



SAFEGUARDING POLICY

2019-20

Author: Alec Dean
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Great Howarth's SAFEGUARDING POLICY

Great Howarth is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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The DSL and the deputy DSL's for Child Protection are also responsible for the implementation of the 'Prevent Duty'.

1 INTRODUCTION

1.1 This policy is written in accordance with the Greater Manchester inter-agency procedures. It has been developed in accordance with the principles established by the following:

- Children Acts 1989 and 2004;
- Education Act 2002, and in line with government publications:
- “Framework for the Assessment of Children in Need and their Families” 2000,
- “What to do if you are worried a Child is Being Abused” 2015.

It also references:

- Disqualification under the Childcare Act 2006 (Feb 2015)
- Prevent Duty Guidance for England and Wales (March 2015)
- The Prevent Duty. Departmental Advice for Schools and Childminders
- The use of social media for online radicalisation (July 2015)
- “Working Together to Safeguard Children” (February 2019)

The guidance reflects “Keeping Children Safe in Education” September 2019 (“KCSIE”).

1.2 This policy is applicable to the whole school community through the web page for Great Howarth and from the school office/staff room.

1.3 The Proprietor takes seriously its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or who are likely to suffer harm, and those who are in need of additional support from one or more agencies. Great Howarth works closely with the local Safeguarding Hubs (MASH) to ensure that the welfare and safety of students at the School is given appropriate priority.

1.4 We recognise that all adults, including temporary staff *, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child’s welfare is our paramount concern.

**Wherever the word “staff” is used, it covers ALL staff, including ancillary, supply and self-employed staff, contractors, volunteers working with children etc.*

1.5 All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

1.6 All members of staff have a duty to safeguard our students’ welfare and must therefore familiarise themselves and comply at all times with this policy. This includes a duty both to children in need and to children at risk of harm. All staff should read at least Part 1 and Annex A of KCSIE, whenever a new version is published. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

1.7 **The aims of this policy are:**

1.7.1 To support the child’s development in ways that will foster security, confidence and independence. The policy endeavors to keep the child’s best interest at the forefront of all practice.

1.7.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

- 1.7.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 1.7.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children. The policy and its procedures aim to highlight the value and importance of early intervention wherever possible.
- 1.7.5 To emphasise the need for good levels of communication between all members of staff.
- 1.7.6 To develop a structured procedure within the school, this will be followed by all members of the school community in cases of suspected abuse.
- 1.7.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.7.8 To provide good lines of communication with trusted adults, supported friends and an ethos of protection.
- 1.7.9 To recognise and protect our children who may be vulnerable to radicalisation or exposed to extremist views.

2 SAFE SCHOOL, SAFE STAFF

2.1 We will ensure that:

- 2.1.1 All members of the school and organisation understand and fulfil their responsibilities. The headteacher is responsible for overseeing safeguarding. The head teacher annually review the school's policies and procedures and the efficiency with which the related duties have been discharged.
- 2.1.2 The Managing Director of Education Services will sign off this policy on an annual basis.
- 2.1.3 We have a Designated Safeguarding Lead (DSL) and two deputies (DDSL), all of whom have undertaken the DSL Training and who undertake to update their training at least every 2 years, as well as undertake informal updates where appropriate.
- 2.1.4 All staff have child protection awareness training, to be arranged by the company on a regular basis, to maintain their understanding of safeguarding issues, including the signs and indicators of abuse.
- 2.1.5 All members of staff are provided with child protection awareness training at induction, including training managing a report of child-on-child sexual violence and sexual harassment. They will also receive regular updates in line with the advice of Greater Manchester Safeguarding Partnership, as well as informal updates where appropriate. They know how to respond to a student who discloses abuse and who to discuss a concern with. They should not assume that somebody else will take action and share information that might be critical in keeping children safe. This is everyone's responsibility.
- 2.1.6 All agency staff will receive child protection leaflet on school processes so they can take appropriate action should they notice any safeguarding concerns.
- 2.1.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools Safeguarding Policy.
- 2.1.8 We will seek to ensure that in line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2019), all staff working within our school have been checked as to their suitability to work with children by adhering to statutory responsibilities to undertake checks on all staff, including verification of their identity, qualifications, a satisfactory Enhanced DBS check and Barred List check (where appropriate), as well as taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring any volunteers are appropriately supervised. Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Those undertaking

management posts will be subject to prohibition from management of independent schools checks (s128)

- 2.1.9 A single central record of appointments is kept for audit. We operate safe recruitment procedures in compliance with Independent School Standards Regulations and this is reflected in the School's Recruitment processes.
 - 2.1.10 We will seek assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's students on another site.
 - 2.1.11 We will ensure that all child protection concerns or allegations against adults working in school are referred to the LADO (Local Authority Designated Officer) for advice.
- 2.2 Our procedures will be annually reviewed and updated. Any deficiencies or weaknesses in the procedures will be remedied without delay.
 - 2.3 The name of the Designated Safeguarding Lead and their deputies will be clearly publicised in the school, with a statement explaining the school's role in safeguarding concerns.
 - 2.4 All new members of staff will be given a copy of our Safeguarding and Child Protection awareness training pack which includes the Safeguarding Policy, the Code of Conduct, the Whistleblowing Policy and Part 1 and Annex A of the latest version of Keeping Children Safe in Education. It also has the DSL's and DDSL's names clearly displayed, as part of their induction into the school.
 - 2.5 This policy is available publicly on the school's web page. It is also made available to parents on request from the school office.

3 RESPONSIBILITIES

- 3.1 According to statutory guidance (KCSIE, September 2019) the head teacher is responsible for safeguarding they are the DSL and take responsibility for child protection. As a member of the Senior Leadership Team he has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. Bilal Mahmud X(Deputy), Anita Cameron and Vikki-Ann Brownsell (SENCO) are the DSL's deputies. Both the DSL and DDSLs' have a job description for their safeguarding roles and key activities.

3.2 The DSL is responsible for:

The DSL's responsibilities are in line with those set out in Annex B of KCSIE (September 2019) and include:

3.2.1 Managing referrals

- (a) Referring a child if there are concerns about possible abuse and other safeguarding concerns, to the MASH and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call within 24 hours of a disclosure or suspicion of abuse.
- (b) Liaising with other agencies as may be required. For example,
 - Police (cases where a crime may have been committed or in the case of serious harm)
 - Disclosure and Barring Service (cases where a person is dismissed or has left due to risk/harm to a child)
- (c) Keep the Managing Director of Education Services informed of any ongoing enquiries

- (d) Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- (e) Ensuring that either they or deputy DSL attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report, which has been shared with the parents.
- (f) The DSL will liaise with the local authority when necessary and work with other agencies in line with Working Together to Safeguard Children 2019 and attendance at strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.

3.2.2 Training

The DSL and DDSLs are fully trained for the demands of this role in child protection and inter-agency working and should regularly attend courses with child support agencies to ensure that they remain conversant with best practice, and receive appropriate refresher training carried out at least every two years. This training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE). The DSL should:

- (a) Ensure each member of staff has access to and understands the School's Child Protection policy and procedures, especially new and part time staff. The DSL is responsible for organising and delivering child protection induction, and for regularly updating all school staff on Safeguarding developments, for example, through staff meetings and notices.
- (b) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- (c) Be able to keep detailed, accurate, secure written records of concerns and referrals.
 - Keeping written records of concerns about a child even if there is no need to make an immediate referral. CPOMS is our chosen method of recording safeguarding and welfare concerns.
 - Ensuring that all such records are kept confidentially and securely, separate from student records and are passed on to the child's next school or college.
 - Ensuring that an indication of further record-keeping is marked on the student records.
- (d) Obtain access to resources and attend any relevant or refresher training courses.
- (e) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

3.2.3 Raising Awareness

The DSL should ensure the School's policies are known and used appropriately.

- (a) Ensure the School's Child Protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Managing Director of Education Services regarding this.
- (b) Ensure the Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- (c) Link with the Rochdale Partnership (Real Training) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- (d) Where children leave the School, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
- (e) The Head provides a yearly report for the Managing Director of Education Services detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff; detailing number and type of incidents/cases, and number of children with child protection plans (anonymised).

3.3 The DDSLs are appropriately trained and, in the absence of the DSL, carry out those functions necessary to ensure the on-going safety and protection of students. In the event of the long-term absence of the DSL, the DDSLs will assume all of the functions above. The DSL, or DDSLs, should always be available to discuss safeguarding concerns.

3.4 **The Proprietor must ensure that:**

- 3.4.1 The School has appointed a DSL with the necessary status, authority and time to fulfil the role effectively and that the Job Description of the DSL meets the requirements as set out in Keeping Children Safe in Education (September 2019).
- 3.4.2 The School has an effective Safeguarding Policy and procedures that meet statutory requirements and which are reviewed annually. This policy is made available to parents on the school's website. As part of their annual review, the Managing Director for Education Services will monitor the procedures for and the efficiency with which the safeguarding duties have been discharged, ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay and will approve amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.
- 3.4.3 All staff are given a copy of the latest version of Part 1 and Annex A of Keeping Children Safe in Education and are asked to sign to confirm they have read and understood it. Further copies are provided to staff as and when it is updated.
- 3.4.4 Upon receiving the annual report on safeguarding, the minutes of the review are sufficiently detailed in order to demonstrate the breadth and depth of the review.
- 3.4.5 The School has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head.
- 3.4.6 The School implements the Recruitment Policy which includes statutory checks on staff suitability to work with children.
- 3.4.7 The Safeguarding Policy is known and implemented in practice. The Managing Director for Education Services (or their representative) will visit the school on a termly basis and will enquire of staff how they understand the policy and how and to who they would pass on their safeguarding concerns.
- 3.4.8 The DSL, or another designated member of staff, has the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This would include ensuring that a designated member of staff has responsibility for their welfare and progress and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents.

3.5 **The Head must ensure that:**

- 3.5.1 The Safeguarding Policy and procedures are implemented and followed by all staff.
- 3.5.2 Sufficient time is allocated to the DSL and the DDSLs to carry out their roles effectively.
- 3.5.3 All staff are able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the School's Whistleblowing Policy.
- 3.5.4 Students' safety (including e-safety) and welfare are addressed through the curriculum.

4 SUPPORTING CHILDREN

- 4.1 The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our students. All teaching staff play a vital role in this process, helping to ensure that all students relate well to one another and feel safe and comfortable within the school. We expect all the staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our students on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that students always adhere to the standards of behaviour set out in our Behaviour and Anti-Bullying Policy.
- 4.2 Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies and RE lessons are used to promote tolerance and mutual respect and understanding. Safe practices in relation to reducing risky behaviour, including online behaviour, are embedded in the PSHE and Sex & Relationships Education, in line with the government statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.
- 4.3 All students know that there are adults to whom they can turn if they are worried, including the school counsellor, the chaplain and the medical staff. If the school has concerns about a child there is always a recognised requirement for sensitive communication and all staff members are aware of the need to avoid asking leading questions.
- 4.4 Our Safeguarding team is fully trained and posters are up around school to identify who they are and how to contact them. Students are shown these on induction.
- 4.5 A Child in Need refers to a student whose circumstances may require them to have extra support in order for them to live a life which does not compromise their ability to fulfil their potential. The School will refer to external agencies such as HYMS (Healthy Young Minds) or relevant Children's Social Services for advice and support.
- 4.6 A Child at Risk is a student who is in immediate risk of harm and such cases will be referred to the MASH as a matter of urgency.
- 4.7 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.8 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.9 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.10 **Great Howarth will support all students by:**

- 4.10.1 Providing access to any telephone helplines that will enable them to call for support in private.
- 4.10.2 Providing every child with a leaflet, which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.
- 4.10.3 Displaying advice in the school on where students can seek help.
- 4.10.4 Providing leadership training to all, which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable students.
- 4.10.5 Providing regular lessons to students on e-safety and ensure that all students understand and adhere to the school's guidelines in this area (which are set out specifically in the school's Student ICT Acceptable Use policy). This includes guidance on educating students to stay safe including e-safety and online protection. For more details on cyber-bullying, please refer to the school's anti-bullying policy.
- 4.10.6 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- 4.10.7 Promoting a caring, safe and positive environment within the school.
- 4.10.8 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.10.9 Notifying Social Care as soon as there is a significant concern.
- 4.10.10 Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the student's new school or FE College and ensuring the school medical records are forwarded as a matter of priority.

5 EARLY HELP

Any student may benefit from early help but all staff should be particularly aware of the need need for early help for a student 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 into 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 misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a student's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the school's DSL. The DSL will consider the appropriate action to take in accordance with the Rochdale Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the student's situation does not appear to be improving.

6 CONFIDENTIALITY

- 6.1 We recognise that all matters relating to safeguarding are confidential, however, all staff should share information that might be critical in keeping children safe. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.
- 6.2 The Head or DDSL will disclose any information about a student to other members of staff on a need to know basis only.
- 6.3 The guidance, "Information sharing: advice for practitioners providing safeguarding services" (2018), supports staff who have to make decisions about sharing information.
- 6.4 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 6.4 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the MASH on this point.

7 SUPPORTING STAFF

- 7.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

8 STAFF TRAINING

- 8.1 It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.
- 8.2 Safeguarding is the responsibility of all members of staff and all staff should know what to do to raise a concern.
- 8.3 New staff (including temporary staff), volunteers and governors will receive training during their induction. Induction training will include:
 - 8.3.1 Familiarisation with this policy (Safeguarding Policy)
 - 8.3.2 Staff Code of Conduct
 - 8.3.3 Whistleblowing Policy
 - 8.3.4 The identity of the DSL and DDSLs

- 8.3.5 Updates to Part I and Annex A of the Keeping Children Safe in Education guidelines
- 8.3.6 Staff ICT Acceptable Use Policy
- 8.3.7 Behaviour Management Policy

8.4 Staff training will also include alerting staff to the risks of radicalisation as set out in the Prevent Duty. Training in the Prevent Duty will include knowing how to identify children and young people at risk. This training will be updated on a regular basis in line with recommendations.

9 SIGNS AND TYPES OF ABUSE

9.1 Recognising Abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. There are four categories of abuse:

9.1.1 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.

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.

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

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.

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

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.

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.

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.

9.1.4 **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 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.

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;
- Parents who fail to seek medical treatment when their children are ill or are injured;
- Children who are left at home unsupervised for long stretches of time.

9.2 It is recognised that abuse can take place wholly online, or that online techniques may be used to facilitate offline abuse.

9.3 Other forms of abuse can include domestic abuse, involvement in, or coercion into gangs, so-called honour based violence and forced marriage.

9.4 Safeguarding issues can also be linked to, for example, children and the court system, children with family members in prison, child criminal exploitation: county lines, and homelessness. Further information in relation to these issues is provided (below).

9.5 **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. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

9.6 **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. NICCO provides

information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

9.7 **Child criminal exploitation (county lines)**

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

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

9.8 **Homelessness**

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a student may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

9.9 **Signs and Symptoms of Abuse**

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Signs and symptoms are listed under 9.1.

9.10 **Contextual Safeguarding**

All staff, but especially the DSL and deputies, should consider the context in which safeguarding incidents and behaviour occur and how they can be associated with factors outside the school. The school will, as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

9.11 **Peer-on-Peer Abuse**

Peer-on-peer abuse is abuse carried out by one (or more) child on another, and can take many forms, including physical, sexual and emotional abuse, as well as more specific actions such as hazing, predatory sexting, and upskirting. The treatment of allegations of peer-on-peer abuse is dealt with in Section 16 of this policy.

9.12 **Serious Violence**

All staff should be aware of the indicators that children might be at risk from, or involved with serious violent crime. These might include increased absence from school, a change in friendships, relationships with older individuals or groups, a significant decline in performance, signs of assault or unexplained injuries, or unexplained gifts or new possessions. Any concerns should be passed on in line with this policy.

10 CHILD PROTECTION PROCEDURES

10.1 **Procedures for staff about reporting a concern**

The school treats the safeguarding of the students in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care. They should not assume that somebody else will take action and share information that might be critical in keeping children safe. This is everyone's responsibility. Staff members are alerted to the particular potential vulnerabilities of looked after children.

All staff should be alert to signs and symptoms of possible abuse. Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more students against another student (see below section on Arrangement for Dealing with Peer- on-Peer Allegations).

If a member of staff observes something that gives cause for them to consider whether a student is being abused they should:

- 10.1.1 Record the incident in detail including the names of the student concerned as well as any students involved. They should also record accurately the date, time and place of the incident.
- 10.1.2 Immediately pass the information on to the DSL /Head or the DDSL in the absence of the DSL.
- 10.1.3 Reference will be made within 24 hours to an external agency if there is risk of significant harm, or if the incident involves a Child at Risk.

10.2 **Procedures for staff about dealing with a disclosure**

Occasionally a student may make a disclosure to a member of staff. When a student makes a disclosure the following needs to be borne in mind:

- 10.2.1 The member of staff may not promise confidentiality. If the matter places the student or another student in potential harm, then the information must be passed on to the DSL. This must be made clear to the student.
- 10.2.2 The member of staff should record the disclosure as accurately as possible using the student's language and words. The member of staff should not attach their own meaning to the disclosure or attempt to interpret implications of the disclosure.
- 10.2.3 The member of staff should not prompt or ask leading questions. The member of staff should not allow their own emotions to compromise their ability to listen and offer support.

- 10.2.4 The member of staff should explain to the student what they will do next and encourage them to speak directly to the DSL (offer to accompany the student to see the DSL). Give the student a time frame regarding what will happen next.
- 10.2.5 The member of staff should not discuss the matter with anyone else. Report directly and immediately to the DSL to enable them to notify appropriate agencies within 24 hours.
- 10.2.6 If staff members are unsure they should always speak to the DSL.
- 10.2.7 The member of staff should not investigate the matter.
- 10.2.8 In exceptional circumstances such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care and/or the police. Parental consent is not needed for referrals. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up as appropriate.

10.3 **Concluding notes**

Referrals will be made to the relevant area MASH once a case has crossed the threshold for referrals. Greater Manchester MASH provide a 'Threshold Tool' which is used to assess whether or not a case should be referred.

Before proceeding any further, the DSL always has the option of having an informal discussion with the LADO without naming the individual concerned. These discussions can be helpful in determining when borderline cases need to be pursued further.

In borderline cases the LADO can advise whether the School may pursue its own investigation or whether the investigation is to be conducted by the LADO.

The DDSLs will report safeguarding concerns to the Head. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to the relevant area Children's Social Care will be made immediately. For children in need of additional support from one or more agencies, the school will contact other relevant external agencies. Great Howarth's points of contact are set out at the end of this Policy.

In the case of serious harm, or if a crime has been committed, the police will be informed from the outset.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

11 **ALLEGATIONS OR DISCLOSURES OF ABUSE**

- 11.2 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 11.3 All Staff should be aware of the school's Behaviour Management Policies.
- 11.4 All Staff should be aware of the School's Guidance about conduct and safe practice will be given at induction.
- 11.5 *The IRSC nationally agreed document "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" is available at www.saferrecruitmentconsortium.org*
- 11.6 We understand that a student may make an allegation against a member of staff, a volunteer, a student, parent or other person connected to the School. Allegations of abuse against

teachers and other staff relating to their behaviour towards a student or students in a way that indicates that he or she may pose a risk of harm to students will be dealt with according to the statutory guidance set out in part four of KCSIE 2019.

- 11.7 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the DSL/ Head, or the Managing Director of Education Services in the absence of the Head.
- 11.8 The Head/DSL on all such occasions will discuss the content of the allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering with the Duty LADO within the working day and will inform Ofsted if appropriate. In the case of the allegation being made out of hours, the Head will contact the MASH's Emergency Duty Team. If a crime has been committed, the police will be informed.
- 11.9 If the allegation made to a member of staff concerns the Head, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 11.8 above, without notifying the Head first.
- 11.10 If the allegation made concerns a School Governor, the Head must be informed immediately and the process will follow the same steps as set out in 11.8.
- 11.11 The school will follow Part 4 of Keeping Children Safe in Education (2019) and the Rochdale County Council procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of an Allegations/Senior Strategy Meeting:
- The term Allegations or Senior Strategy Meeting covers any urgent formal strategy discussion which may take place by telephone between the police, social care, and education managers, requiring action prior to the first meeting*
- 11.12 If the allegation concerns a member of staff, a volunteer or another student he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.
- 11.13 In the case of staff, the matter will be dealt with in accordance with the Disciplinary Procedure.
- 11.14 Suspension of the member of staff against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of the LADO in making this decision.
- 11.15 In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governors with advice from the LADO as above.
- 11.16 The reasons and justification for suspension will be recorded and the staff member informed of them.
- 11.17 Members of staff who are suspended pending an investigation of a child protection nature and who are housed in school will be required to remain off-site for the duration of their suspension.
- 11.18 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

- 11.19 During the course of the investigation, the school in consultation with the LADO will decide what information should be given to parents, staff and other students and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education relating to reporting restrictions identifying teachers who are the subject of allegations from students.
- 11.20 In the case of student-on-student abuse which the school has reported to the LADO and which the LADO or statutory child protection authority decides to investigate further, the matter will be dealt with under the School Behaviour Management Policy after discussion with the LADO.
- 11.21 The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive) and unfounded (no evidence or proper basis which supports it). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.
- 11.22 Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with guidelines of the Independent Inquiry into Child Sexual Abuse (IICSA). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

12 EXTERNAL REPORTING

- 12.2 We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) at the school, or would have been removed had they not left.
- 12.3 Great Howarth School will make such a referral is made as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.
- 12.3 Further if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the school will consider making a referral to the Teaching Regulation Agency ("TRA") and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
- 12.4 Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and

discuss any such case with the school's Designated Safeguarding Lead and involve children's social care as appropriate.

13 PARENTS

- 13.1 In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO or Social Services.
- 13.1 In line with KCSIE (2019), parental consent is not required for referral to statutory agencies.

14 WHISTLE-BLOWING

- 14.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 14.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO.
- 14.3 The School will aim to provide immunity from retribution and no disciplinary action will be taken against staff for 'whistleblowing' in the public interest.

15 PHYSICAL INTERVENTION

- 15.1 Our policy on physical intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 15.2 Such events should be recorded and signed by a witness.
- 15.3 Staff who are likely to need to use physical intervention will be appropriately trained.
- 15.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 15.5 We recognise that touch is appropriate in the context of working with children and all staff have been given "Safe Practice" guidance to ensure they are clear about their professional boundary.
- 15.6 We have due regard to the "Use of Reasonable Force in Schools" guidance:
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

16 ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

- 16.1 Peer-on-peer abuse is abuse by one or more students against another student. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, sexting, sexual assault, upskirting, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Great Howarth believes that all bullying and peer-on-peer abuse is unacceptable and must be dealt with in this context. Abusive

comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh” or “boys being boys”. This is referred to in the Anti-Bullying Policy under Sections 2 and 3. Students will be educated on the harm of “banter” as part of the PSHE lessons.

- 16.2 The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the student is likely to feel that the member of staff is in a position of trust.
- 16.3 The School recognises that children with special educational needs and disabilities can be more prone to peer-on-peer group isolation than other children. The school’s safeguarding records will make notes of students’ Special Educational Needs, if applicable, to allow the school to monitor concerns relating to such students and consider additional pastoral support for those students.
- 16.4 The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. There are many adults to whom students can turn when they need help or support, and notices to this effect are displayed prominently in boarding houses.
- 16.5 Our policy on bullying and peer-on-peer abuse is set out in a separate document called The Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Where an issue of student behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies.
- 16.6 A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Rochdale Safeguarding Children Board on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged victim and perpetrator. If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Rochdale Safeguarding Children Board, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Rochdale Safeguarding Children Board and/ or the Police as appropriate.
- 16.7 Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children’s social care and/or a report to the Police against a victim’s wishes, the reasons should be explained to the student and appropriate specialist support offered. Sexting is referred to in the Anti-Bullying Policy under Section 7. It is the school’s policy to ensure that both the perpetrator and the victim receive support and counselling.
- 16.8 In the event of disclosures about student-on-student abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by a senior member of staff and advice will be sought from appropriate agencies as to the best form of support to offer both victim and perpetrator.
- 16.9 When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
- the victim;
 - the alleged perpetrator; and

- the other children (and, if appropriate, staff) at the School.

16.10 Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

17 RACIST INCIDENTS

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

18 HEALTH & SAFETY

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

19 PREVENT

19.1 Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of students which may indicate they are at risk of radicalisation.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014)

19.1.1 **Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

19.1.2 **Extremism** is defined as the holding of extreme political or religious views.

19.1.3 Great Howarth has a **zero tolerance** approach to extremist behaviour for all school community members. We rely on our strong values to steer our work and ensure the pastoral care of our students protects them from exposure to negative influences.

19.1.4 Great Howarth is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including **democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.**

There is a single point of contact (SPOC) for concerns around radicalization this is the Head Teacher (DSL).

19.2 **IT Policies and e-Safety**

Schools have an important role to play in equipping children and young people to stay safe online both in school and outside. Internet safety is integral to the school's ICT curriculum and is embedded in PSHE. External speakers are also regularly engaged to address students and staff on this topic. The school ensures that when accessing the internet, terrorist and extremist material is filtered out to keep children safe.

Great Howarth is also highly aware of the importance of monitoring and managing student's usage of mobile devices in the context of safeguarding. Students receive education on staying safe online through the PSHE programme, and 'Acceptable ICT Usage' policies are in place for staff and students, which clearly set out rules and expectations in relation to all ICT usage (and which explicitly includes students' own mobile devices). Students are issued and taken through the 'Acceptable Usage Policy' the first time they access the school network. Access to the school network is very closely monitored (led by the Director of IT), and sophisticated software is used to both block access to inappropriate sites, and monitor internet usage that is of concern. A daily report to this effect is emailed to the Second Master.

It is recognised that students can also use data networks to access the internet. Clear and consistent education on appropriate usage is seen as a key component in protecting students online in this respect, as is the provision of a fast, reliable Wi-Fi connection, which students therefore prefer to use instead of their data network (and which is closely monitored, as outlined above).

19.3 **Female Genital Mutilation (FGM)**

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female student about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

Any teacher who discovers that FGM appears to have been carried out on a girl under the age of 18 (either through disclosure by the victim or visual evidence) is under a statutory duty to report it to the Police.

If staff have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols. Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate.

19.4 **Visiting Speakers**

On occasions, visiting speakers will come into the School to address students. Great Howarth welcomes different insights and perspectives from visitors to the School. Visiting speakers will however be briefed with regards to our expectations of what is suitable. Speakers will be reminded not to encourage any form of extremism or radicalisation. Speakers will be reminded that students are impressionable and that the speakers need to be respectful of the School's support of British values. Where appropriate, the School will request that visiting speakers provide copies of materials they will use to the School in advance of the visit.

19.5 **What to do if you have a concern**

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

20 **CHILDREN MISSING FROM EDUCATION**

Great Howarth recognises that a child going missing from education is a potential indicator of neglect or abuse, and that such children are at risk of being victims of harm, exploitation or radicalisation. The school will monitor all student absences from school and promptly address concerns about irregular attendance with the parent/carer. For further details, please see the Missing Child Policy which include procedures as to what to do when a child is not collected on time.

21 **MONITORING AND EVALUATION**

The school monitors and evaluates its Safeguarding Policy and procedures through the following activities:

- 21.1 Student surveys and questionnaires
- 21.2 PSHE discussions
- 21.3 Head Office monitoring
- 21.4 Child Protection documents
- 21.5 Frequent scrutiny of attendance data
- 21.6 Regular analysis of a range of risk assessments
- 21.7 Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school

21.8 Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body

21.9 Regular review of parental concerns and parental questionnaires

22 IMPORTANT CONTACT DETAILS

In the first instance concerns should be raised with the School's DSL. Only in exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

Great Howarth works together with various **Multi-Agency Safeguarding Hubs (MASH) local to school and our children's home locations** and the **Rochdale Children and Families Partnership (DCFP)**.

Rochdale:

Phone: Monday-Friday 8.30am-4.45pm. - **0300 303 0440**

Out of hours - **0300 303 8875**

Tameside:

Phone: Monday to Wednesday: 8.30am - 5pm
Thurs: 8.30am - 4.30pm
Fri: 8.30am - 4pm
0161 342 4101

Out of hours - **0161 342 2222**

Kirklees:

| Duty and Advice – Quick Reference Numbers | |
|--|---|
| The following are phone numbers for Children's Services Duty and Advice team. If you have an <u>immediate</u> concern for a child's safety call the police on 999 | |
| For professional (24 hours): | 01484 414 960 |
| For members of the public (9am-5pm office hours): | 01484 456848 |
| For members of the public, outside of 9am-5pm office hours: | Please call the relevant services |
| If you are a child: | 01484 456 848 or Child Line: 0800 1111 (calls are free) |

Bolton:

Phone: Monday to Friday 9:00am to 5:00pm - **01204 331500**

Out of hours - **01204 337777**

Calderdale:

Phone: Monday to Friday 9:00am to 5:00pm - **01422 393336**

Out of hours - **01422 288000**

For non-emergencies the Police can be contacted on 101. In emergencies the Police can be contacted on 999.

OFSTED Safeguarding Children:

08456 404046 (Monday to Friday from 8am to 6pm)

Whistleblowing@ofsted.gov.uk

Extremism:

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk

Other useful contacts

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795

Teaching Regulation Agency

Tel: 020 7593 5393 ('Teacher Misconduct' line)

Independent Schools Inspectorate

0207 6000100

concerns@isi.net

23 LINKS TO OTHER RELATED POLICIES

Anti-Bullying
Safer Working Practice / Code of Conduct
Whistleblowing
Health and Safety
Policy on Physical Restraint
Missing Child ICT
Policy Recruitment
Policy
Health and Safety Policy
Rewards and Sanctions
Behaviour Management
Complaints

Reviewed November 2019

Reviews and updates:

- 1 – References inserted to the newly-formed Rochdale Children and Families Partnership.