



Co-op Academy
Failsworth

CHILD PROTECTION AND SAFEGUARDING POLICY

**(Includes Self-Harm Policy, Prevent duties
Sept 2015, Keeping children safe in
education: Statutory Guidance for all
school and college staff – published
September 2020)**

Approved by Governors 24 September 2020

Review September 2021

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This Safeguarding and Child Protection Policy is available on the academy website, and is reviewed and ratified annually by the Governing Body/Board of Trustees or as events or legislation requires.

Part 1 of this Policy is for all staff and Governors

Parts 2 and 3 of this Policy are principally for use by Designated Safeguarding Staff, Lead Governors and Senior Leadership Team

Part 3 of this Policy outlines locally agreed Safeguarding and Child Protection Multi Agency partnership referral pathways and protocols for both Oldham and Manchester, and must be adhered to by all staff who have specific named responsibility for Child Protection (Designated Safeguarding Leads and Deputy Safeguarding Leads).

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Prevent Lead	Nominated Governor	Chair of Governors	Trust Safeguarding and Child Protection Lead
2020 – 21	Nina Carter	Rhian Devereux	Zarina Ali	Natalie Prince	Nick Speight	Claire Dodd

Contact details for the key designated persons are:

Headteacher – Phill Quirk – phil.quirk@coopacademies.co.uk

Chair of Governors – Nick Speight – chairofgovs@failsworth.coop

Designated Safeguarding Lead – Nina Carter – nina.carter@coopacademies.co.uk

Deputy Designated Safeguarding Lead – Rhian Devereux – rhian.devereux@coopacademies.co.uk

Prevent Lead – Zarina Ali – zarina.ali@coopacademies.co.uk

[Trust Child](#)

1. Aims

1.1 The Cooperative Academy Failsworth aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

1.2 The Governing Body and staff of Cooperative Academy Failsworth (hereinafter referred to as 'the Academy') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

1.3 The responsibilities set out in this policy apply to all members of the Academy community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the Academy. It is fully incorporated into the whole Academy ethos and is underpinned throughout the teaching of the curriculum and within the safety of the physical environment provided for the pupils.

2. Legislation and Statutory Guidance

2.1 This policy is based on the Department for Education's Statutory Guidance, *Keeping children Safe in Education (KCSIE 2020)* and *Working Together to Safeguard Children (WTTCS 2018)* and the *Governance Handbook*. We comply with this guidance and the procedures set out by our local safeguarding children's partnership for Manchester and Oldham.

2.2 This Policy is based on the following legislation:

- Part 3 of the schedule to the *Education (Independent school standards) Regulations 2014*, which places a duty on academies and independent schools to safeguard and promote the welfare of the pupils at school.
- *The Children Act 1989 (and 2004 Amendment)*, which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the *Serious Crime Act 2015*, which places a statutory duty on teachers to report to police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- *Statutory Guidance on FGM* which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- *The Rehabilitation of Offenders act 1974*, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the *Safeguarding Vulnerable Groups Act 2006*, which defines what 'regulated activity' is in relation to children
- Statutory *Guidance on the Prevent Duty*, which explains schools/academies duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- Guidance for safer working practice for those working with children and young people in education session (GSWP) (Safer recruitment Consortium October 2015)
- Oldham Multi Agency Safeguarding Hub and Manchester Multi Agency Safeguarding Hub Procedures
- *Children Missing Education* – Statutory Guidance for local authorities (DFE September 2016)
- *What to do if you are worried a child is being abused – Advice for Practitioners* (DFE March 2015)
- *Sexual violence and sexual harassment between children in schools and colleges* (May 2018)
- *When to call the police – Guidance for schools and colleges* (NPCC)

The Policy conforms to other local inter-agency procedures. It is available to all interested parties on our website and available upon request from the Academy main office. It should be read in conjunction with other relevant policies and procedures and KCSIE.

Covid19

This policy is linked to the COVID addendum which can be found on the Academy Website.

This policy also complies with our funding agreement and articles of association.

3. Definitions

3.1 Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes
- No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

3.2 Child Protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3 Appendix 1 explains the different types and indicators of abuse

3.4 Children includes everyone under the age of 18

4. Equality Statement

4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

4.2 We give special consideration to children who:

- Have special educational needs or disabilities
- May need a social worker – (Child in Need and Child Protection Plans)
- Requiring Mental Health support
- Looked after and previously looked after children
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage or radicalisation
- Are asylum seekers

5. Roles and Responsibilities

5.1 Safeguarding and child protection is **Everyone's** responsibility. This policy applies to all staff (including those who are not directly employed by the Academy such as supply staff, volunteers and contractors) and governors in the school. Our policy and procedures also apply to extended school and off-site activities such as residential visits and trips.

5.2 All Staff

5.2.1 All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, **Keeping Children Safe in Education (September 2020)** and review this guidance at least annually.

5.2.2 All staff will be aware of:

- Our systems which support safeguarding, including Guidance for Safer Working Practice, The role of the Designated Safeguarding Leads (DSL and DDSL), The school Behaviour Policy, The school Anti Bullying Policy and the safeguarding response to Children who go missing from Education.
- The Early Help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to the Local Authority Children's Social Care Service (MASH teams for Oldham and Manchester) and the statutory assessments which may follow a referral, including the role the Academy may be expected to play. The **Diagram 1: Summary of in school procedures to follow where there are concerns about a child page 13**, illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, Deputy DSL, Safeguarding Officers or Head teacher (in the absence of DSL), first to agree a course of action. In the absence of a DSL, Deputy DSL, Safeguarding Officers or Head teacher being available, staff must not delay in directly contacting the Children's Social Care MASH team for advice or the police on 999 if they believe the child is at immediate risk of significant harm.
- We work in partnership with other agencies in the best interests of the children. Referral to CSC/MASH teams should (wherever possible) be made by the safeguarding designated staff to the **Oldham MASH duty team on 0161 770 7777** or **Manchester MASH duty team on 0161 219 2895**. Where a child already has a social worker, the Academy will immediately contact the social worker involved or in their absence the team manager for that social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality whilst liaising with relevant professionals.
- In school procedures for recording any causes for concerns and passing information on to DSL's in accordance with the school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.

Appendix 1 details the different kinds of abuse

Appendix 2 provides guidance to staff on how to handle disclosures

5.3 The Designated Safeguarding Lead (DSL) and Deputy Designated Staff

5.3.1 The Academy DSL is Nina Carter – Assistant Headteacher for Inclusion Development and Raising Achievement. The DSL takes lead responsibility for child protection and wider safeguarding within the Academy. This is explicit in the DSL job description within the Academy.

5.3.2 During term time, the DSL will be available during school hours for staff to discuss safeguarding concerns. The DSL can be contacted out of school hours if necessary, by emailing – nina.carter@coopacademies.co.uk

5.3.3 When the DSL is absent the deputies – Rhian Devereux (Inclusion Pastoral Leader) and Lydia Gordon (Senior Pastoral Leader) will act as cover.

5.3.4 If both the DSL and Deputies are not available, the other safeguarding officers (Heads of Year, Attendance Manager and Family Welfare Officer), who all have appropriate training will act as cover (for example, during out of hours/out of term activities and trips)

5.3.5 The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases as appropriate, to the relevant body (Children's Social Care, MASH team, Chanel and, when serious cases/crimes, to the Police) and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Nina Carter will ensure that all staff involved in direct case work of vulnerable children have access to regular safeguarding supervision. (REF: LCC Safeguarding Supervision: Policy and Guidance –Revised 2013)
- The DSL will also keep the Headteacher Phill Quirk informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate. The Headteacher will also inform the Safeguarding Governor (Natalie Prince) and Chair of Governors (Nick Speight) and Education Director for the Trust where necessary.

- The school will ensure representation at appropriate inter-agency meetings such as initial and review child protection conferences, and planning and core group meetings as well as family support meetings.
- Provide reports as required for meetings. If the Academy is unable to attend a meeting, a written report will be sent. Reports will wherever possible be shared with parents/carers at least 24 hours before the meeting.
- Where a child in school is subject to an inter-agency Child Protection Plan or any multi agency Risk Management Plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All Designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 The Academy Governing Body

5.4.1 The Academy Governing Body will approve this policy at each review, and hold the Headteacher to account for its implementation.

5.4.2 The whole Academy is responsible for safeguarding, however a link governor will be appointed to take the lead role. The link safeguarding governor will meet with the DSL at least once a term to monitor the effectiveness of this policy and report to the full Governing body annually in conjunction with the full Governing Body. The DSL cannot also be the lead governor with responsibility for Child Protection.

5.4.3 In the event that an allegation of abuse is made against the Headteacher, the Chair of Governors will act as the ‘Case Manager’ see also 10.2

5.4.4 The Academy Governing Body, along with the Academy Senior Leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant Academy/school lettings and alternative/offsite providers and provisions that their safeguarding arrangements are secure and in keeping with the KCSIE. Co-op Academy Failsworth uses the following alternative or off-site providers and have written evidence of safeguarding arrangements:

The following schools are used for designated placements and Managed Moves where required:

- | | |
|------------------------------|----------------------------------|
| - Hathershaw school | - Oasis Academy Oldham |
| - Royton and Crompton School | - Oldham Academy North |
| - North Chadderton School | - Co-op Academy North Manchester |
| - Waterhead Academy | - The Radcliffe School |
| - The Newman College | - East Manchester Academy |
| - Saddleworth School | - Crompton House School |

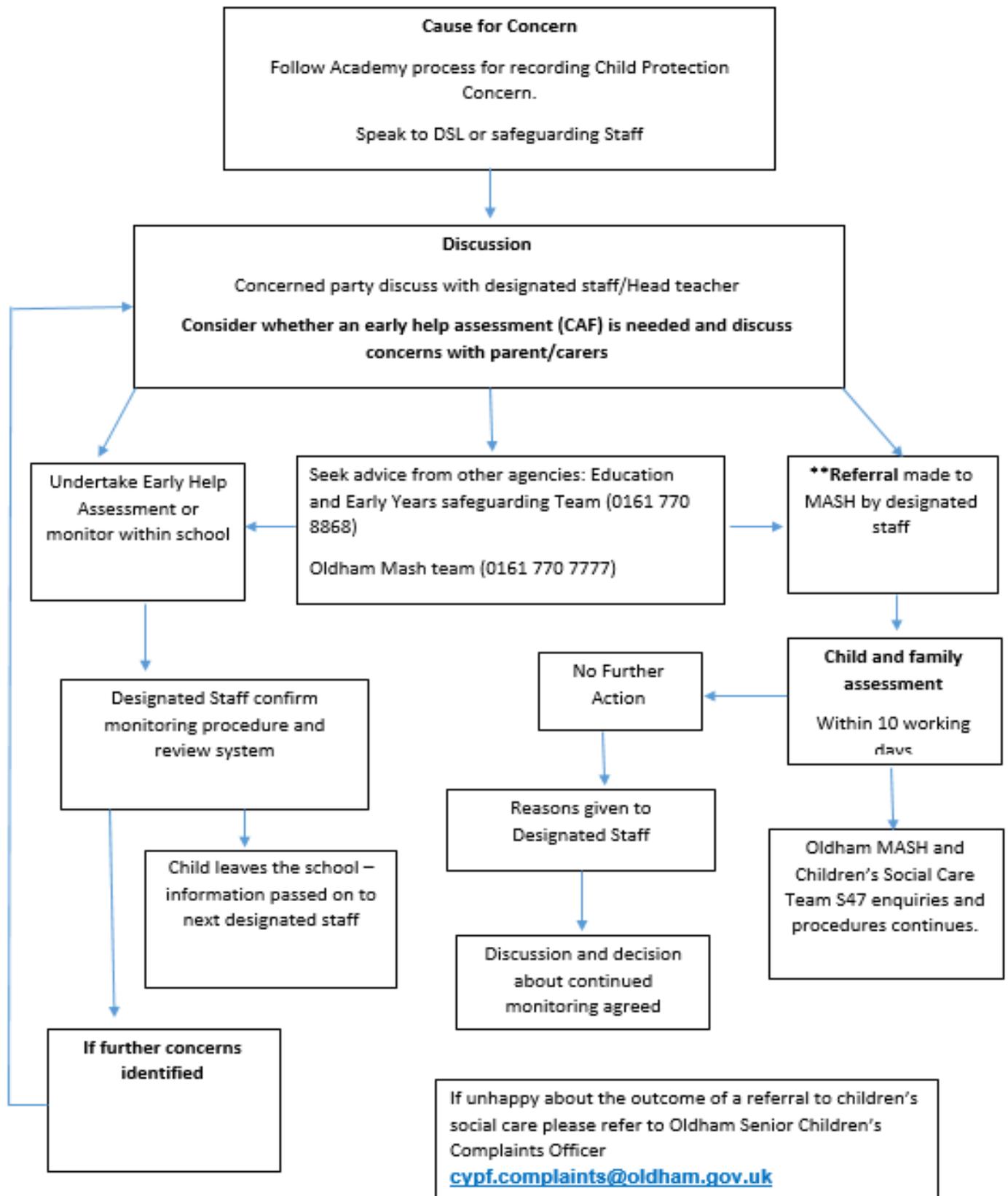
The full responsibilities of the Academy Governing Body are set out in Part Two of the KCSIE – The Management of Safeguarding. All Governing Bodies should read Part two of KCSIE in order to ensure that the Academy is fully compliant with their statutory safeguarding responsibilities.

5.5 The Headteacher

5.5.1 The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff such as supply staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the Academy and via the Academy website.
- Ensuring the DSL has appropriate time, training and resources, and that there is adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the ‘case manager in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

Diagram 1: Summary of in school procedures to follow where there are concerns about a child.



6. Confidentiality and Information Sharing

6.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

6.2 Coop Academy Failsworth recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/Volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/disclosure, and must pass any cause for concern immediately to a designated safeguarding lead.

6.3 Confidentiality is addressed throughout this policy with respect to record keeping (see section 10), dealing with disclosure (see Appendix 2), allegations of abuse against staff (see section 10.2), and information sharing (see section 6.4) and working with parents (see section 6.5).

6.3.1 Co-op Academy Failsworth will deal with disclosures of pregnancies by pupils on a case by case basis and will always take into consideration our responsibility to safeguard the pupil and promote their welfare.

6.4 Information Sharing

6.4.1 Timely information sharing is essential for effective safeguarding. The Academy will share safeguarding information as appropriate in keeping with the principles outlined in the Government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DFE 2018). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their wellbeing.

6.5 Working with parents and other agencies to protect children

6.5.1 Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the Academy has reason to be concerned that a child may be suffering with significant harm, ill treatment or neglect or other forms of harm, staff have no alternative but to follow the Oldham Safeguarding Partnership and Manchester Safeguarding Partnership and contact Children's social care MASH team to discuss their concerns.

6.5.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

6.5.3 In General, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

6.5.4 Parents/carers are informed about our safeguarding and child protection policy through: school prospectus, website, newsletters, etc. A safeguarding and child protection statement is prominent in the Academy reception. All visitors to our Academy will be given a safeguarding leaflet with information on the key designated people and what to do if they need to report a concern or disclosure whilst at the Academy. All visitors receive 3 specific user guides including safeguarding and child protection advice, A visitors guide and guidance for adults visiting or working in site.

6.6 Multi-Agency Working

6.6.1 We will co-operate with Children's Social Care in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 and section 47 assessments.

6.6.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare. In particular we will work closely with the 3 safeguarding partners (the local authority, local clinical commissioning group and police) for Oldham and Greater Manchester.

7. Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

7.1 The Curriculum

7.1.1 Relevant issues including teaching young people on how to keep themselves safe and recognise risk will be addressed through Relationships and Sex Education, Health Education as well as the Citizenship Curriculum. In addition to this assemblies and workshops including self-esteem, relationships and sex education, mental health and wellbeing, accepting diversity, child sexual exploitation, youth generated images, (such as sexting), radicalisation, online safety including use of the internet at home, knife and weapon

crime, peer on peer abuse and anti-bullying are also delivered as part of a Protective Curriculum. Where required we will amend and add other topics wherever and whenever the need arises.

7.1.2 Relevant issues will be addressed through other areas of the curriculum, workshops and sessions such as Social Stories, ICT, Health and Social Care, Drama, English, History. These form part of the Academy Protective Curriculum.

7.1.3. Where children are being asked to learn online at home, the Academy follows the DFE guidance (May 2020) on Safeguarding and remote education. Please refer to the Academy Covid19 Addendum for further guidance.

7.2 Other areas of work

7.2.1 All our policies that address issues of power and potential harm, e.g. Anti-bullying, Behaviour and Exclusions, Mental Health and Wellbeing and online safety will be linked to ensure a whole school approach.

7.2.2 Our safeguarding and child protection policy cannot be separated from the general ethos of the Academy which should ensure that children are treated with respect, dignity, feel safe and are listened to.

8. Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

8.1 In cases where children have experienced abuse/abused others the DSL will ensure that appropriate support is offered. An individual pupil support plan will be put in place and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional support/intervention at a pastoral level. This plan will detail areas of support, who will be involved (learning mentor, key worker, counsellor) and the child's wishes and feelings. A copy of the individual pupil support plan will be placed in the pupil's child protection record.

8.2 Children with additional needs/potentially at greater risk of harm

8.2.1 Co-op Academy Failsworth recognises that while all children have the right to be safe, some pupils may be more vulnerable to abuse. Children may need a social worker due to safeguarding or welfare needs. We acknowledge that children with a social worker also remain at a greater risk of harm. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Additional pastoral support will be given to these pupils where required and the Academy will work closely with external agencies such as the 3 Local authority safeguarding partners.

8.2.2. When the Academy is considering excluding, either fixed term or permanently, a vulnerable pupil and/or pupil who is subject to a section 47 child protection plan or if there have previous child protection concerns, (multi-agency where other professionals are involved), we will undertake an informed risk assessment prior to making the decision to exclude. In the event of a one off serious incident resulting in an immediate decision to permanently exclude, the risk assessment will be completed prior to convening a meeting of the Governing body.

8.2.3. Children requiring mental health support

Mental health problems can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The Academy has a mental health and wellbeing policy to support a whole school approach. The policy outlines where the Academy will educate, identify, support and (where necessary) escalate and refer to external agencies. The Academy has a number of staff trained to work with pupils in need of mental health support. For further guidance please see Appendix C – Pupils who have Mental Health/Wellbeing concerns.

8.3 Children in specific circumstances

8.3.1 The Academy follows both the Oldham's Multi Agency safeguarding Hub (www.oldham.gov.uk/child.mash@oldham.gov.uk) and Manchester's Multi Agency Safeguarding Hub (www.manchestersafeguardingboard.co.uk) online multi agency procedures and will, where necessary have due regard to the Government guidance for children in specific circumstances as outlined in Part 1 and Annex A of KCSIE September 2020.

Female Genital Mutilation: The Mandatory Reporting Duty

8.3.2 The Department for Education's Keeping Children Safe in Education 2020, explains that FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs'.

8.3.3 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also

known as 'female genital cutting', 'circumcision', or 'initiation'.

8.3.4 Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under the age of 18 must immediately (in consultation with the DSL) report this to the police personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

8.3.5 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

8.3.6 Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under the age of 18 must speak to the DSL and follow our local safeguarding procedures.

8.3.7 Any member of staff who suspects a pupil is *at risk* of FGM or discovers that a pupil aged 18 or over appears to have been a victim of FGM, must speak to the DSL and follow our Local Safeguarding Children's Partnership Procedures for Oldham.

8.4 Preventing Radicalisation

8.4.1 Children are vulnerable to extremist ideology and radicalisation. Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The Academy will seek guidance and further information from the KCSIE September 2020 statutory guidance as well as the Oldham Borough Council Policy and Procedures for safeguarding people at risk of being drawn into terrorism or extremism leading to terrorism (July 2017), on preventing radicalisation.

8.5 Responding to concerns about radicalisation

8.5.1 If staff are concerned about a change in behaviour of an individual or see something that concerns them (**this could be a colleague too**) they should seek advice appropriately with the DSL and/or the Prevent Lead who should contact the Oldham or Manchester Multi Agency Safeguarding Hub (MASH) for advice.

8.5.2 The Academy will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area/community and a specific understanding of how to identify individual pupils who may be at risk of radicalisation and what to do to support them. The Academy will seek advice from the MASH team for Oldham and MASH team Manchester. If appropriate a Prevent concerns may be referred to a multi-agency Channel panel.

8.5.3 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our Academy will ensure that as far as possible all front line staff will undertake Prevent Awareness training annually.

8.6 Peer on Peer Abuse

8.6.1 We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, youth produced imagery (sexting), criminal and sexual exploitation, initiation/hazing and inappropriate/harmful sexualised behaviours. Domestic abuse in intimate partner relationships between pupils is also peer on peer abuse. It is very clear that this abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible for responding to such concerns in keeping with Oldham and Manchester MASH procedures referenced below. The DSL is responsible for providing support to both the victims, and the perpetrators.

8.6.2 Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist will be completed and contact made with Children's Social Care, (see appendix 9). There will be a coordinated multi-agency approach where necessary, through a risk assessment management plan (RAMP) to respond to their needs which will include parents/carers, youth justice and or Police (where appropriate), Children's Social Care and Health. Further support and advice on undertaking a RAMP will be sought from Oldham MASH and/or Manchester MASH.

8.6.3 We will ensure that the needs of the children and young people that abuse others will be considered separately from the needs of their victims.

8.6.4 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the Academy community through a multi-agency risk assessment.

8.6.5 Where child sexual exploitation, or the risk of it, is suspected, staff will complete a CPOMS incident log and pass it onto the DSL.

8.6.6 The DSL will complete the Oldham CSE measurement tool (see appendix 8) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool will be kept on the Child's child protection file for future reference.

8.6.7 If the child/young person already has an allocated social worker, the DSL will contact them (or their team manager) to discuss any concerns about sexual exploitation.

8.6.8 A copy of the Oldham CSE measurement tool can be obtained from www.oldham.gov.uk/lscb/download/downloads/id/86/oldham_phoenix_cse_multi_agency_procedure.doc

8.6.9 We will ensure the Academy works in partnership with partners/carers and other agencies where appropriate. This includes facilitating return to home interviews as requested.

9. Children missing from education

9.1 A child going missing from education is a potential indicator of abuse or neglect. The Academy will follow the Oldham Children's Services LA procedures for reporting concerns regarding children missing from education.

9.2 Contact cme@oldham.gov.uk (0161 770 4201) and cme@manchester.gov.uk

9.3 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Staff will follow the Academy procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of further missing episodes. (see appendix 10 for procedure)

9.4 We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting of CME notification requirements outlined in *Children Missing Education – Statutory guidance for local authorities (DFE September 2016)*

10 A safer school culture

Governors have agreed and ratified the following policies which must be read in conjunction with this policy and provided to all staff as part of their induction procedures:

- Whistle blowing/confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about an adults behaviour)
- Academy Procedures for managing children who are missing education
- Guidance on safer working practices
- Safeguarding and child protection including online/safety
- The Academy behaviour policy

10.1 Safer recruitment, selection and pre-employment vetting

10.1.1 The Academy pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part 3 of the KCSIE (2020) guidance. The Academy will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. Prohibited from teaching checks will be made on any member of staff who is employed to carry out teaching work. The Academy will check that a person taking up a management position (Headteacher, Senior Leadership and Heads of Department) is not subject 128 direction made by the Secretary of State (See part 3 of the KCSIE 2020). Please also see Trust Safer Recruitment Policy.

10.1.2 All recruitment materials will include reference to the Academy commitment to safeguarding and promoting the wellbeing of the pupils and link to the Coop Academy Trust policies and procedures.

10.1.3 The Academy will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Coop Academy Trust. All safer recruitment trained staff in the Academy will renew their training at the required time.

10.1.4 The Academy will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **NOT** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the Academy HR Advisor/provider/contact or the Education safeguarding team which encompasses the LADO.

10.1.5 All staff employed externally within the Academy (for example catering, cleaning, site staff, agency staff and all external contractors) will undertake the same level of employment checks as other Academy staff. This information is held on the single central register.

10.1.6 All Academy staff are aware that any change in circumstances that may make them unsuitable, Academy HR need to be informed. This is referenced in the staff code of conduct and disciplinary policy.

10.1.7 The Academy follows the Trust rehabilitation of offenders Academy procedures.

10.1.8 Approach to reference seeking, all reference are requested prior to appointment and when received, approved by either the Headteacher or Senior Director of Business and HR

10.1.9 Overseas checks – Oversees police checks are undertaken for staff who have worked overseas in the last 5 years prior to appointment.

10.2 Procedures in the event of an allegation against a member of staff or person in the Academy

10.2.1 These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional, supply staff, volunteer or any other visitor to school has:

- 1). Behaved in a way that has harmed a child or may have harmed a child
- 2). Possibly committed a criminal offence against or related to a child
- 3). Behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.
- 4). Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Please also see Trust Allegations of Abuse Policy for further guidance.

10.2.2. Inappropriate behaviour by staff and/or volunteers could take the following form:

- Physical, for example intentional use of force as a punishment, such as slapping, using objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment and rape.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessments etc
- Staff have a duty to disclose to the Headteacher where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in the Academy.

A Harms Test would be completed to ascertain if threshold is met. A Harms Test will be completed by the Headteacher and DSL.

10.2.3 A safeguarding complaint that meets the above criteria must be reported to the Headteacher ('case manager') immediately. If the complaint involves the Headteacher then the next most senior member of staff must be informed as well as the Chair or Governors and the Trust.

10.2.4 Where an allegation is made against a member of supply/agency staff within the school the Academy will follow the guidance as stipulated in part 4 (paragraph 214-217) of the KCSIE September 2020. The Academy has a duty of care to support any supply/agency staff where an allegation has been made.

10.2.5 The Case Manager should gather as much information about the alleged incident as necessary in order to establish the validity of the allegation. The case manager must inform and seek advice from the Local Authority Designated Officer (LADO), Trust Safeguarding Lead and Trust HR Manager.

The LADO for Oldham is Collete Morris

Contact Phone - 0161 770 8870

Contact Email – LADO@oldham.gov.uk

The Trust Safeguarding Lead is Claire Dodd

Contact email – Claire.dodd@coopacademies.co.uk

The Trust HR Manager is Laura Roberts

Contact email – laura.roberts@coopacademies.co.uk

Advice can also be sought from:

The Safeguarding Lead for Schools and Educational Establishments – David Devane

Contact email – David.devane@oldham.gov.uk

Contact phone number - 0161 770 8868

As part of this initial consideration, the case manager should also consult with the Academy HR Advisor/Provider/Contact. **The LADO must be contacted within one working day of the allegation being made.** This will assist in the case manager and HR in consultation with the LADO to decide on the most appropriate course of action.

10.2.5 The case manager **should not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.

10.2.6 A multi-agency allegations management meeting (sometimes referred to as a STRATEGY meeting)

may be arranged to look at the complaint in its wider context. The case manager must attend this meeting, which will be arranged and coordinated by the LADO. All issues will be recorded in minutes and the outcome reached must also be recorded in the minutes to ensure closure.

10.2.7 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations of their conduct.

10.2.8 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be further at risk and/or evidence/witnesses may be compromised and/or allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the Academy's Disciplinary Policy.

10.2.9 Any staff/volunteers who are dismissed by the Academy for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the Academy has reasonable belief that a member of staff/volunteer would have been dismissed by the Academy had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The Academy will keep written records of all of the above.

10.2.10 Where a staff member feels unable to raise an issue with the Academy as their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals listed in section 10.2.4, in addition to other whistleblowing channels which may be open to them.

10.2.11 The Oldham Council whistleblowing policy states that concerns can be raised by the following methods:

- Whistleblowing contact number 0161 770 4897 (dedicated phone number for Whistleblowing)
- Whistleblowing email investigations@oldham.gov.uk
- The NSPCC whistleblowing helpline is available for staff who do not feel they are able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email: help@nspcc.org.uk
- In addition, Co-op Academies Trust has in place its own whistleblowing policy, which can be found in Annex C of the Anti-Fraud and Bribery Framework, at the following web address:

<https://www.coopacademies.co.uk/wp-content/uploads/2018/01/co-op-academies-trust-whistle-blowing-policy-issue-2.pdf>

10.3 Training and Support

10.3.1 All Staff members should be aware of systems within our Academy that support safeguarding and these will be explained to them as part of our staff induction process. This includes: the Academy's Safeguarding/Child Protection Policy; the Academy's safer working practice document and the Academy Trust Whistleblowing procedures

10.3.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff through Nina Carter, Rhian Devereux and Lydia Gordon. In addition to this staff can also access an external councillor who works within the Academy weekly and sets time aside for supervision sessions. Access to regular and timely supervision is an essential form of support for all staff involved in safeguarding and child protection.

10.3.3 Designated safeguarding staff must have attended the Local Authority Designated Safeguarding Lead training course and the multi-agency working together to safeguard children and young people training. They will attend refresher training as a minimum every 2 years. The lead member of staff (Deputy Head teacher – Zarina Ali) for Prevent will complete Prevent Awareness Training annually.

10.3.4 The Academy will ensure all staff including temporary and volunteers receive induction and updated INSET training as appropriate to their roles and responsibilities, especially new staff to the school. All staff will receive refresher training as part of staff training and CPD annually in order to provide them with the relevant skills, knowledge and understanding in order to safeguard children effectively (this may be carried out as whole staff training, specific designated staff training for example year teams, briefings, emails and staff meetings). The safeguarding and prevent governor will complete level 1 child protection training and prevent training and the role of the safeguarding Governor.

Access to training can be via Oldham Local Authority Children's Education and Safeguarding Team.

10.3.5 The Headteacher (Phill Quirk) will attend appropriate safeguarding training at least every 3 years and he will work closely with Designated Staff to ensure that he is kept informed of new changes and updates.

10.3.6 The Academy will maintain a training log of all safeguarding and designated staff training and courses completed. This will be maintained by Kathy Jones the Academy safeguarding administrator.

11. Child Protection Records

11.11.1 Child Protection and Safeguarding records will be held securely, with access being restricted to the DSL, deputy DSL, Headteacher, child Protection administrator and Trust Safeguarding Lead. The following

information is kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and actions and involvement from the Academy and other key agencies)
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
- Professional consultations
- Letters and emails sent and received relations to child protection matters
- Referral forms sent to Oldham and/or Manchester MASH (Children's Social Care team), other external agencies such as Early Help, CAMHS etc or Education based services.
- Minutes or notes of meetings, such as child protection case conferences, core group meetings, STRAT meetings etc and these will be copied to the file of each child in the family if more than one family member attends the Academy.
- Formal plans for, or linked to, the child, for example child protection plans, Early Help assessment forms, Risk Assessments and any other agency referral forms
- A copy of any support plan for the pupil concerned.

11.11.2 Where a pupil leaves the Academy, the Academy will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this known) as soon as possible and within 15 days. This is a legal requirement set out under regulation 9 (3) of the 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology will be maintained by the Academy for audit purposes.

11.1.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupils or others (i.e. harmful sexualised behaviour, self-harming), this information must be shared with the destination provision prior to the pupil starting so that the appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school/college in advance of the child leaving, for example prior to a transfer programme.

11.1.4 Where a child leaves the Academy before the statutory leaving age, the child protection file must be transferred to the new school/Academy or college. There is no need to keep written or electronic copied of the child protection records, therefore these must be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- Where a vulnerable young person is moving to Further Education, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can then provide appropriate support for that young person. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE safeguarding information sharing form only. The original records will be retained and archived by the Academy. Due consideration will be given to the sharing of any information requested by the receiving establishment.
- Where the destination school is not known (*the original records should be retained by the school/college*)
- Where the child has not attended the nominated school (*the original records should be retained by the school/college*)
- There is any on-going legal action (*the original file should be retained by the school and a copy sent*)

11.1.5 Pupil records should be transferred in a secure manner, for example, through secure electronic transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred to must be made and a signature obtained from the receiving school/college as a proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt must be obtained for audit purposes by us as the delivering Academy.

11.1.6 If a pupil moves from the Academy, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. The Academy will endeavour to follow suggested good practice of handing the files over face to face or verbally over the phone if face to face is not possible. A signed receipt of the file transfer or an electronic delivery and read receipt will be obtained for audit purposes by us as the delivering Academy.

11.1.7 If sending files by the post, the records will be sent by 'Special Delivery'. A note of the special delivery number will also be made to enable the files to be tracked and traced via Royal Mail.

11.1.8 For audit purposes a record of all pupil files transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained by the Academy for audit purposes and this will be kept securely.

11.1.9 If a pupil is permanently excluded from the Academy and moved to an alternative or specialist

provision, the child protection records will be forwarded onto to the relevant organisation in accordance with 'The Education (pupil information – England) Regulations 2005, following the above procedures for secure delivery of the records. If a child is on a Managed Move from the Academy to another school/Academy, we the Academy will retain the Child protection records for that child. Child protection information will be shared by the DSL at the Academy with the DSL of the host school to ensure adequate support and supervision is in place for the child. Where external agencies are involved the DSL of the Academy will inform all key persons of the Managed Move and both schools will attend relevant external agency meetings.

11.1.10 If a parent chooses to Electively Home Educate their child, the child protection record will be forwarded to Anne Clarke, Inclusion Manager, Oldham Council, Level 8, Civic, OL1 1UT (0161 770 6630), following the above procedures for secure delivery of the records.

11.1.11 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover and exchange of information with the new post holder.

11.1.12 In exceptional circumstances when a face to face handover is unfeasible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

11.1.13 The DSL and deputy DSL's in the Academy who receive current (live) files or close files will keep all contents enclosed and not remove any material.

11.1.14 All receipts confirming file transfer will be kept in accordance with the recommended retention periods, outlined below.

Child leaves school and does not transfer to a new school / FE setting	
Concerns were at low level / threshold for referral to social care not met / no inter-agency involvement	CP file should be retained until child's 25 th birthday (or the end of that school year)
A referral was made / social care involved / other agencies involved	35 years from date the child left the school
Child leaves school and moves to another school / FE setting	
Chronology	Should be kept for at least the periods stated above. They may be archived for longer if this is stated in your policy
CP file has been posted to a new setting	A copy of the entire file should be kept until the new setting confirms safe receipt. The copy should then be shredded.
All	
Looked after child	75 years from date the child left the school
Records relating to allegation against staff / harm to a pupil by staff / visitor / volunteer	Usually retirement age or 10 years, whichever is longer BUT for duration of IICSA, it is a criminal offence to destroy any records that could be called as evidence so retain everything

11.2 Archiving and Information Sharing

11.2.1 The Academy that the pupil attended until statutory school leaving age (or the school/college where the pupil completed post 16 studies) is responsible for retaining any child protection record that they may hold. The retention periods are highlighted in the table above. The files held by the Academy will be destroyed confidentially and or deleted from our electronic system (CPOMS). All child protection records are held in a secure area with limited access. The DSL is responsible for ensuring the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil. Where necessary sensitive information may be shared with Academy staff to support the academic achievement as well as wellbeing of the child.

11.2.2 Data Protection

When sharing information the Academy understands that the safeguarding of children and individuals at risk is a processing condition that allows practitioners to share special category personal data. This includes the allowance of sharing information without consent in order to protect the safety of a child. The Academy will take advice from the Data Protection Tool Kit Guidance.

11.3. Children's and Parents access to child protection files

11.3.1 Under Data Protection Legislation (General Data Protection Regulation and Data Protection Act 2018) a pupil or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

11.3.2 Any child who has a child protection file has a right to request to access it. However, neither the child nor the parent has the automatic right to see all of the information held in the child protection records. Information can be withheld if disclosure:

- Could cause serious harm or is likely to cause serious harm to the physical or mental health and wellbeing of the child or another person or;
- Could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- Is likely to prejudice any on-going criminal investigation; or
- Information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or Local Authority in which the child resides.

11.3.3 It is considered good practice to make reports available to the child or their parents unless the exceptions highlighted above apply. If an application is made to see the whole record, the Academy will inform and seek advice from the Safeguarding Lead for Schools and Educational Establishments in Oldham – David Devane, Contact email – David.devane@oldham.gov.uk Contact phone number - 0161 770 8868. The Academy will also seek support regarding a request for information from GDPR sentry which the Trust works with in relation to GDPR requests.

11.4 Safe Destruction of pupil records

11.4.1 Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed, due to the personal and sensitive information that they will contain. Information will be shredded (or deleted as appropriate if stored electronically on CPOMS) prior to disposal or confidential disposal can be arranged through private contractors. For Audit purposes the Academy will maintain a list of records which have been destroyed and who authorised their destruction they will be kept securely in electronic format.

APPENDIX 1: DEFINITIONS AND INDICATORS OF ABUSE

Reference: Working Together to Safeguard Children (DFE 2019). Also see KCSIE (2020) Part One and Annex A

All staff at the Academy are required to read the information below **Keeping Children Safe In Education Statutory Guidance September 2020**

Teachers and other adults in the Academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or academy staff being alerted to concerns.

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Working Together to Safeguard Children 2018

Part one: Safeguarding information for all staff

- **What school and college staff should know and do**
- **A child centred and coordinated approach to safeguarding**

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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.

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

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

The role of school and college staff

- School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- **All** staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early help, (Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.)
- **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-33. Staff should expect to support social workers and other agencies following any referral.
- Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

- The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school and college staff need to know

All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- The child protection policy;
- The behaviour policy;
- The staff behaviour policy (sometimes called a code of conduct);
- The safeguarding response to children who go missing from education; and
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction

- **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- **All** staff should be aware of their local early help process and understand their role in it.
- **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and Children's Social Care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for:

- **Any** child may benefit from Early Help, but all school and college staff should be particularly alert to the potential need for Early Help for a child who:
- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 41-51.

Departmental advice *What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners* provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child. Staff must not assume someone will take action. **All staff should take action to protect a child if they have concerns.**

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

What school and college staff should do if they have concerns about a child

If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment; or a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR) The Academy will also take guidance from the Data Protection: toolkit for schools. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Early help

If Early Help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

28. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.

What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- The child requires immediate protection and urgent action is required
- The child is in need, and should be assessed under section 17 of the Children Act 1989
- There is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- Any services are required by the child and family and what type of services
- Further specialist assessments are required to help the local authority to decide what further action to take
- To see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation mandatory reporting duty for teachers

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- Failing to act on and refer the early signs of abuse and neglect;
- Poor record keeping;
- Failing to listen to the views of the child;
- Failing to re-assess concerns when situations do not improve;
- Not sharing information;
- Sharing information too slowly; and
- A lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- This should be referred to the Headteacher or principal;
- Where there are concerns/allegations about the Headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- In the event of concerns/allegations about the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

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

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or colleges safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's or college's senior leadership team.

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

- General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Indicators of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definition of Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children."

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as

well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

Neglect: 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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

All staff should be clear as to the schools or college's policy and procedures with regards to peer on peer abuse.

Extra-Familial Harms

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as extra-familial safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Peer on Peer

Children can abuse other Children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but not limited to): abuse within an intimate partner relationships between pupils; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Anyone that has a concern that a child might have been abused by another child should refer their concerns to children social care in accordance with the referral procedure. Allegations of peer abuse will be taken as seriously as allegation of abuse perpetrated by an adult.

Child sexual exploitation

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

Child Sexual Exploitation:

Can affect any child or young person (male or female) under the age of 18 and can include 16 and 17 year olds who can legally consent to have sex.

Can still be abuse even if the sexual activity appears consensual

Can include both contact (penetrative and non-penetrative) and non-contact sexual activity

Can take place in person or via technology or both

Can involve force and or enticement methods of compliance and may or may not be accompanied by threats of violence.

May occur without the child's immediate knowledge, such as others copying images, videos and passing them on or posting them on social media

Can be perpetrated by individuals or groups, males or females, children or adults of any age. The abuse can be a one off occurrence or a series of incidents over time. It can range from opportunistic to organised abuse.

Is typified by some form of imbalance of power from those perpetrating the abuse. This power imbalance can be a range of factors such as age, gender, sexual identity, cognitive ability, physical strength, status, and access to resources such as money.

Some of the following signs may be indicators of child sexual exploitation:

Children who appear with unexplained gifts or new possessions

Children who associate with other young people involved in exploitation

Children who have older boyfriends or girlfriends

Children who suffer from sexually transmitted infections or become pregnant

Children who suffer from changes in their emotional wellbeing

Children who misuse drugs and alcohol

Children who go missing for periods of time or regularly come home late

Children who regularly miss school or education or do not take part in education.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants and or for the financial or other advantage of the perpetrator or facilitator and or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE

Children who appear with unexplained gifts or new possessions

Children who associate with other young people involved in exploitation

Children who suffer from changes in emotional wellbeing

Children who misuse drugs and alcohol.

Children who go missing for periods of time or regularly come home late.

Children who regularly miss school or do not take part in education.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting or importing illegal drugs into one or more areas within the UK using dedicated mobile phones or other forms of 'deal line'.

Children can be targeted and recruited into county lines in a number of locations which includes schools. Children are often recruited to move the drugs and money between locations and known to use techniques such as 'plugging' where drugs are concealed internally to avoid detection. Children can be easily become trapped by this type of exploitation as County Lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county line network.

One of the ways of identifying potential involvement in County Lines are missing episodes (both from home and school) when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (National Crime Agency Human Trafficking) should be considered. If a child is suspected to be at risk of or involved in County Lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Sexual Violence and Sexual Harassment between children

Sexual Violence and sexual harassment (unwanted conduct of a sexual nature that may occur on or off line) can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence can occur online and offline and in physical or verbal forms or both.

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal offence and any incident of upskirting within the Academy will be reported to the police.

The Academy will take all forms of sexual violence and sexual harassment seriously. The Academy is aware that some groups may also potentially be at more risk. Evidence shows that girls, children with SEND and LGBT are at a greater risk.

All staff should be aware of the importance of:

Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

Not tolerating or dismissing sexual violence or sexual harassment as banter, part of growing up, just have a 'laugh' or boys being boys.

Challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Any reports of **sexual violence** will be referred by the Designated Safeguarding Lead to police/children's social care.

Any reports of **Sexual Harassment** will be investigated on a case by case basis by designated safeguarding lead and where necessary a referral to Children's Social care/police will be made. Designated Safeguarding Leads will ensure that the victim is safe and feels safe in the building by completing an immediate Risk and Needs Assessment, at all times taking into the consideration of the victim and how they want to proceed.

Any reports of upskirting will be referred by the Designated Safeguarding Lead to police/children's social care.

Reference will be made to the guidance on Sexual Violence and Sexual harassment between children in schools and colleges December 2017 and Brook Traffic Light Tool

Responses from Parents and Poor Parenting

Research and experience indicates that the following responses from parents may suggest a cause for concern across all 4 categories:

An unexpected delay in seeking treatment that is obviously needed.

An awareness of denial of any injury, pain or loss of function (for example a fractured limb)

Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to their age and development

Reluctance to give information or failure to mention other known relevant injuries

Frequent presentation of minor injuries

Unrealistic expectations or constant complaints about the child

Alcohol misuse or drug/substance misuse
Parents request removal of the child from the home
Domestic violence in the household

The Academy will work closely with parents to offer support where required, such as Early Help. Where the Academy believes further agency support is required then the designated safeguarding lead/s will refer to Children's social care for further assessment.

Disabled Children and Children with Special Educational Needs

When working with children with disabilities and/or special educational needs practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

A bruise in a site that might not be of a concern on an ambulant child such as the shin but might be of a concern to a non-mobile child

Not getting enough help with feeding leading to malnourishment

Poor toileting/hygiene arrangements

Lack of stimulation

Unjustified and/or excessive use of restraint

Rough Handling, extreme behaviour modification

Unwillingness to try to learn a child's means of communication

Ill-fitting specialised equipment

Misappropriate of a child's finances

Invasive procedures

Honour based abuse including forced marriage and FGM (Female genital mutilation)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Concerns regarding forced marriage/honour based violence should be reported to the designated officers within the academy in accordance to the safeguarding policy however there is a **mandatory reporting duty for Female Genital Mutilation (FGM)** placed upon teachers which requires a different approach.

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.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** 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.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. This responsibility cannot be transferred to another although a designated CP officer should be informed as soon as the report has been made. Any case of FGM should be reported to the police via the 101 number.

Abuse linked to a belief in spirit possession

Abuse linked to a faith or belief where there is a use of the supernatural to make children comply with, for example, being trafficked for domestic slavery or sexual exploitation. Genuine beliefs can be held by children, families, carers and religious leaders that evil forces have entered the child and are controlling him or her. Abuse may occur when an attempt is made to 'exorcise' the child. The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives although it may also occur in a place of worship.

Children who experience this form of abuse can suffer damage to their physical, mental health, capacity to learn, their ability to form relationships and to their self-esteem. Any case where belief in spirit possession is suspected should be reported to the designated safeguarding lead who will then make the appropriate referrals to police/children's social care.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause the person to enter into a marriage. Threats can be emotional, psychological or physical.

Radicalisation and Extremism

Protecting children from the risk of radicalisation should be seen as part of academies and colleges wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Extremism is the vocal or active opposition to our fundamental values, including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the Armed Forces.

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

Terrorism is an action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no simple way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk or radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff need to use their judgement in identifying children who may be at risk, this may include the DSL or Deputy DSL making a prevent referral.

Use of Reasonable Force (Refer to Behaviour and Exclusions policy)

There are circumstances where it is appropriate for staff within the Academy to use reasonable force in order to safeguard children and young people. The term reasonable in these circumstances means using no more force than is needed and may include passive physical contact or active physical contact. When using reasonable force within incidents involving children with SEN or disability or medical conditions the academy will consider the risks carefully in order to recognise the additional vulnerability of these groups. The Academy will refer to the Use of Reasonable Force in Schools Guidance as outlined by the DFE.

Attendance, Exclusions and Safeguarding

In accordance with Co-op Academy Failsworth's Attendance Policy, absences are rigorously pursued and recorded. The academy, in partnership with the appropriate agencies, takes action and works closely with Manchester local Authority and Oldham Local Authority to pursue and address all unauthorised absences in order to safeguard the welfare of pupils in its care.

The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part the Early Help Framework, and form part of the evidence relating to Child Protection procedures or a Parenting Contract.

We implement the statutory requirements in terms of monitoring and reporting children missing education (CME). We follow the Local Authority guidance for off-rolling pupils. We understand how important this practice is in safeguarding pupils.

It is the Family Tutor's responsibility to take the register each morning before 8.15am.

It is the subject teacher's responsibility to take a register (using the electronic registration system) at the start of each

lesson. For pupils who leave a lesson without permission, or do not arrive at a lesson, the teacher will mark the student as absent and the attendance team will follow this up immediately.

Where a teacher has given permission for a pupil to leave a lesson, a permission card is issued to the pupil. Pupils will not be able to leave a lesson without the card.

All parents/carers who are collecting a pupil from the academy during the academy day will be asked to sign the pupil out and will be given a signing out slip.

The academy will only place pupils in alternative educational provisions that have been quality assured by the Local Authority. Their attendance will be monitored by Co-op Academy Failsworth in accordance with the School Register Regulations.

The Headteacher and Assistant Headteacher Raising Achievement and Inclusion will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a pupil is likely to be permanently excluded a full assessment will be instigated to ensure that there is improved understanding of the needs of the pupil and their family and that the key agencies are involved.

The academy operates a first day phone call procedure in order that absent pupils are followed up on. (See attendance policy). Home visits may also be conducted on the first day of absence, otherwise the academy will follow the procedures set out in the attendance policy.

If a young person goes missing from education they could be at risk of significant harm. There are certain vulnerable groups which are more likely than others to go missing from education. For any child missing from education (CME), the academy follows the CME procedures set out by the Local Authority.

The attendance and safeguarding of young carers is continually monitored through regular procedures and through 'keeping in touch' meetings with the Pastoral Leaders.

Children Looked after are overseen by the LAC Coordinator who also checks their attendance and safeguarding each day.

Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to; psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for their abuse or may have had to leave the family home as a result.

The Academy is involved in the National Operation Encompass scheme and receive regular updates and information from police and children's social care. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in the school. The Academy puts additional support in place for young people who have been victims of or witness to Domestic Violence. The Academy may not receive notifications for pupils whose family address is outside of the local MAP.

Safeguarding Pupils with Medical Needs

- The academy provides clear procedures for managing prescription medicines that need to be taken during the academy day. These are:
- It is expected that parents/carers will normally administer medication to their child at home. Parents/carers should be encouraged to check with their child's GP if medicine can be administered outside of academy hours and still be effective. No medication will be administered without prior written permission from the parents/carers, including written medical authority if the medicine needs to be altered (eg. crushing of tablets)
- The academy Health Care Professional decides whether it is appropriate for medication to be administered in the academy following consultation with staff. All medicine is normally administered during breaks and lunchtime. If, for medical reasons, medicine has to be taken at other times during the day, arrangements will be made for the medicine to be administered at other prescribed times. Pupils will be told where their medication is kept and who will administer it.
- Any member of staff, on each occasion, giving medicine to a pupil should check:
Name of pupil

Written instructions provided by the parents/carers or doctor
Prescribed dose (to be confirmed with a second member of staff)
Expiry Date

- Written permission from the parents/carers will be required for pupils to carry and self-administer medicine(s).
- All Medicines will be kept in a locked cabinet in the Health Care Professional's medical room. As immediate access to reliever inhalers is essential, it is expected that pupils in the academy will keep their own inhalers as they move around the academy (however spare inhalers will be kept in the Health Care Professional's medical room where appropriate). All medicine will be logged on the academy file.
- A record sheet each time will be completed each time medication is given to a pupil and these will be kept in the Health Care Professional's medical room. The sheets will record the name of the pupil who supervised the administration, name of medication, dosage given, a note of any side effects and if the medicine has been altered for the administration (e.g. crushing a tablet) and authority for doing so.

Self-Injury/Self-Harm

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and Academy staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively
- Eating disorders

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family factors:

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social factors:

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

Warning Signs

Academy staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated members of staff for child Protection in the academy: NCA, RDX, LGO, NCO, JFA, JCY, ABE, DLO, JCL, KMC, DCH, and TME.

- Changes in eating / sleeping habits eg. student may appear overly tired if not sleeping well
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood eg. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in appearance

Staff roles in working with students who self-harm

Students may choose to confide in a member of academy staff if they are concerned about their own welfare, or that of a peer. Academy staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude - a student who has chosen to discuss their concerns with a member of academy staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated teachers for child Protection

Following the report, the designated teacher / governor will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance eg. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times

If a student has self-harmed in the Academy a first aider should be called for immediate help and the designated safeguarding lead/s informed.

Homelessness

Homelessness or at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include; household debt, rent arrears, domestic abuse, and anti-social behaviour. The Designated safeguarding leads will make a referral to children's social care and/or raise concerns with the local authority housing association if it suspects that a family is at risk or is experiencing homelessness. It should be recognised in some cases may be living independently from their parents or guardians, for example through exclusion from their family home, and may require a different level of intervention and support.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The Academy will also work closely with other agencies involved (such Children's social care, Positive Steps and the Police) with the children or family

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The Academy will refer to the NICCO for information to help reduce negative consequences for those children. The Academy will also work closely with other agencies involved with the children or family.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Academy and college staff should follow their procedures for unauthorised absence and 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 going missing in future.

Academies and colleges 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 concern.

Looked after Children

A child who has been in the care of the Local Authority for more than 24 hours is known as a looked after child. Looked after children are also often referred to as children in care.

In general looked after children are;

- living with foster parents
- Living in a residential children's home
- Living in a residential setting like schools or secure units.

There are a number of reasons why young people may become a looked after child

- The child's parents might have agreed to this, for example, if they are too unwell to look after their child
- The child could be an unaccompanied asylum seeker who has no responsible adult to care for them
- Children's social care deem the child to be at significant risk of harm. If this is the case the child is usually the subject of a legal court order.

The Designated teacher for Looked after children and Designated safeguarding lead work closely together to ensure that looked after children and previously looked after children are fully supported within the Academy.

Young Carers

A young carer is someone who cares for someone in their family who may be ill or disabled. Young carers often take on numerous responsibilities, including washing and dressing the person they are caring for. They may also look after younger siblings and do other domestic chores such as shopping, cooking and cleaning. With so many adult responsibilities young carers often miss out on vital parts of child and adolescent social development and other opportunities to play and learn. Attendance is often poor with young carers and therefore they can find it difficult to achieve well in school. They are at risk of being bullied and isolated from their peers as a result of the pressures and responsibilities at home. The designated safeguarding lead will ensure that young carers within the Academy are fully supported and will refer to and work with external agencies where required. The designated safeguarding lead will refer to children social care for any young person whom they suspect may be acting as a young carer and is not formally recognised as one.

Guidelines about Disclosures

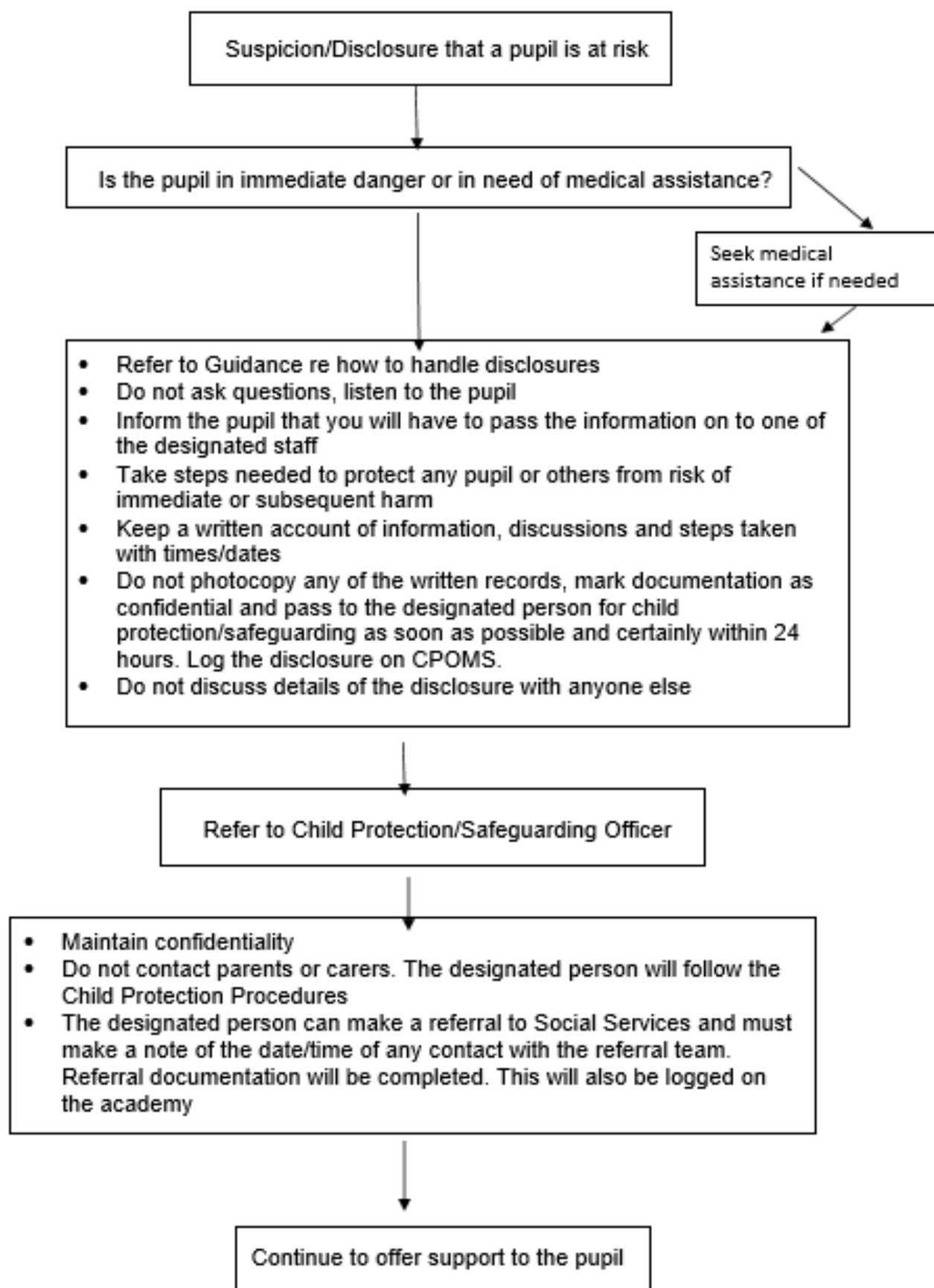
The following guidelines highlight the most important points to remember when dealing with a disclosure of abuse.

- Always accept what the child says, no matter how difficult you find it. Remember it has taken a great deal of courage to disclose.
- Never stop a child who is freely recalling events.
- Stay calm and be reassuring.
- Listen carefully and patiently to the child. Do not press for information; as well intentioned questions at this stage could result in the failure of a criminal prosecution.
- Never promise to keep a secret, no matter how insistent the child is. Explain that you will need to share this information with the designated staff and other professionals who may be able to help them.
- Do not discuss your suspicions with the parents/carers, other pupils or anyone else involved in the care of the child. Do not discuss anything with anyone other than the designated staff.
- Report the disclosure as soon as possible to the designated staff. Keep the child informed of the action you are taking.
- Record the details of the disclosure and pass the records to the person you have reported it to. Any comment by the child, or by an adult, about how an injury occurred should be recorded using quoted words actually used as soon as possible after a comment is made.
- Record all subsequent events up to the time of the substantive interview with Social Services and/or the police.
- Take care of yourself. Make sure you have a chance to discuss your feelings with another professional at a later stage, but do not include specific details of the disclosure or discuss any of the details with friends and family. CO-OP ACADEMY FAILSWORTH provides supervision for all staff and a designated member of staff will be able to direct you to this support.
- There may be instances where a child does not actually confide in the member of staff but he/she comes to suspect abuse because of overhearing a conversation with other children. Disclosure can also occur through a third party. These incidents should also be reported to the designated staff as soon as possible.

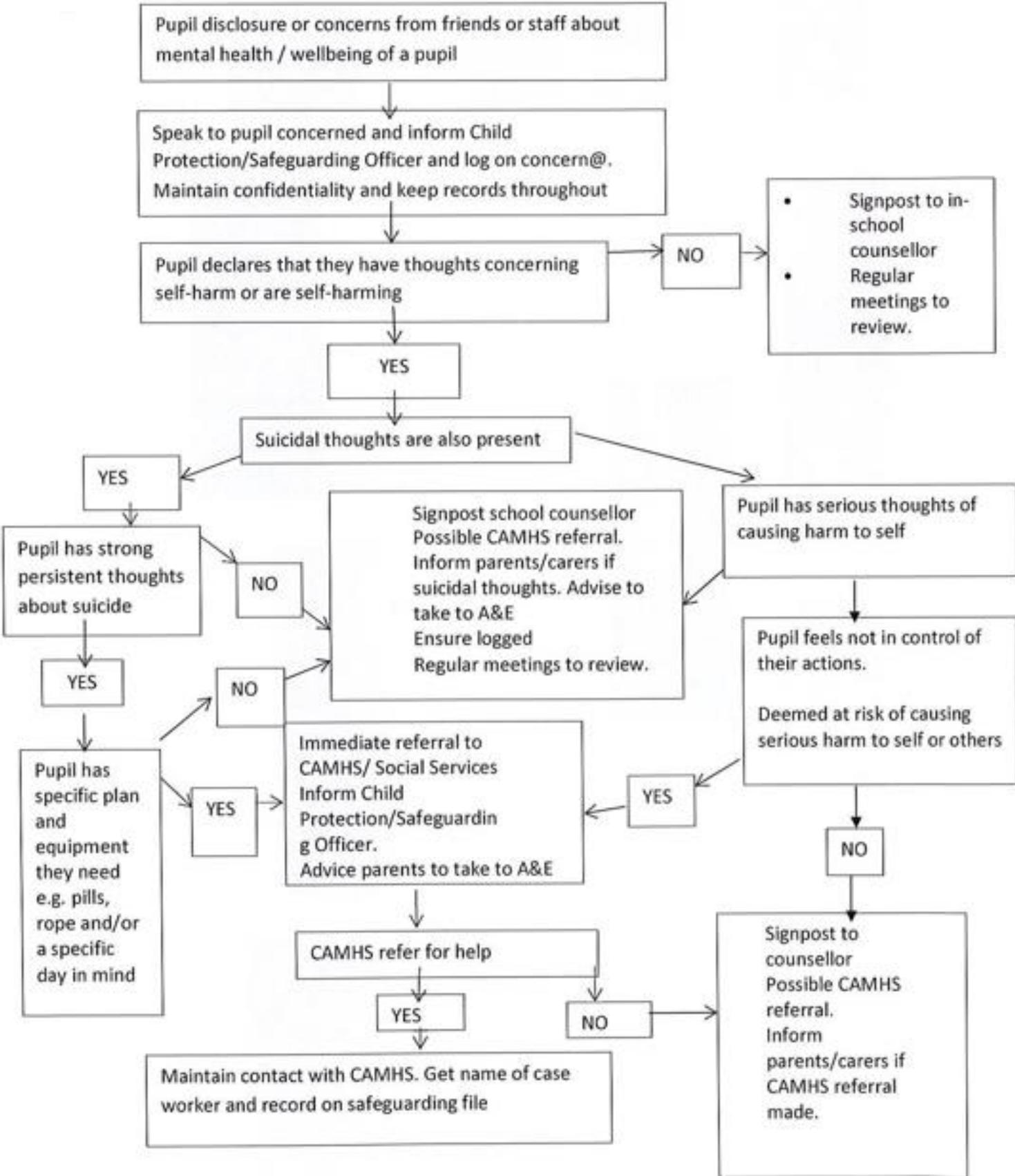
Designated Safeguarding Lead: Miss N Carter
Deputy Safeguarding Leads: Mrs R Devereux, Mrs L Gordon
Safeguarding Officer for Attendance: Mrs T Merron
**Safeguarding Officers: Mrs J Cleary, Mrs N Conroy, Mrs J Farnworth, Mrs A Beresford
Mr D Lowe, Miss D Chadwick, Miss J Clapham, Mrs Dickenson**

There are clear posters around the academy which highlight the safeguarding structure and all visitors are provided with a safeguarding leaflet on arriving at the academy. Visitors must also accept safeguarding conditions when they sign into the academy

Co-op Academy Failsworth: for suspected cases of abuse



Pupils who have Mental Health/Wellbeing Concerns



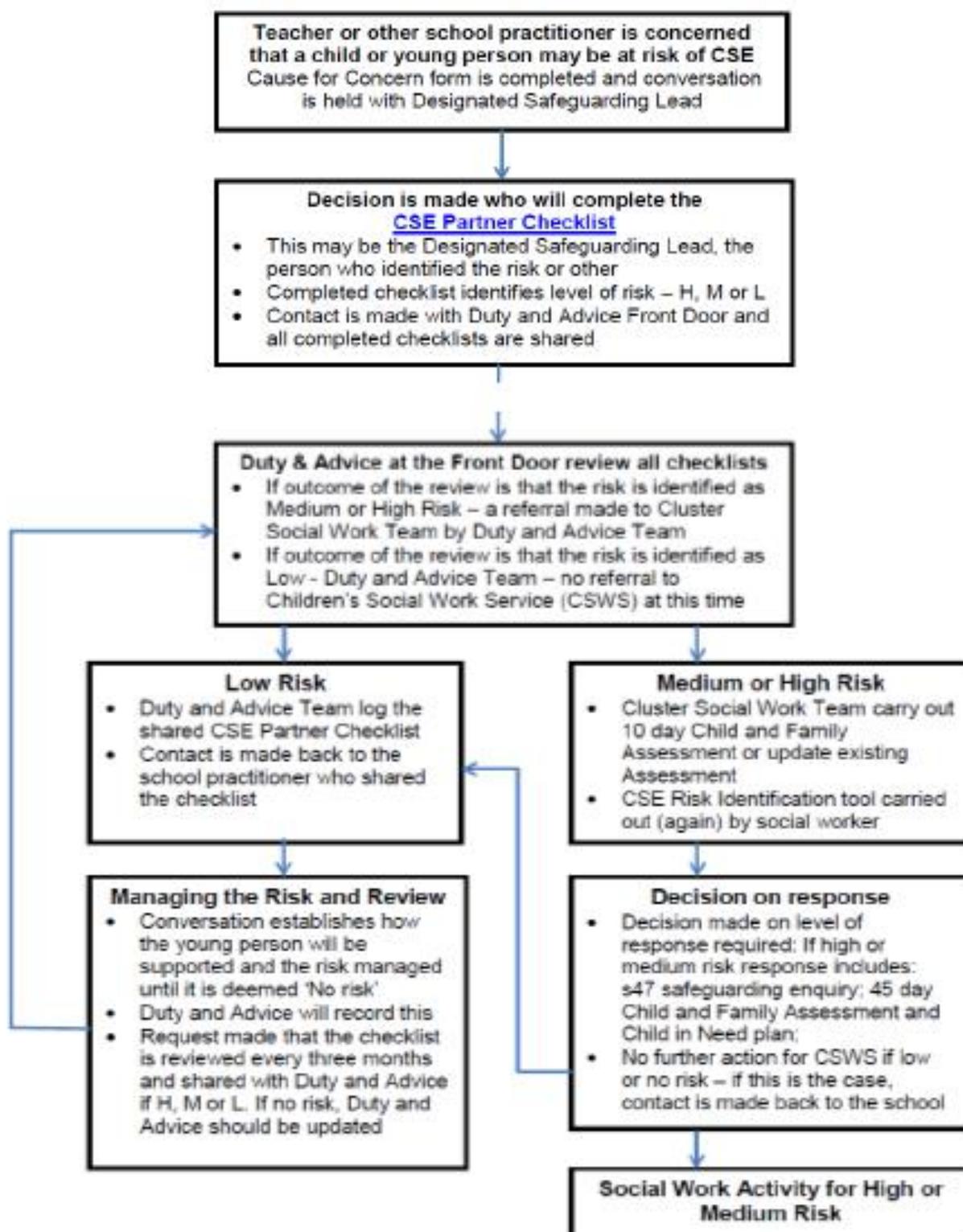
Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation:

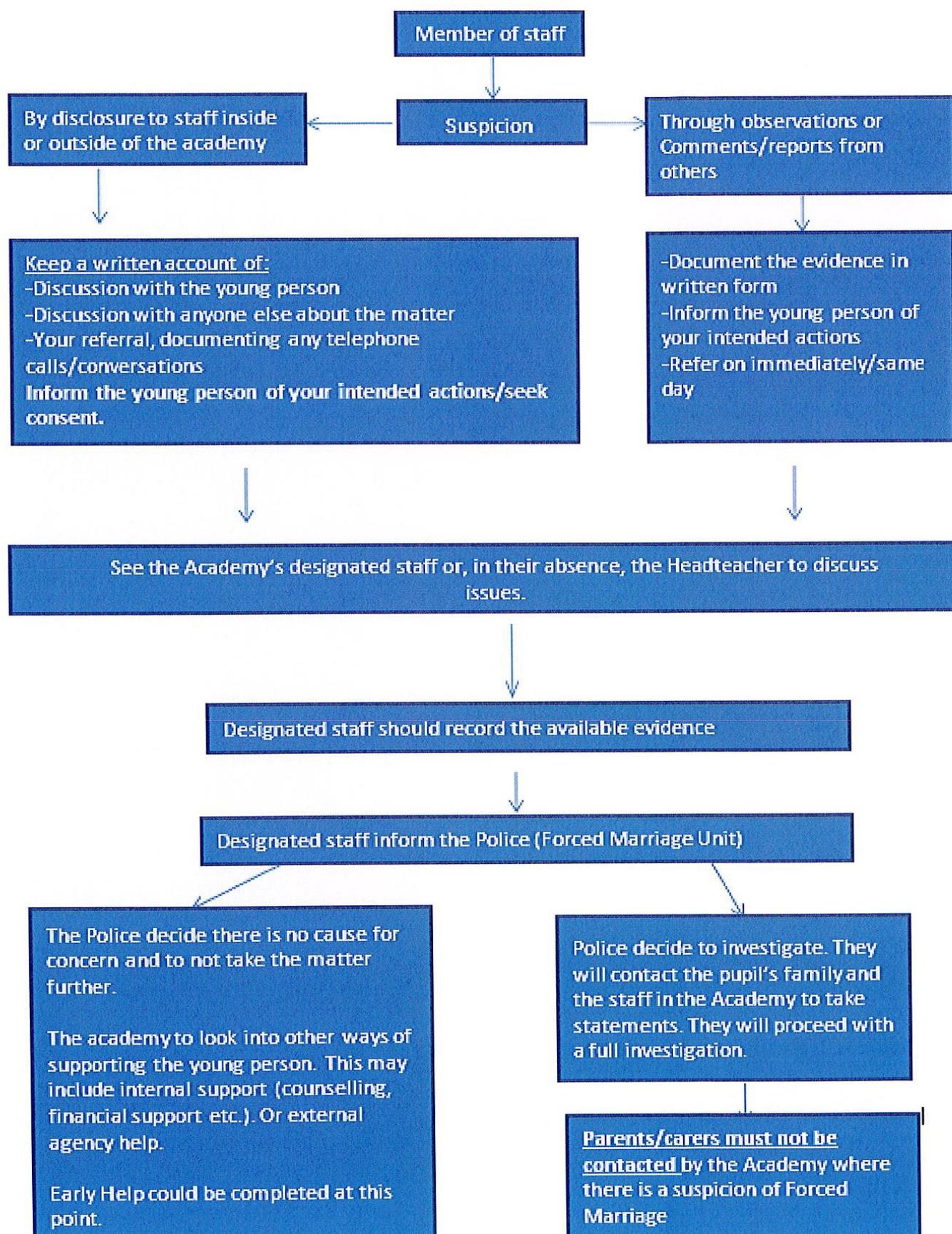
Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping sex'
- Repeat sexually transmitted disease
- Receiving unexplained gifts or gifts from an unknown source
- Having multiple mobile phones and worrying about losing contact via mobile
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boy/girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with other younger people in exploitative situations
- Associating with others involved in CSE
- Truancy, exclusion, disengagement, opting out of education
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault

CSE Response Checklist – Responding to identified concerns



The Referral Process for suspected cases of Forced Marriage



Female Genital Mutilation

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Is FGM legal?

FGM is internationally recognised as a violation of human rights. It is illegal in most countries including the UK.

Signs that may indicate a child has undergone FGM

- Prolonged absence from the academy 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
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

How to Refer

- Speak to one of the Designated Safeguarding persons immediately, or in an emergency, you can ring 999.
- If a pupil is thought to be at risk of FGM, staff should be aware of the need to act quickly before the pupil is abused by undergoing FGM in the UK or abroad.
- An interpreter must be used in all interviews with the family if their preferred language is not English and the interpreter must be female.
- The referral must be written up as soon as possible and at least within 24 hours

Strategy meeting / Discussion

Once a referral has been received by the police, children's social care services, education or relevant health care providers for either a pupil who is at risk or who has undergone FGM, a strategy meeting/discussion must be convened within 2 working days

A pupil who has undergone FGM should be seen as a child in need and offered services as appropriate. The strategy meeting should consider the need for medical assessment and /or therapeutic services for her.

What may happen when Children Services receive an FGM referral?

The referral is received by social workers at the MASH (Multi-Agency Safeguarding Hub) who will read it and make further enquiries by telephone. If the MASH social workers suspect that FGM has already taken place, they will send the referral on to a duty social worker who can make further enquiries, or organise a strategy meeting with the police to plan how to respond to the concerns.

There may be subsequent risk to the child's health so a medical examination could be required for health purposes. If the family have facilitated the arrangements for FGM, then the police may begin enquiries to determine whether a prosecution may be indicated. A medical examination could also provide forensic evidence in the case of a prosecution. Social workers would be looking at whether there are any other children at risk in the family and extended family.

If the suspicion is that FGM has already been carried out, a detailed referral would be preferred, with as much information as is available to help determine whether or not FGM has occurred, before police and social workers confront the family.

If you suspect that the child is at risk of undergoing FGM, then the timeframe for action may be more urgent and a referral to Children Services should be made immediately. In this case the priority is to make the referral quickly listing the information you have which indicates that the family are planning to carry out FGM on the child.

What to include on the referral

Step 1:

- Is the child a female from an FGM practicing community? (Refer to list and be mindful, that ethnicities and cultural backgrounds of both parents may not always be clear, so err on the side of caution)
- What is known about the child's ethnic background
- Immigration issues?
- Arrival date in the UK?

Step 2:

- Have any of the listed indicators changed recently?
- When was the change?
- Are there any known events in the child's life which occurred around the time of the change?

Step 3:

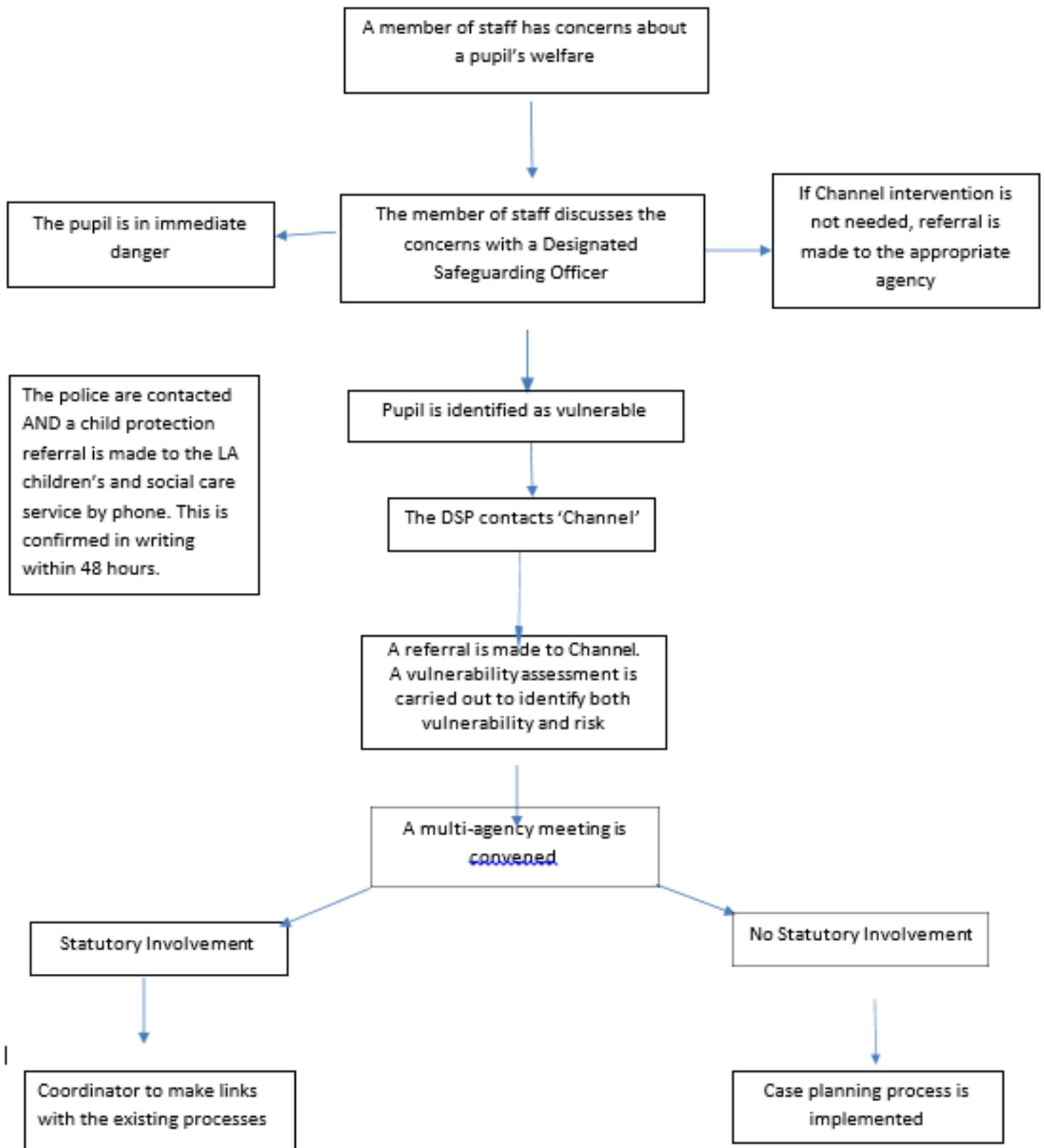
- Outline possible alternative explanations for the behaviour change; e.g.
 - Medical problem
 - Emotional difficulties not related to FGM
 - Abuse at home
 - Victim of bullying or racial abuse
- Step 4: Summary –
- List the behaviour / indicators which are concerning.
 - Outline the reasons why this could indicate FGM.
 - Acknowledge alternative explanations.

Missing From School Response Checklist

A checklist for reporting children and young people missing/absconded during the school day



Preventing Extremism Flowchart



Sources of support and information	
Child protection – national NSPCC helpline: 0808 800 5000 Childline: 0800 1111 Africans Unite Against Child Abuse (AFRUCA) 0161 205 9274 www.afruca.org	Child Protection MASH Team- Oldham 0161 770 7777 Child protection – local Manchester Contact Centre on 0161 255 8250 or fax on 0161 255 8266.
Bullying – national NSPCC helpline: 0808 800 5000 Childline: 0800 1111 Kidscape: 020 7730 3300 www.kidscape.org.uk	Bullying – local Charlotte Leather Tel: 07804 083742 Email: Charlotte.leather@manchester.nhs.uk
Mental health – national Young Minds: 0808 802 5544 www.youngminds.org.uk Mental Health Foundation: 020 7803 1100 www.mentalhealth.org.uk Mind: 0300 123 3393 www.mind.org.uk	Mental health – local Trust HQ, Chorlton House 70 Manchester Road Chorlton-cum-Hardy Manchester M21 9UN Telephone 0161 882 1000 Fax 0161 882 1001 Complaints (tel.) 0161 882 1355
Parents/carers support – national ParentlinePlus: 0808 800 2222 www.familylives.org.uk	Parents/carers support – local Parent Confidential Helpline - 0161 209 8356 Mon - Fri 10am - 3pm Answer phone available when lines are closed 0161 209 8356 Email: Parents@manchester.gov.uk Address Information, Advice and Support Service Westwood Street, Moss Side M14 4PH
Sexual harm and sexually harmful behaviour – national Stop It Now! 0808 1000 900 www.stopitnow.org.uk The AIM Project (for children with sexual behaviour problems): www.aimproject.org.uk	Sexual harm and sexually harmful behaviour – local AIM Project, Quays Reach, 14 Carolina Way, Salford, Manchester, M50 2ZY email rita.aimproject@nspcc.org.uk Tel: 0161 743 4665 / 4666 Fax: 0161 743 4646
Internet safety – national ChildNet International: www.childnet.com Child Exploitation and Online Protection: 0870 000 3344 www.ceop.gov.uk Internet Watch Foundation www.iwf.org.uk Think U Know: www.thinkuknow.co.uk	Internet safety – local Mick Wilson Customer & Business Support Manager Manchester City Council Children's Services Overseas House, Quay Street, Manchester, M3 3BB Tel: 0161 234 7228 Internal: 801 7228 Textphone: 0161 234 7452 Fax: 0161 274 7070
Local agencies	
Children's Social Care: 0161 770 7777 Out of Hours Duty Team: 0161 770 6936 Local Authority Designated Officer for Child Protection: Viv Wallbank- 01617708870 MASH, Level 9, Civic Centre, West Street, Oldham, OL1 1UT. Tel: 0161 770 7777 child.mash@oldham.gov.uk	
Hospitals Manchester Royal Infirmary, Oxford Road, M13 9WL, 0161 276 1234 www.cmft.nhs.uk Royal Oldham Hospital Rochdale Road, OL1 2JH, 0161 624 0420	

**PART FOUR:
RESPONSE TO REPORTS**
Summary of responses

REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]

Definitions
Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured

- taken seriously and kept safe
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 43)
- parents of victim informed

Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Record-keeping
Remember, to record all concerns, discussions, decisions and reasons for decisions.

Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks
- other related issues and wider context

MANAGE INTERNALLY
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP
Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool)

REFER TO SOCIAL CARE
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE
All incidents of rape, assault by penetration or sexual assault.

Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT
Case-by-case basis

RISK ASSESSMENT
Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)
[Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)

DISCIPLINARY MEASURES TAKEN
(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

CRIMINAL PROCESS ENDS

- ▶ **Conviction or Caution:** follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- ▶ **Not Guilty:** Support victim and alleged perpetrator
- ▶ **No Further Action:** Support victim and alleged perpetrator

Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies

