of their responsibilities in relation to the disclosure or discovery of child abuse and the school’s procedures for dealing with such incidents.
- All members of staff are made aware of Bury (BSCB) procedures and where to locate them.
- The Head Teacher is responsible for ensuring that appropriate ongoing training is provided to ensure that staff maintain knowledge of child protection issues and are aware of any new developments.
- The Head Teacher is responsible for the provision of appropriate levels of management and supervision to ensure all staff can fulfil their responsibilities with regard to child protection and are supported in doing so.

Staff Roles and Responsibilities

The role of the Designated Officer for Child Protection

No one should deal with child protection concerns on their own. If Emmanuel Holcombe CE Primary School staff or governors have any cause for concern around the abuse of a child or the behaviour of other staff or governors they should speak to the Head Teacher who is the Designated Officer for Child Protection on that working day where possible. The DSL and deputy are most likely to have a complete safeguarding picture and are the appropriate people to advise on the response to safeguarding concerns.

The role of the Designated Officer for Emmanuel Holcombe CE Primary School is to:

- Ensure that the child protection policy and procedures are followed and updated;
- Receive concerns from staff and governors and record it appropriately; • Assess the information promptly and carefully;
- Consult with Bury Children’s Services and local Police in order to make a referral;
- Keep relevant Emmanuel Holcombe CE Primary School staff and volunteers informed about action taken and required.

The Role of all staff

We understand that the school should provide a stable and secure environment in the lives of all children and that all staff have a role to fulfil in relation to safeguarding children. We recognise that, because of the day to day contact with children, staff are well placed to observe children and spot potential indicators of abuse and are also equipped to provide wider information and insight that could contribute to Contextual Safeguarding. In line with Keeping Children Safe in Education 2018, Emmanuel Holcombe adopts a whole school approach to Safeguarding. Staff will maintain an 'it could happen here' attitude and will always act in the best interest of the child.

All members of staff understand their responsibility to be alert to the signs and symptoms of abuse and their responsibility for the immediate referral of any concerns to the designated senior person responsible for child protection.

To support the implementation of this Policy:-

- All members of staff will establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- All members of staff will uphold professional standards; implement the school's Health and Safety and Behaviour policies in order to maintain a safe and secure setting.
- All members of staff will ensure that children know that there are adults in the school whom they can approach if they are distressed or worried.
- All members of staff will promote anti-discriminatory and anti-oppressive practice in line with school policy by providing positive role models, promoting diversity and by acknowledging and respecting the individual needs of the child.
- Social Media should NEVER be used contact children / families within the school community on a professional or social level. If children, parents / carers try to instigate contact through social media staff should explain that they are not legally permitted to respond and it is not appropriate to do so.
- Staff should not use any social media to discuss school issues with their friends / family. Any use of social media communication between colleagues should be on a social level and must never include any reference to the school, its pupils or its business. Staff must be mindful not to post anything that could bring the school or their profession into disrepute. (See also Acceptable Use Policy).
- Wherever possible staff should refrain from entering into business arrangements with parents / carers or members of the wider school community to avoid conflict of interest. If such arrangements are made on the behalf of the school, they should be declared and the register of pecuniary interests should be signed.
- All members of staff will be made aware of the school's whistle blowing policy and are encouraged to raise any concerns relating to practice in school in line with the policy.

Raising Awareness of Child Protection Issues

The school is committed to raising awareness of child protection and to equipping children with the skills needed to keep them safe. It aims to do this by:

- Adopting a whole school approach to maintaining the involvement of all stakeholders and

ensuring that safeguarding is a recurrent theme through policies and procedures.

- Ensuring staff have access to appropriate, regularly updated training and resources.
- Ensuring staff receive regular safeguarding / child protection briefings (e.g. via e-mails and staff meetings) to maintain relevant safeguarding skills and knowledge.
- Including opportunities in the PSHE and SRE curriculum that will help children to develop skills they need to recognise and stay safe from abuse. (Full details are available in The PSHE and SRE policy).
- Using the PSHE and SRE curriculum to minimise the risk of peer on peer abuse by developing children's understanding of appropriate behaviour.
- Ensuring that everyday sexist language and stereotypes are challenged.
- Using national events / campaigns e.g. Internet Safety Day and Anti-Bullying Week to highlight issues.
- Offering appropriate advice and support to staff, children and parents / carers, e.g. with regard to Online Safety. (Further details in Online Safety Policy, Acceptable Use Policy and Pupil Planners).

Safe Caring

All members of staff are made aware of the school's safeguarding procedures and are committed to working in accordance to the principles of safe caring. Further guidance is set out in *Safer Working Guidance DfE 2014* and *Keeping Children Safe Document 2018*.

- Every effort will be made to avoid or minimise the time when members of staff are left alone with a child. If it is necessary for a member of staff to be alone with a child, then the door of the room should be kept open and another member of staff should be informed.
- If a child makes inappropriate physical or verbal contact with a member of staff or another child the incident must be reported to the Senior Designated Lead
- Members of staff will never carry out a personal task for a child that the child can do for themselves. If such contact is essential, a member of staff will assist the child as required but will always be accompanied by another member of staff whilst doing so.
- Unless a child has a specific need staff should not accompany children into the toilet.
- All members of staff will be mindful of how they approach children both physically and verbally. All contact should be appropriate to the child's age and emotional understanding and unnecessary or potentially inappropriate contact will be avoided.
- All members of staff are aware of the government's advice on Use of Reasonable Force (2013). School will seek to provide "Team Teach" training in de-escalation and safe handling techniques to reduce the number of incidents where physical intervention is required and to ensure the safety of pupils and staff if there is no alternative to physical intervention.
Children should never sit on an adult's knee in school and if a child tries to hug a member of staff the attempt should be gently deflected and the appropriate safe handling technique employed. An adult may hold the hand of a pupil in FS or KS1 but this should be avoided in KS2 unless the pupil has an EHC Plan
- Members of staff are aware that their actions, however well intentioned, may be misconstrued and therefore they must ensure that they consider, and are aware of, the implications of their actions at all times.

Abuse and Neglect

Child abuse manifests itself in a variety of ways, some overt and some less obvious. All members of staff are committed to maintaining a vigilant approach to identify potential cases and clearly understand that:

ABUSE IS ABUSE AND WILL NEVER BE TOLERATED OR PASSED OFF.

Abuse and neglect are forms 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 known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Recognising child abuse or maltreatment is not easy and **it is not your responsibility to decide whether or not a child has been abused**. However it is your responsibility to pass on concerns you may have.

The four main types of abuse referred to in Keeping Children Safe in Education are:-

- Physical
- Emotional
- Sexual
- Neglect

Physical Abuse

Physical abuse 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.

Example of warning signs

Unexplained or unconvincing explanation of recent injuries

Bruises which have a distinct shape or pattern, like handprints, grasp or finger marks

Lingering illnesses

Unusual aggressive or passive behaviour

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, though it may occur alone.

Examples of warning signs

A child who is constantly blamed for things that go wrong

A child who is made to carry out tasks inappropriate to their age A child in a household where there are arguments and violence

Sexual Abuse

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 or

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.

Examples of warning signs

A child who displays sexual knowledge or behaviour inappropriate for their age Injuries or unusual appearance to private areas of the body

A child who is being encouraged into a secretive relationship with an adult A child who hints at sexual activity through words, play or drawings

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:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- 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.

Examples of warning signs

A child with illnesses that have not been treated

A child who is constantly hungry or tired

A child who lacks needed medical care

Peer on Peer Abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted

adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Additional Information and Guidance

The following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the laws of England. Emmanuel Holcombe C.E. Primary School does not condone practices that are illegal and which are harmful to children.

Examples of particular practices are:

Underage Marriage / Forced Marriage

- Forcing a person into a marriage is a crime in England and Wales. Both parties must give their full and free consent to the marriage.
- In England, a young person can marry from the age of 16 with parental consent or from 18 without parental consent.
- Some communities use religion and culture to coerce individuals into marriage and believe it is acceptable to marry at a younger age.
- We are aware that schools can play an important role in safeguarding children from forced marriage and any concerns will be reported to the DSL in line with this policy.
- The Forced Marriage Unit can be contacted on 020 7008 0151 or fmu@fco.gov.uk

Genital Mutilation/Female Circumcision

- FGM includes all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.
- Some communities consider it a religious act and cultural requirement.
- This is against the law in the United Kingdom and is a form of child abuse that can have long lasting, harmful consequences. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.
- **Since 31 October 2015 there has been a mandatory reporting duty placed on teachers with regard to FGM. “Teachers MUST personally report to the police where they discover that an act of FGM appears to have been carried out”** They should also inform the DSL of the disclosure / discovery unless they have good reason not to.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Children Missing Education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being.

- We also recognise that a child going missing in education is a potential sign of abuse or neglect and that early intervention is necessary to identify any underlying safeguarding risk.
- We encourage the full attendance of all of our children at school and have procedures in place to monitor attendance rigorously.
- Where we have concerns that a child is missing education, we will liaise with the appropriate agencies in line with the statutory guidance set out in Children Missing in Education (2016).
- The school has procedures in place to ensure compliance with the **Education (Pupil Registration) (England) Regulations 2006 as amended**

Children in the Court System

- Children are sometimes required to give evidence in criminal courts for crimes committed against them or crimes they have witnessed.
- If this arises in school members of staff should be mindful of the impact this can have on the child and their family.
- Keeping Children Safe in Education 2018 Annex A contains links to guidelines to support children 5-11-year olds / 12-17-year olds

Children with Family Members in Prison

- Approximately 200,000 children a year have a parent sent to prison.
- These children are at increased risk of poor outcomes e.g. poverty, stigma, isolation and poor mental health.
- Any members of staff working with these children should be aware of the potential impact on the child and offer appropriate support.
- Annex A of Keeping Children Safe in Education 2018 contains a link to NICCO information to support professionals working with children of offenders.

Homelessness

- Being homeless or at risk of becoming homeless presents a great risk to a child's welfare.
- Staff should report any concerns regarding this issue to the DSL / deputies.
- Our Family Support Adviser has the expertise to assist families in need of support and to sign post them to the appropriate housing authorities.
- If an ongoing situation results in a child being harmed, or at the risk of being harmed, the DSL will take appropriate action.
- Links to further information are contained in Annex A of Keeping Children Safe in Education 2018.

Sexually Active under Eighteen years old

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Emmanuel Holcombe C.E. Primary School we will ensure our policy for managing this issue links to the available protocol.

Safeguarding Children with Special Educational Needs and Disabilities

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as able bodied children.

Disabled children do however, require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (*Safeguarding Children, DCSF, July 2009*).

Emmanuel Holcombe C.E. Primary School will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this, we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Honour Based Violence

Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert for signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitoring by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence Emmanuel Holcombe C.E. Primary School will report these concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Childtrafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where Emmanuel Holcombe C.E. Primary School is made aware of a child is suspected of or actually being trafficked/exploited, we will report our concerns to the appropriate agency.

Domestic Abuse

The Government defines domestic abuse as “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality.”

- We understand the long lasting emotional and psychological impact that domestic abuse can have on children who witness or overhear it, (even if the parents / carers think they are unaware).
- Children may blame themselves for the abuse and events that result from the abuse
- e.g. having to leave the family home.
- The NSPCC and Safe Lives organisations offer advice on identifying children affected by domestic abuse.

If a child is a member of a household where domestic abuse is known or suspected to be taking place, staff must be vigilant and report their concerns to the DSL in line with this policy.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority

For more than 28 days and where the care is intended to continue. It is a statutory duty for us at Emmanuel Holcombe Primary School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Child Sexual Exploitation (CSE)

This is a form of sexual abuse. It takes place where an individual or group uses an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity. Often the victims are offered something they want in exchange for their cooperation and the perpetrators achieve financial advantage or increased status.

- It can involve violent, humiliating and degrading sexual assaults and can involve young people being forced into trading sexual activity for money, drugs, affection or status.
- Consent cannot be given even if the child may have been conditioned to believe they are participating voluntarily.
- It does not always involve physical conduct and can take place on line.
- It can be perpetrated by individuals or groups, males or females, children or adults.

- It can be a one-off incident or a series of incidents.
- It can be opportunistic or organised.

Staff should be aware of possible indicators of sexual exploitation including:

- Children who go missing from home.
- Children with unexplained gifts or possessions
- Changes in emotional wellbeing
- Children regularly missing school
- Children who have older boyfriends / girlfriends or who spend significant time with groups of older children / young people.
- Misuse of drugs or alcohol
- Children who suffer from STIs or become pregnant

Any concerns should be reported to the DSL in line with this procedure

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 or exploit children and young people to carry drugs and money from urban areas to suburban / rural areas or market and seaside towns.

It is typified by some form of power imbalance in favour of the exploiters. Age being the most obvious but other factors e.g. gender, cognitive ability, physical strength, status and economic resources can be exploited.

It is still exploitation even if it appears consensual.

It can involve force/ enticement to ensure compliance and is often accompanied by violence or threats of violence.

Staff should consider if pupils may be vulnerable to this type of exploitation and should be vigilant to identify any possible indicators.

Any concerns should be reported to the DSL in line with this procedure.

Anti-Radicalisation and Extremism (The Prevent Duty)

At Emmanuel Holcombe Primary School we recognise our duty to have “due regard to the need to prevent people from being drawn into terrorism”. This is our duty under Section 26 of the Counter-Terrorism and Security Act 2015 and the statutory guidance in The Prevent Duty DfE document June 2015.

Radicalisation – refers to process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism – is defined by HM Government as ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

- In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. Staff will be alert to

- changes in children that could indicate they may need help or protection and will use their judgement in identifying children who may be at risk of radicalisation. Any action taken will be proportionate and in line with school policy and local Channel policies.
- The Prevent Strategy / Channel Programme local contact for Bury is Michelle Allen (Community Cohesion Officer). She can be contacted on 0161 253 5231 or via m.allen@bury.gov.uk
- A Fundamental British Values Policy is in place.
- Staff and governors have received training on the Prevent Duty and the Channel programme.
- We promote respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs whilst respecting those of others. We aim to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. Pupils learn about democracy, government and how laws are made and upheld.
- Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- We recognise that children with low aspirations can be more vulnerable to radicalisation and therefore we aim to develop self-confidence, self-respect and encourage high standards and expectations
- Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. Pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- Children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.
- All members of staff are aware of the signs and symptoms of abuse.
- All members of staff are aware that a child may display a range of symptoms and that these may have other causes.
- All members of staff will maintain an objective and non-judgemental approach when considering symptoms but will remember that their first priority is the protection of the child.
- Unless the initial concerns are related to sexual abuse or fabricated illness they will always be discussed with parents / carers and their explanations / comments will be noted.

Further information can be found in the DfE document *What to do if you're worried a child is being abused? 2015*.

Specific Safeguarding Issues

Some of the key areas identified in Keeping Children Safe in Education 2018 are outlined below but this is not an exhaustive list and links to more extensive guidance and information are available in Part 1 and Annex A of the KCSIE document.

All members of staff are aware that abuse is not only a matter of adults abusing children and that it can also take place between children and young adults. Peer on peer abuse is no less serious than any other form of abuse and will be dealt with accordingly.

Sexual Violence and Sexual Harassment between Children

Sexual violence refers to physical acts that would be considered sexual offence under the Sexual Offences Act 2003:

- Rape
- Assault by Penetration
- Sexual Assault

A child under the age of 13 can never consent to ANY sexual activity. The age of consent is 16.

Sexual harassment refers to “unwanted conduct of a sexual nature” that can occur offline:

- Sexual comments, telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling sexualised names.
- Sexual jokes / taunting
- Inappropriate physical behaviour e.g. deliberately brushing against someone, interfering with someone’s clothes.
- Displaying pictures, photos or drawings of a sexual nature online:
- Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments and messages on social media.
- Sexual coercion and threats.

All members of staff at Emmanuel Holcombe C.E. Primary School understand the importance of:

- Making it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or harassment as “banter” “part of growing up” “just having a laugh” or “boys being boys”
- Challenging behaviour such as inappropriate touching, lifting upskirts.
- Understanding that sexist stereotypes and language needs to be challenged as part of a whole school approach.

Any concerns should be reported immediately to the DSL who will deal with the allegations and support victims and perpetrators in line with government advice outlined in Part 5 and Annex A of Keeping Children Safe in Education 2018, Section 4 of this policy and BSCB /GMSP procedures.

Dealing with Suspected Abuse / Allegations of Abuse

The school is committed to fulfilling its responsibilities by treating any suspected or alleged abuse seriously, objectively and sensitively. Any suspicion or disclosure of abuse must be reported to the Senior Designated Lead immediately to ensure that initial inquiries and records comply with (BSCB) procedures.

- All members of staff are encouraged and supported to make their professional judgement and must make immediate report any concerns to their Senior Designated Lead
- Initial concerns should be discussed with parents/carers by the designated person or member of the SLT, unless they are related to sexual abuse, fabricated illness, violence, domestic violence and honour based violence
- Full written records of all reported incidents will be produced and maintained, even where there is no need to refer the matter immediately.
- Providing as much detail as possible on the concern forms helps to identify issues and patterns. It can also give a broader picture of the child's life in and out of school that can be used in the Contextual Safeguarding process.
- Written information is kept by the Head Teacher, who is the designated officer, and kept in her office.
- All members of staff will demonstrate great care in distinguishing between fact and opinion when recording suspected incidents.
- The Senior Designated Lead will ensure that all records are kept securely, separate from the main children's records.
- All members of staff will ensure that all suspicions and allegations are treated sensitively and confidentially.
- Any child involved in alleged incidents will be comforted and reassured.

Procedure in the event of disclosure from a child

It is important that children are protected from abuse. In the event of a disclosure from a child, it is important that you:

RESPOND - Stay calm even if what you're hearing is difficult. Respond with minimal encouragers and open body language.

LISTEN - Don't ask questions other than to clarify what is being said. Your job is not to investigate, so avoid the child having to repeat their story. Leading questions can also cause 'contamination of evidence' for any subsequent investigation and court proceedings.

REASSURE - Reassure the child that they have done the right thing in telling you.

BOUNDARIES - Do not promise to keep secrets. Find an appropriate early opportunity to explain that the matter will only be disclosed to those who need to know about it.

CLARIFY - What you will do next and with whom the information will be shared. In most cases, concerns should be discussed with parents/carers. The Designated Officer will be key in this.

NB: If you suspect a child is being sexually abused or is being directly physically

harmed through giving or denying medication, then you are advised **not** to discuss with them but refer immediately to Children's Services.

These procedures must be followed whenever an allegation is made that a child has been abused. A record must also be made where there is a cause for suspicion of abuse towards a child and discussed with the Designated Officer.

Refer to Appendix 1 for further guidance

This information will always be kept up to date and in a secure place, only available to those people that need to know. This will include the Chair of Governors and the Designated Officer for Child Protection.

Sharing Information – Confidentiality and Data Protection

Child protection raises issues of confidentiality which should be clearly understood by all.

Staff and volunteers have a responsibility to share relevant information about the protection of children with other agencies, particularly investigative agencies.

Clear boundaries of confidentiality will be communicated at all times to service users. Staff must only discuss their concerns with the Designated Officer for child protection. It is their decision to pass on their concerns to agencies that need to know.

Where possible, consent should be obtained from the child before sharing personal information with third parties. Where a disclosure has been made, staff should let the child know the position regarding their role and what action they will take as a result and why. In some circumstances, obtaining consent may be neither possible nor desirable as the safety of the child is paramount.

All child protection records should be kept secure and accessible only by relevant staff.

Referring Allegations to Child Protection Agencies

If the Senior Designated Lead has reasonable grounds to believe that a child has been, or is in grave danger of being, subject to abuse, the following procedure will be implemented, in line with (BSCB) procedures.

- Contact will be made, at the earliest opportunity, with the local social services department.
- The Senior Designated Lead will communicate as much information about the allegation and related incidents as is consistent with advice from the social services and the police.
- At all times the safety, protection and interests of the children concerned will take precedence. The school will work with and support parents /carers as far as they are legally able.
- All members of staff will assist the social services and the police, as far as they are able, during any investigation of abuse. This will include disclosing written and verbal information and evidence and may require attendance at case conferences.

Supporting Victims / Witnesses of Abuse

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and guilty. At school their behaviour may be challenging and defiant or they may be withdrawn. We understand that school may be the only predictable element in the lives of children at risk and as such, the school will endeavour to support the pupil, in accordance with any agreed child protection plan, through:

- The content of the curriculum.
- The school mission statement which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred.
- Establishing effective relationships, and liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service.
- Notifying social services if there is an unexplained absence of more than two days for any pupil who is on the child protection register.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to their new school immediately and that the child's social worker is informed.
- Recognising that children come from multi-cultural backgrounds and developing policies that ensure we embrace:
 - Diversity in religion and faith
 - Diversity of race
 - Diversity of ethnicity
 - Diversity of gender and sexual orientation
 - The disability equality duty

This policy is to be used in conjunction with the Bury Safeguarding Procedures for Schools (2014) which outlines procedures and meetings for:-

- Common Assessment Framework
- Team Around the Child
- Children in Need
- Child Protection.

Recruitment and Training

The school is committed to fulfilling its responsibilities with regard to child protection and safeguarding by employing appropriately qualified staff, in line with statutory guidance advice given in *Keeping Children Safe in Education* (September 2018). All members of staff are given the relevant Level 3 training and support to perform their roles effectively and are

issued with part one of *Keeping Children Safe in Education* (September 2018). All members of the governing body receive safeguarding training and are issued with a copy of *Keeping Children Safe in Education* (September 2018). Relevant have completed the one-day training for safer recruitment – see Safeguarding Records

- A Single Central Record of Recruitment is held and maintained by the school business manager.
- All staff members are carefully recruited and their references are verified to ensure their suitability to work with children.
- All staff, governors and regular volunteers have full and up to date Disclosure and Barring Checks (DBS) (Formerly CRB checks) to confirm their eligibility to work with children. These are renewed every 3 years.
- All staff, governors and regular volunteers are given a copy of this Safeguarding Policy, *Keeping Children Safe in Education Part 1 (2018)* and any related policies and the implications on their role are fully explained.
- All members of staff are made aware of the main forms of abuse and their symptoms as defined in *Keeping Children Safe in Education (2018)*. (Appendix A).
- All members of staff are made aware of their responsibilities in relation to the disclosure or discovery of child abuse and the school's procedures for dealing with such incidents.
- All staff members of staff are made aware of Bury (BSCB/ GMSP) procedures and where to locate them.
- The Head teacher is responsible for ensuring that appropriate, effective, on-going training is provided to ensure that staff maintain knowledge of child protection issues and are aware of any new developments.
- The Head teacher is responsible for the provision of appropriate levels of management and supervision to ensure all staff can fulfil their responsibilities with regard to child protection and are supported in doing so.

Dealing With Allegations against Staff or Other Children

Any allegation made against any member of school staff or other child will be fully investigated.

- If an allegation is made against a member of staff the Head Teacher/Deputy Head Teacher will immediately follow BCSB guidelines using the guidance set out in Part 4 of Keeping Children Safe In Education (2018) and those set out in the Whistle Blowing policy.
- If an allegation is made against another child, the Head Teacher / Deputy Head Teacher will follow BCSB guidelines
- If the allegation is against the Head Teacher the Chair of Governors will be notified and she will follow the above procedures.

The Local Authority Designated Officer (LADO) will be contacted for further advice as required.

**LADO (C/O MASH) 0161 253 5678 (0161 253 6606 OUTSIDE OFFICE HOURS or emailing
Childwellbeing@bury.gov.uk**

Promoting Positive Mental Health and Resilience in School

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Further Guidance

Links to useful websites and guidance are available in Annex A of *Keeping Children Safe in Education (2018)* on the following issues:

- abuse
- bullying including cyberbullying
- child sexual exploitation (CSE)
- children and the court system
- children missing education
- children missing from home or care
- children with family members in prison
- criminal exploitation of children and vulnerable adults: county lines
- domestic abuse
- drugs
- fabricated or induced illness
- faith based abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls
- hate
- homelessness
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexual violence and sexual harassment between children in schools and colleges
- sexting
- trafficking and modern slavery

APPENDIX 1: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you *SHOULD*

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok;
- Make a careful record of what was said (see *Recording*).

You should NEVER

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Leader).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

The LA's Child Protection Information Pack (2004) provides guidance on these issues insofar as children with disabilities/complex needs are concerned – See Document C4.

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or DSO immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager.

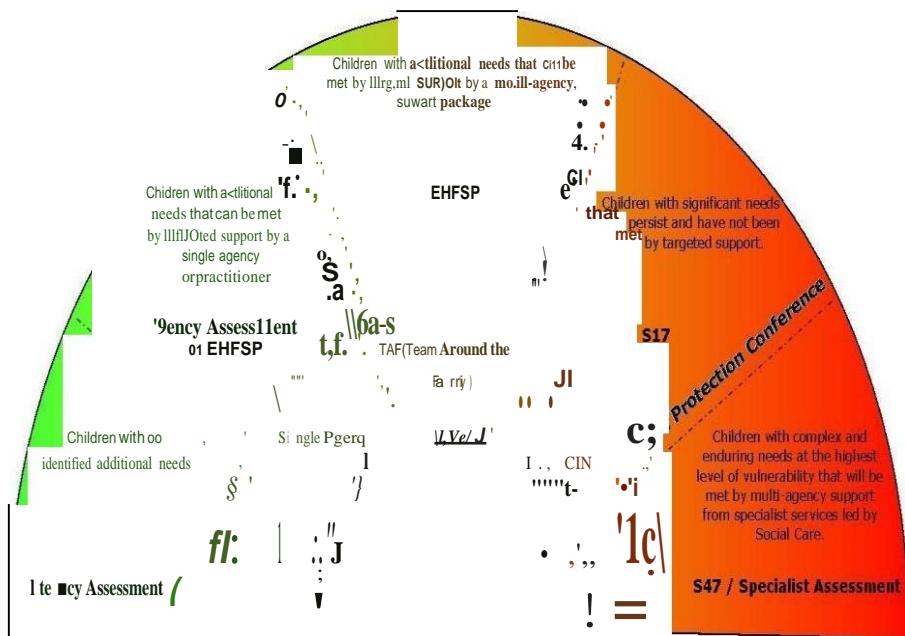
If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important: '**When was the last time this happened?**' is an important question.
- Don't ask a child 'why' as this may intonate a blame on their behalf.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

Continuum of Need



Key:

CP - Child Protection
CYPIC - Children and Young People in Care
CIN - Children in Need
EHFSP - Early Help Family Support Act

APPENDIX 2: Relevant Contact Details

Officer Responsible For
Safeguarding In Schools
Mrs Pauline Baker

016

1 253 6972

Local Authority

Designated Officer

(LADO) Mr Mark

Gay 0161 253 5582
 0161 253

6608 (Outside Hours) Social Care:

Advice and Assessment Team

St Mary's Place 0161 253 5454

SSChildEnquiries@bury.gov.uk

Social Care: Emergency Duty

Team (Out of Hours) St

Mary's Place 0161 253 6606

Educational Welfare Service

Duty Desk 0161 253 5699

educationwelfare@bury.gov.uk

Bury Multi-Agency

Safeguarding Hub

(MASH) 0161 253 5678

Childwellbeing@bury.gov.uk

0161 253 6606 (Emergency out of
hours) www.bury.gov.uk/index.aspx?articleid=10831

Other helpful contact details

OFSTED Helpline 0845 601 4771

NSPCC Helpline: 0808 800 5000

Criminal Records Bureau: 0870 90 90 811

Find it 4 Me: 0870 731 4611

