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| **Safeguarding Policy** |  |

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# 1. Rationale:

The governors and staff at Saddleworth School consider the safeguarding of the students in our care to be a major priority and responsibility. We are a school who seeks to create an atmosphere where young people feel secure, are encouraged to talk and are listened to.

Safeguarding and promoting the welfare of children means:

* **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.**

*(Keeping Children Safe in Education, September 2022).*

# 2. Purpose of the Policy:

* To raise the awareness of all school staff of the importance of safeguarding students and of their responsibilities for identifying and reporting actual or suspected abuse.
* To ensure students and parents are aware that the school takes safeguarding seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.
* To promote effective liaison with other agencies to work together for the protection of all students.
* To support students’ development in ways which will foster security, confidence and independence.
* To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages.

# 3. Roles and Responsibilities:

Child Protection and Safeguarding Roles and Responsibilities:

**Overall Responsibility for Child Protection/Safeguarding** – Mr M Anderson (Headteacher)

Each young person has a Safeguarding Team, made up of the Whole School Designated Safeguarding Lead; Deputy Designated Safeguarding Lead; Designated Year Group Safeguarding Lead and Pastoral Support Assistant.

**Whole School Designated Safeguarding Lead** – Mr D Casey (Assistant Headteacher)

* To manage the overarching systems that underpin child protection and safeguarding.
* To maintain an overview of all ongoing child protection and safeguarding concerns across the school.
* To provide support and guidance to the **Designated Year Group Safeguarding leads.**
* To quality assure the child protection and safeguarding process and the records kept as part of that process.
* To liaise with the Headteacher to inform him/her of child protection and safeguarding issues.
* To ensure the school’s policies are reviewed annually and communicated to all staff and parents.
* To ensure all school staff receive regular and appropriate child protection training (including all new staff as part of their induction).

**Deputy Designated Safeguarding Lead** – Mrs J Leach (Pupil Support Co-ordinator)

* To monitor ongoing safeguarding concerns; taking appropriate action when required.
* To provide support and guidance to safeguarding team and other staff as required.
* To support the Designated Safeguarding Lead in quality assuring the child protection and safeguarding process and the records kept as part of that process.

**Designated Year Group Safeguarding Leads** – Home School Leaders

* To maintain on overview of their year group ensuring that potential safeguarding issues are identified early.
* To monitor ongoing safeguarding concerns; taking appropriate action where required.
* To make referrals to external agencies when required e.g. Early Help Team.
* To liaise with parents/carers as required.
* To ensure safeguarding records for their year group are accurate and up to date.
* To regularly update **Designated Safeguarding Lead** and **Deputy Designated Safeguarding Lead** of safeguarding concerns in their year group.

**Pastoral Support Assistants**

* To support the Home School Leader in maintaining overview for their year group ensuring that potential safeguarding issues are identified.
* To support the Home School Leader to monitor ongoing safeguarding concerns; taking appropriate action when required.
* To make referrals to external agencies when required.
* To liaise with parents/carers as required.
* To be responsible for keeping safeguarding records for their year group which are accurate and up to date.
* Where necessary support **Designated Safeguarding Lead**; **Deputy Designated Safeguarding Lead** and **Designated Year Group Safeguarding Leads with safeguarding concerns**.

**All School Staff**

* Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.
* To provide a safe environment in which students can learn.
* To identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. **All staff then have a responsibility to take appropriate action, working with other services as needed**.
* To pass on any child protection concerns to the appropriate Year Group Safeguarding Team by logging a concern on CPOMS (see Appendix 1).
* If there is not a member of the safeguarding team available; all staff can make referrals of suspected abuse to the appropriate Local Authority Children’s Social Care or Police if they feel this is necessary (Contact details of relevant agencies can be found in Appendix 2), before recording this using CPOMS.
* To alert the **Year Group Safeguarding Leads** if a student goes missing from education.
* To alert the **Year Group Safeguarding Leads** if a student internally truants / goes missing during the school day.

**Governors**

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

In particular, the Governing Body must ensure that the following are in place:

1. Child Protection Policy and Procedures.
2. Behaviour Policy.
3. Staff Code of Conduct.
4. Attendance Policy.
5. Safe Recruitment Procedures.
6. Appointment of a Designated Safeguarding Lead who is a senior member of the school leadership team.
7. Relevant safeguarding children training for school staff is attended.
8. Single Central Record fit for purpose and checked annually.
9. Safe management of allegations.
10. Deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
11. A member of the Governing Body (usually the Chair) is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
12. Safeguarding policies and procedures are reviewed annually.

# 4. Staff Should Look Out For:

**Types of Abuse**

* All staff members must 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.
* All staff members must be aware that abuse is 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.
* All staff must be aware of the different categories of abuse:
  + Physical.
  + Emotional.
  + Sexual.
  + Neglect.

See Appendix 3 for Key Extracts from ‘Keeping Children Safe in Education’ (September 2022).

**Key Signs of Abuse**

1. All school staff members must be aware of the signs of abuse and neglect to enable them to identify children who may be in need of help or protection and act accordingly.

See Appendix 3 for Key Extracts from ‘What to do if you’re worried a child is being abused: Advice for practitioners’ (March 2015), as well as a link to NSPCC Website, where further guidance can be sought.

**Specific Safeguarding Issues:**

1. In addition to being vigilant of the types and signs of abuse referenced above, and identified in Appendix 3, all staff must understand the risks presented by children:
   * With Disabilities and Additional Needs.
   * With Special Educational Needs (whether or not they have a statutory Education, Health and Care Plan).
   * Who are young carers.
   * Who show signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
   * Who are frequently missing/goes missing from care or from home.
   * Who are at risk of modern slavery, trafficking or exploitation.
   * Who are involved in ‘honour-based’ violence (HBV), including female genital mutilation (FGM) or forced marriage.
   * Who are at risk of being radicalised or exploited.
   * Who are in family circumstance presenting challenges, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
   * Who are misusing drugs or alcohol.
   * Who has returned home to their family from care.
   * Who are a privately fostered child.
   * Who deliberately miss education.
   * Who are involved in Child on Child Abuse including:
     + Bullying (including cyberbullying);
     + Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
     + Sexual violence and sexual harassment;
     + Sharing nudes and or semi-nudes (also known as youth produced sexual imagery); and
     + Initiation/hazing type violence and rituals.
   * Who exhibit mental health problems.
   * Who have social workers.

See Appendix 3 for further information on Specific Safeguarding Issues.

# 5. Child Protection and Safeguarding Procedures

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.

*(Keeping Children Safe in Education, September 2022).*

Saddleworth School’s procedures for safeguarding children are in line with the Oldham Safeguarding Children Partnership.

They also take into account incidents and/or behaviours that can be associated with factors outside the school and/or can occur between children outside the school or college. All safeguarding staff, consider the context within which such incidents and/or behaviours occur. This is known as contextual 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.

They are also aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, especially the designated safeguarding lead (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

**How Staff Respond to a Child Protection Disclosure**

1. Any member of staff may be sought out by a child or young person to share information about abuse or neglect, or talk spontaneously individually or in a group when they are present. In these situations, staff will:
   * Listen carefully to the student; but not directly question them.
   * Allow the student the time to give an account and not stop a student from recalling events.
   * Make an accurate record by recording the concern on CPOMS (see Appendix 1).
   * Reassure the student that they were right to tell them and never give the impression that they are creating a problem or should feel ashamed by their disclosure.
   * Explain that they cannot promise not to speak to others, but will only pass on the information to those who need to know.
   * Pass the concern immediately to a member of the Safeguarding Team.

**How Staff Respond to a Child Protection Concern**

* Any member of staff who has a child protection concern regarding a student, should pass on to the appropriate **Designated Year Group Safeguarding Lead and Pastoral Support Assistant** by recording the concern on CPOMS (see Appendix 1).
* If there is not a member of the safeguarding team available; all staff can make referrals of suspected abuse to the appropriate Local Authority Children’s Social Care or Police if they feel this is necessary (Contact details of relevant agencies can be found in Appendix 2).

**How Staff Respond to a Child Protection Concern Related to Female Genital Mutilation (FGM)**

* All school staff are aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.
* All school staff are aware of the range of potential indicators that a girl may be at risk of FGM. **Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi-Agency Practice Guidelines: Female Genital Mutilation (see Appendix 3).**
* If staff have a concern regarding FGM they, they must speak to the **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** to be supported through the process of contacting the Police, before recording this using CPOMS.
* If there is not a member of the safeguarding team available; all staff must make referrals of suspected FGM to the Police (Contact details of relevant agencies can be found in Appendix 2), before recording this using CPOMS.

**How Staff Respond to a Child Protection Concern Related to Preventing Extremism and Radicalisation**

* All school staff are aware that they are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
* All staff are aware that the reporting of these concerns should be carried out in the same way as reporting any child protection concern within school (as stated above in ‘How Staff Respond to a Child Protection Concern’).
* The Safeguarding Team will then make an appropriate referral. This could include a referral to Channel through the Multi-Agency Safeguarding Hub (MASH).

**Procedures in Place for Keeping Children Safe from Radicalisation**

*Teaching British Values within the Curriculum*

We teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life. We actively promote community cohesion and British Values across all curriculum areas including SPACE and Religious Education.

*Visiting Speakers*

All visiting speakers that attend Saddleworth School must be fully checked to ensure they are suitable. All staff and students who wish to invite visiting speakers into school must get permission from a member of the Senior Leadership Team who will ensure necessary checks are carried out. All visiting speakers must be supervised by at least one member of teaching staff.

*Student Clubs / Groups*

All student clubs and groups run that are not led by Saddleworth School staff must have approval from the Senior Leadership Team.

*ICT*

Saddleworth School has internet controls to ensure all students are safe from inappropriate content including terrorist and extremist material when accessing the internet in school. Our E-safety education with students, parents and staff includes the risks of online radicalisation.

*Staff Training*

Understanding the risk factors and signs of radicalisation is part of the ongoing safeguarding training of all staff. The Whole School Designated Safeguarding Lead has regular network meetings led by the Oldham Safeguarding Partnership, and has had Prevent Awareness Training. All members of the safeguarding team are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff receive training about the risk factors and indications that a child may be being radicalised and how to make an appropriate referral. Staff also complete the Channel General Awareness Online Training on a two yearly basis.

**How Staff Respond to a Child Protection Concern Related to Child on Child Abuse**

* All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:
  + bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  + abuse in intimate personal relationships between children;
  + physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  + sexual violence and sexual harassment.
  + Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
  + causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
  + up skirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
  + initiation/hazing type violence and rituals.
* All staff are aware that the reporting of these concerns should be carried out in the same way as reporting any child protection concern within school (as stated above in ‘How Staff Respond to a Child Protection Concern’).

**How Staff Respond to a Child Protection Concern Related to Sharing Nudes**

* All staff are aware of the following information provided by the UK Council for Child Internet Safety, 2020:
  + Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
  + If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
  + Do not delete the imagery or ask the young person to delete it.
  + Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
  + Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
  + Do not say or do anything to blame or shame any young people involved.
  + Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).
* If staff have a concern regarding sharing of nudes they must speak to the **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** before recording this using CPOMS.
* If there is not a member of the safeguarding team available; all staff can make referrals regarding the sending of nudes to the appropriate Local Authority Children’s Social Care or Police if they feel this is necessary (Contact details of relevant agencies can be found in Appendix 2).

**Procedures in Place for Keeping Children Safe from Child on Child Abuse**

*Teaching British Values within the Curriculum*

We teach a broad and balanced curriculum which promotes positive relationships and how students should interact with each other. We actively promote community cohesion and British Values across all curriculum areas with a specific focus coming through SPACE and Religious Education. We also enhance our curriculum by inviting guest speakers into school.

*ICT*

Saddleworth School has internet controls to ensure all students are safe from inappropriate content including communications between students that constitute child on child abuse. Our E-safety education with students, parents and staff includes the risks of communicating online, how to stay safe on line and how to report concerns of child on child abuse (see Appendix 5 for key information).

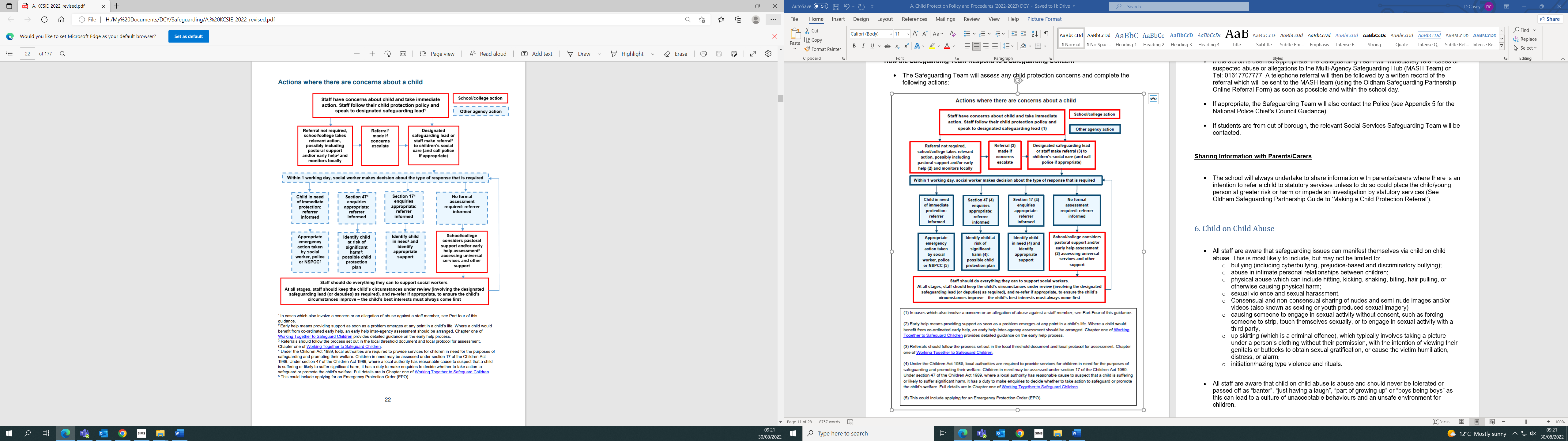
The SPACE Curriculum and Computing Curriculum are developed using the 4Cs (Content, Contact, Conduct and Commerce). They are designed to ensure are students are both safe and prepared for the ever-developing online world. Children are not allowed to use their mobile phones within school, in line with the Saddleworth School Behaviour Policy.

*Staff Training*

Understanding the risk factors and signs of all forms of child on child abuse, as well as understanding that this form of abuse should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. All members of the safeguarding team are able to provide advice and support to other members of staff on protecting children from child on child abuse. All staff receive training about the risk factors and indications that a child may be either the victim or perpetrator of child on child abuse and how to make an appropriate referral.

**How the Safeguarding Team Respond to a Safeguarding Concern**

* The Safeguarding Team will assess any child protection concerns and complete the following actions:



* If the action is deemed appropriate, the Safeguarding Team will immediately refer cases of suspected abuse or allegations to the Multi-Agency Safeguarding Hub (MASH Team) on Tel: 01617707777. A telephone referral will then be followed by a written record of the referral which will be sent to the MASH team (using the Oldham Safeguarding Partnership Online Referral Form) as soon as possible and within the school day.
* If appropriate, the Safeguarding Team will also contact the Police (see Appendix 5 for the National Police Chief’s Council Guidance).
* If students are from out of borough, the relevant Social Services Safeguarding Team will be contacted.

**Sharing Information with Parents/Carers**

* The school will always undertake to share information with parents/carers where there is an intention to refer a child to statutory services unless to do so could place the child/young person at greater risk or harm or impede an investigation by statutory services (See Oldham Safeguarding Partnership Guide to ‘Making a Child Protection Referral’).

# 6. Child on Child Abuse

* All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:
  + bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  + abuse in intimate personal relationships between children;
  + physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  + sexual violence and sexual harassment.
  + Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
  + causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
  + up skirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
  + initiation/hazing type violence and rituals.
* All staff are aware that child on child abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
* All staff are aware that there is a gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boy’s perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.
* The safeguarding team ensure that support is provided for victims, perpetrators and any other child affected by child on child abuse, whether this be through consultation with parents / carers at the time of the incident, or having monitored changes in student’s behaviour at a later stage.

# 7. Children with Special Educational Needs and Disabilities

* All staff are aware that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
  + assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
  + being more prone to peer group isolation than other children;
  + the potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
  + communication barriers and difficulties in overcoming these barriers.
* The Safeguarding Team and the SEND Team ensure that additional pastoral support is provided for children with SEND where appropriate.

# 8. Record Keeping

* All staff must record any safeguarding concerns or disclosures directly onto CPOMS, using the guidance provided in Appendix 1.
* All CPOMS referrals must be appropriately actioned by the Safeguarding Team before the end of the school day.
* All safeguarding records are kept securely on CPOMS and can only be accessed by Higher Level Access Users.
* If a child or young person transfers schools, or moves to college, their files are:
  + Copied and forwarded within five working days to the students’ new school, marked confidential and for the attention of the receiving school’s designated safeguarding lead, or
  + Transferred securely through CPOMS.
* All safeguarding records are kept until the child or young person turns 35 years old, at which point they are erased from CPOMS.

# 9. Information Sharing

* All staff must not allow fears about sharing information to stand in the way of the need to promote the welfare, and protect the safety, of children.
* All staff must 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 effective identification, assessment and allocation of appropriate service provision.
* Staff should refer to the ‘The Seven Golden Rules to Sharing Information’ (see Appendix 4) to guide on information sharing, or speak to the Whole School Designated Safeguarding Lead.

# 10. Opportunities to Teach Safeguarding

As part of providing a broad and balanced curriculum we teach students about British Values, as well as developing their Physical, Social, Health and Economic education and their Spiritual, Moral, Social and Cultural education. This includes supporting students with how to keep themselves safe, how to report any concerns if they are unsafe and how to develop healthy age related relationships (see Appendix 5 for key information).

# 11. Training and Support

* All staff receive appropriate safeguarding and child protection training which is annually 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.
* The Designated Safeguarding Lead will receive higher level safeguarding training on a two yearly basis, whilst also receiving safeguarding and child protection updates through the termly LSCB DSL Network Meetings.
* All staff (including governors) will receive safeguarding and child protection training when first appointed as part of their induction.
* All staff will read the Saddleworth School Safeguarding Policy, and either Part One or Annex A of Keeping Children Safe in Education (September, 2022), annually. These will be accessible through the VLE.

# 12. Allegations against a Member of Staff

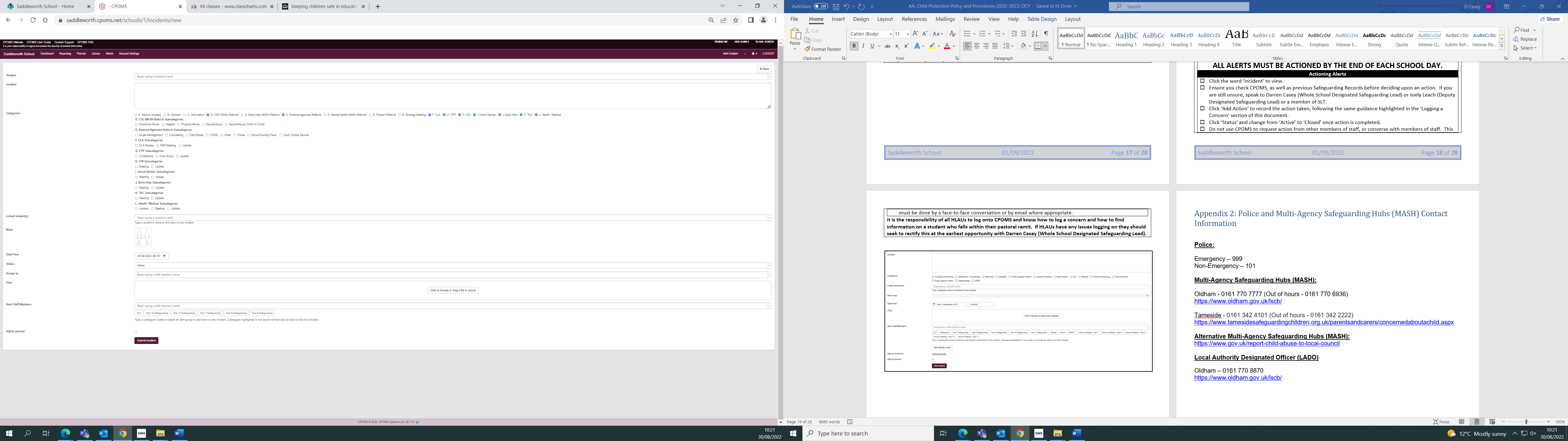
* There is an Oldham Safeguarding Partnership procedure for investigating allegations of professional abuse. Any concerns should be reported to the Headteacher or the next most senior member of staff who should contact the Local Authority Designated Officer (LADO) (See Appendix 2). In the event of an allegation of abuse being made against the Headteacher, allegations should be reported directly to the LADO.
* All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, including supply staff, which can be found within Saddleworth School’s: Dealing with Allegations of Professional Abuse Policy and Whistleblowing Policy.

# 13. Safer Working Practice

* We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document “Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings” (Department for Children and Families, 2015) provides advice on this and circumstances which should be avoided in order to limit complaints against staff of abuse, and/or allegations of physical or sexual abuse. These matters are referred to in Saddleworth School’s Staff Code of Conduct.
* Saddleworth School is committed to safer recruitment and the suitability of all staff at the school. The Headteacher and a Governor will undertake approved safer recruitment training in line with statutory requirements.
* Saddleworth School ensures that there is safe practice followed in checking the suitability of staff to work at the school. All school staff have undertaken an enhanced DBS check.
* Saddleworth School ensures that visitors or contractors who visit the school premises are appropriately ‘risk assessed’. The identity of visitors/contractors are checked on arrival. School seeks assurances from employers that visitors/contractors have undergone a DBS check where appropriate, and that those for whom a DBS check has not been undertaken, are supervised at all times if they are likely to come into contact with children or young people.

# Appendix 1: Safeguarding Referral Standard Operating Procedures

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| |  |  | | --- | --- | | [Image result for saddleworth school](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwih7aerwaHWAhWLPBQKHR8HBegQjRwIBw&url=http://www.saddleworth.oldham.sch.uk/&psig=AFQjCNEr9H5iYgbCSmdRw4yMR1OOmisTKg&ust=1505369712724580) | 🗹 |   **CPOMS – All Staff**  **OBJECTIVE: For all staff to use CPOMS effectively to share concerns and/or information in a timely manner.**   |  | | --- | | **Logging a Concern** | | * Select ‘Add Incident’ from the banner at the top of the page. * Type student’s name into ‘Student’ box and select student from drop down menu. * Choose correct student (remember we have students with the same name). * Click the ‘Incidents’ box and enter new information. * Enter information that is **factual** by stating what you have seen or heard, or by clearly stating who has seen or heard this. * Use **student’s initials** when entering information. * Use **staff codes** when entering information, including and abbreviation of their position in brackets. *For example ‘JS told DCY (AHT) that his mum had hit him’ rather than ‘JS’s mum hit him’ unless you witnessed the incident.* * Select the **‘Safeguarding’** category, before selecting one of the following three categories:   **‘A. Serious Incident’**. *This is a concern which needs reporting immediately – before the child goes home.*  **‘B. Concern’**. *This is a concern which needs reporting as soon as possible within the school day.*  **‘C. Information’**. *This is a concern which needs to be logged in case it is part of a bigger picture and should be logged when you have time.*  **Do not select any other categories or subcategories**.   * Link other students as appropriate. *For example, siblings or other students involved in specific incidents.* Do not link a student if they have provided information about another student. * For a physical injury, click on the body map and highlight the injured area. * Record **date and time of incident**, not date and time you log incident. If a student makes a disclosure, log the time the disclosure was made. * Alert relevant staff members by selecting the most relevant ‘Alert Staff Members’. This will usually be the year team/teams that link to the student/students involved. Do not select other members of staff. * Upload relevant files, reports or images by using ‘Click to browse or drag a file to upload’ tab if required. * Click ‘Submit Incident’. |   **It is the responsibility of all staff to log onto CPOMS and know how to log a concern. If staff have any issues logging on they should seek to rectify this at the earliest opportunity with Darren Casey (Whole School Designated Safeguarding Lead).**  **NON-CPOMS – Staff that don’t directly work with Children**  **OBJECTIVE: For staff that don’t directly work with children to effectively share concerns and/or information in a timely manner.**   |  | | --- | | **Logging a Concern** | | Either:   * Email Darren Casey (Whole School Designated Safeguarding Lead) and Joely Leach (Deputy Designated Safeguarding Lead) with information that is **factual** by stating what you have seen or heard, or by clearly stating who has seen or heard this. * Speak to Darren Casey (Whole School Designated Safeguarding Lead) or Joely Leach (Deputy Designated Safeguarding Lead) or any member of the Safeguarding Team |   **It is the responsibility of all staff to log and know how to log a concern.** |
| |  |  | | --- | --- | | [Image result for saddleworth school](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwih7aerwaHWAhWLPBQKHR8HBegQjRwIBw&url=http://www.saddleworth.oldham.sch.uk/&psig=AFQjCNEr9H5iYgbCSmdRw4yMR1OOmisTKg&ust=1505369712724580) | 🗹 |   **CPOMS – Higher Level Access Users (HLAU)**  **OBJECTIVE: For all HLAUs to use CPOMS effectively to share or action concerns and/or share information in a timely manner.**   |  | | --- | | **Logging a Concern** | | * Type student’s name into ‘Quick Student Search’ box (top left of Dashboard screen) and click search. * Choose correct student (remember we have students with the same name). * Click the ‘Incidents’ tab and select new incident. * Enter information that is **factual** by stating what you have seen or heard, or by clearly stating who has seen or heard this. Include additional information such as contact details, relevant external agencies, crime reference number, police officers collar number, etc. * Use **student’s initials** when entering information. * Use **staff codes** when entering information, including and abbreviation of their position in brackets. *For example ‘JS told DCY (AHT) that his mum had hit him’ rather than ‘JS’s mum hit him’ unless you witnessed the incident.* * Select the most appropriate category/categories, as well as the most appropriate subcategories. * Link other students as appropriate. *For example, siblings or other students involved in specific incidents.* Do not link a student if they have provided information about another student. * For a physical injury, click on the body map and highlight the injured area. * Record **date and time of incident**, not date and time you log incident. If a student makes a disclosure, log the time the disclosure was made. * Upload relevant files, reports or images by using ‘Click to browse or drag a file to upload’ tab if required. * Alert relevant staff members by selecting the most relevant ‘Alert Staff Members’. Do not select other members of staff. * Click ‘Add Incident’. | | **Receiving Alerts** | | * Log onto CPOMS and click ‘Saddleworth School’ to view ‘Dashboard’. Alternatively, click the link on the email that has provided the alert. * View incidents via ‘Dashboard’ in either ‘Alert’ or ‘My Assigned’. All **incidents** will be assigned to a member of the Safeguarding Team by Darren Casey (Whole School Designated Safeguarding Lead) or Joely Leach (Deputy Designated Safeguarding Lead). * Click the word ‘incident’ to view and click ‘Mark as Read’ to remove from alerts. * Ensure information viewed is **only discussed with members of the Safeguarding Team**. * If an incident has not been actioned, speak to the member of the Safeguarding Team that should action to ensure all incidents are dealt with appropriately and in a timely manner.   **ALL ALERTS MUST BE ACTIONED BY THE END OF EACH SCHOOL DAY.** | | **Actioning Alerts** | | * Click the word ‘incident’ to view. * Ensure you check CPOMS, as well as previous Safeguarding Records before deciding upon an action. If you are still unsure, speak to Darren Casey (Whole School Designated Safeguarding Lead) or Joely Leach (Deputy Designated Safeguarding Lead) or a member of SLT. * Click ‘Add Action’ to record the action taken, following the same guidance highlighted in the ‘Logging a Concern’ section of this document. * Click ‘Status’ and change from ‘Active’ to ‘Closed’ once action is completed. * Do not use CPOMS to request action from other members of staff, or converse with members of staff. This must be done by a face-to-face conversation or by email where appropriate. |   **It is the responsibility of all HLAUs to log onto CPOMS and know how to log a concern and how to find information on a student who falls within their pastoral remit. If HLAUs have any issues logging on they should seek to rectify this at the earliest opportunity with Darren Casey (Whole School Designated Safeguarding Lead).** |



Appendix 2: Police and Multi-Agency Safeguarding Hubs (MASH) Contact Information

**Police:**

Emergency – 999

Non-Emergency – 101

**Multi-Agency Safeguarding Hubs (MASH):**

Oldham - 0161 770 7777 (Out of hours - 0161 770 6936)

<https://www.oldham.gov.uk/lscb/>

Tameside - 0161 342 4101 (Out of hours - 0161 342 2222)

<https://www.tamesidesafeguardingchildren.org.uk/parentsandcarers/concernedaboutachild.aspx>

**Alternative Multi-Agency Safeguarding Hubs (MASH):**

<https://www.gov.uk/report-child-abuse-to-local-council>

**Local Authority Designated Officer (LADO)**

Oldham – 0161 770 8870

<https://www.oldham.gov.uk/lscb/>

Appendix 3: Types and Indicators of Abuse

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| **Some of the following signs might be indicators of abuse or neglect:**   * Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed; * Children with clothes which are ill-fitting and/or dirty; * Children with consistently poor hygiene; * Children who make strong efforts to avoid specific family members or friends, without an obvious reason; * Children who don’t want to change clothes in front of others or participate in physical activities; * Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry; * Children who talk about being left home alone, with inappropriate carers or with strangers; * Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason; * Children who are regularly missing from school or education; * Children who are reluctant to go home after school; * Children with poor school attendance and punctuality, or who are consistently late being picked up; * Parents who are dismissive and non-responsive to practitioners’ concerns; * Parents who collect their children from school when drunk, or under the influence of drugs; * Children who drink alcohol regularly from an early age; * Children who are concerned for younger siblings without explaining why; * Children who talk about running away; and * Children who shy away from being touched or flinch at sudden movements. |

**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.

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| **Some of the following signs may be indicators of physical abuse:**   * Children with frequent injuries; * Children with unexplained or unusual fractures or broken bones; and * Children with unexplained:   + bruises or cuts;   + burns or scalds; or   + bite marks. |

**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.

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| **Some of the following signs may be indicators of emotional abuse:**   * Children who are excessively withdrawn, fearful, or anxious about doing something wrong; * Parents or carers who withdraw their attention from their child, giving the child the ‘cold shoulder’; * Parents or carers blaming their problems on their child; and * Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons. |

**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.

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| **Some of the following signs may be indicators of sexual abuse:**   * Children who display knowledge or interest in sexual acts inappropriate to their age; * Children who use sexual language or have sexual knowledge that you wouldn’t expect them to have; * Children who ask others to behave sexually or play sexual games; and * Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy. |

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

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| **Some of the following signs may be indicators of sexual exploitation:**   * Children who appear with unexplained gifts or new possessions; * Children who associate with other young people involved in exploitation; * Children who have older boyfriends or girlfriends; * Children who suffer from sexually transmitted infections or become pregnant; * Children who suffer from changes in emotional well-being; * Children who misuse drugs and alcohol; * Children who go missing for periods of time or regularly come home late; and * Children who regularly miss school or education or don’t take part 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.

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| **Some of the following signs may be indicators of neglect:**   * Children who are living in a home that is indisputably dirty or unsafe; * Children who are left hungry or dirty; * Children who are left without adequate clothing, e.g. not having a winter coat; * Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence; * Children who are often angry, aggressive or self-harm; * Children who fail to receive basic health care; and * Parents who fail to seek medical treatment when their children are ill or are injured. |

**‘Honour-based’ violence (HBV)**: encompasses incidents or 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. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

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

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| * The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. * It is believed that FGM happens to British girls in the UK as well as overseas (often in the family’s country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.   **Some of the following signs may be indicators that FGM may be about to take place:**   * It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin. * A professional may hear reference to FGM in conversation, for example a girl may tell other children about it. * A girl may confide that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’. * A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk. * Parents state that they or a relative will take the child out of the country for a prolonged period. * A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.   **Some of the following signs may be indicators that FGM has already taken place:**   * A girl or woman may have difficulty walking, sitting or standing. * A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. * A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems. * A girl or woman may have frequent urinary or menstrual problems. * There may be prolonged or repeated absences from school or college. * A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl’s return could be an indication that a girl has recently undergone FGM. * A girl or woman may be particularly reluctant to undergo normal medical examinations. * A girl or woman may confide in a professional. * A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear. |

**Forced Marriage**: a forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

**Extremism and Radicalisation**: children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the 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.

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| There is no single 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) and settings (such as the internet).  However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of 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 should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme. |

**Children missing from education**: children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

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

**Mental Health**: children with mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Appendix 4: The Seven Golden Rules to Information Sharing

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

*(Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers, July 2018).*

Appendix 5: Reference List

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*Revised Prevent Duty Guidance: For England and Wales, 2015.*

[*https://www.gov.uk/government/publications/prevent-duty-guidance*](https://www.gov.uk/government/publications/prevent-duty-guidance)

*Sharing Nudes and Semi-Nudes: How to Respond to an Incident (UK Council for Child Internet Safety – UKCCIS), 2020.*

[*Sharing nudes and semi-nudes: how to respond to an incident (publishing.service.gov.uk)*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/947546/Sharing_nudes_and_semi_nudes_how_to_respond_to_an_incident_Summary_V2.pdf)

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*NSPCC Website:* [*https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/*](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/)

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