

**Oakwood Academy
Child Protection Policy
(Including the Safeguarding of all children.)**



IMPORTANT

OAKWOOD ACADEMY WILL NOT TOLERATE ANY FORM OF ABUSE,
RADICALISATION OR EXTREMISM TOWARDS CHILDREN OR
YOUNG PEOPLE

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting Learning Excellence- inclusion Beyond The
Barriers".

OAKWOOD ACADEMY MORAL PURPOSE

"We are united in the belief that together we can inspire all learners to dream,
persevere and achieve so that we can change lives for the better, now and for
future generations to come".

WORRIED ABOUT A CHILD?

If you are worried about a child or young person speak to a member of
staff immediately.

"Safeguarding is everybody's responsibility"

Date of Issue: September 2020
Date of Last Review: September 2021
Date of Next Review: September 2022

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Corona Virus (COVID-19)

If school closed for further lockdown KCSiE (2020) remains in force throughout the response to coronavirus (COVID-19).

Our school is committed to ensuring the safety and wellbeing of all our Children and Young people. Where the DSL and safeguarding team, has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person and their family. Details of this plan must be recorded as should a record of contacts made. This plan must be reviewed regularly and where concerns arise, the DSL /DDSL will consider any referrals as appropriate.

Our school also considers in these times, family circumstances can change quickly and therefore new families may arise as in need or vulnerable. We will keep communication with all families open which can include remote contact, phone contact, door-step visits which will be recorded.

We aim to engage with every family weekly. We will also ensure that families are aware of how they may contact our pastoral care/ safeguarding team for support. This can be via telephone and Class Dojos.

Our school will share safeguarding and pastoral support messages on its website and social media pages. We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. We will take this into consideration when providing work and updates families and students. As a school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and where appropriate recorded.

Corona Virus (COVID-19) returning to school

The Department for Education has issued guidance for schools who are open during the pandemic. The link is below.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

DSL and DDSL's will spend more time, especially in the first few weeks of term, helping to provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

Our school understands that guidance from the government changes frequently and will continue to revise any Corona Virus addendums through the period of COVID-19.

Key Contacts

Designated Safeguarding Lead - Mrs L Southwood

Deputy Safeguarding Lead - Mrs M Navin

Named Governor for Child Protection/Designated Safeguarding Governor - Mrs M Navin

The Bridge Partnership for child protection referrals - tel: 0161 603 4500 or e mail worriedaboutachild@salford.gov.uk

GMP Public Protection Investigation Unit (PPIU) - for referrals/consultation about crime-related safeguarding concerns - tel: 0161 856 5171 or e mail parklane.ppiu@gmp.police.uk

Managing allegations against an employee including supply volunteers - Local Authority Designated Officer (LADO) tel: 0161 603 4350 / 4445

Worried About a Child?

All reports or enquiries concerning the welfare or safety of a child must go straight to The Bridge Partnership on 0161 603 4500 as the first port of call. This applies to reports from council staff, the public, partners and outside agencies. The email address is worriedaboutachild@salford.gov.uk If a child is in immediate danger of being harmed, or if a child is home alone, the police should be called on 999.

This policy should be considered alongside school child protection procedures (Appendix 2) and other related policies such as:

- Staff Codes of Conduct
- Behaviour Policy
- Anti-bullying
- Health and Safety
- E-safety
- Whistleblowing
- Safer Recruitment

- PSHE
- Children Missing from Education
- Female Genital Mutualisation FGM

NB This list is not exhaustive

The aim of this policy is:

To safeguard and promote the welfare and well-being of children and young 2 people at our school.

To ensure Oakwood's aims focus on ensuring that good outcomes for all children are achieved.

To support the principles underpinning the children's Acts of 1989 and 2004 and Keeping Children Safe in Education 2020 and Working Together to Safeguard Children 2018.

1. Introduction

- 1.1. Oakwood Academy is part of the Kings Academy Trust, there are 3 sites all based in Salford. This policy sets out Oakwood Academy's commitment to safeguarding and promoting the welfare of children who attend the school.
- 1.2. Our school fully recognises the contribution it can make to protect children and support pupils in school and beyond'.
- 1.3. All staff have a responsibility to provide a safe environment in which children can learn.
- 1.4. All staff should be prepared to identify children who may benefit from early help.
- 1.5. Any staff member who has a concern about a child's welfare should follow the referral process. Staff should expect to support social workers and other agencies following any referral.
- 1.6. Oakwood Academy has a Designated Safeguarding Lead and Deputy who support staff to carry out their safeguarding duties.
- 1.7. The Teachers' Standards 2012 states that teachers and Head teachers should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.
- 1.8. All staff should be aware of the Child Protection Policy, Behaviour Policy, Code of Conduct, Missing from Education procedures and the role of the DSL.

There are three main elements to our Safeguarding Policy:

- (a) **Prevention:**
(E.g. positive school atmosphere, teaching and pastoral support to pupils).
- (b) **Protection:**
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).
- (c) **Support:**
(To pupils and school staff and to children who may have been abused).

Children includes everyone aged 18 and below.

This policy applies to all adults, including temporary staff, volunteers and governors. The policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need, and their Families' 2000, Information sharing advice for safeguarding practitioners (2018) and 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' September 2020.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2011 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.

Access to the school site is monitored closely at all times. All of our staff and Governors have had Enhanced DBS checks because of the nature of their regulated activity. All visitors will be asked to sign in with Reception on arrival at the premises and show photographic ID. If they are in regulated activity, we need to ascertain if they have an Enhanced DBS in place and will seek advice from the agency they are associated with. These visitors will be issued with a Green visitor badge. All other visitors will be issued with a Red visitors badge and must be escorted whilst on the premises at all times. Parents visiting the school for open evenings, assemblies or sporting events will be supervised and will not need badges issued.

What is abuse and neglect?

All staff should be aware of the indicators of abuse and neglect so they are able to identify cases of children who need help or protection. If staff are unsure they must speak to the DSL. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should 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.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Definitions of child abuse

There are four main categories of child abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Physical abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing 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 can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware of indicators, which may signal that children are at risk from, or involved with serious violent crime. Advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. We must always be aware there are also other specific safeguarding issues that put children at risk such as:

- child sexual/criminal exploitation (CSE/CCE)
- bullying including cyber bullying
- domestic abuse
- drugs/alcohol abuse
- Child missing in education
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- Honour based abuse
- Peer on peer/child on child abuse
- gender-based violence/violence against women and girls (VAWG)
- mental health
- sexting
- teenage relationship abuse
- trafficking
- upskirting
- sexual harassment
- initiation/hazing type violence and rituals
- Child Abuse Linked to Faith & Beliefs
- Mate Crime
- Stalking

If you have concerns about another staff member who may pose a risk of harm to children this should be referred to the Head teacher/Principal. If the

concerns are about the Head teacher/Principal, then you should report it to the Chair of Governors/Chair Person of Trust Board.

NB Keeping Children Safe in Education 2021 contains links to further Guidance and support.

Signs of Abuse

Recognising child abuse is not easy. Sometimes the signs are not obvious and sometimes signs that appear to be indicative of abuse can be due to other causes. Therefore, it is very important that you use these signs to help you think about the concerns you have and how you will describe these when making a referral or consulting with the Bridge Partnership team.

These definitions and indicators only serve as a guide to assist you. Remember that children may exhibit some of these indicators at some time, and that the presence of one or more is not necessarily proof that abuse is occurring. There may be other reasons for changes in behaviour such as bereavement, significant changes in family relationships, including the birth of a new baby in the family or problems between parents/carers.

It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do, however, have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The social worker or police officer will always want to understand your concerns about the child in the context of the child's development and relationships.

The following information should help you to be more alert to the signs of possible abuse and to provide the necessary information when reporting your concerns.

Physical Abuse

Most children in daily life will collect cuts and bruises. But each child is different and any perceived injuries should be interpreted in light of:

- the child's medical and social history
- the child's developmental stage
- the explanation given for the injury

Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and often on the front of the body.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks.

The physical signs of abuse may include:

- Bruising, marks or injuries on any part of the body that are unexplained or not consistent with the explanation given for them
- Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place sometime later)
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds
- Multiple burns

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- fear of further enquiries being made
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather, or to participate in games or swimming
- depression
- withdrawn behaviour
- running away from home or school

Emotional Abuse

Emotional abuse can be difficult to identify, as there may be no outward physical signs.

There may be a developmental delay due to a failure to thrive and grow - but this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care.

Children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour or presentation which can indicate emotional abuse include:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Extreme shyness or passivity
- Running away, stealing and lying
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress
- Reporting parental violence or discord (i.e. exposure to domestic violence)

Sexual Abuse/Violence/Harassment

Sexual abuse is known to take place against children and young people of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present.

Children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is not just adult men who sexually abuse children - there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- repeated urinary infections
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour or presentation, which can also indicate sexual abuse include:

- any allegation by the child of sexual abuse
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares and severe or persistent sleep disturbance
- running away from home
- sexual knowledge beyond their age or developmental level; preoccupation with sexual matters
- sexual activity through drawings, language or play
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

This is known as Child on Child sexual violence and sexual harassment.

Reports of sexual violence and sexual harassment are likely to be complex and require decisions to be made. Preplanning, effective training and effective policies will provide Oakwood with the foundation for a calm, considered and appropriate response to any allegations.

Decisions are for Oakwood to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Responding to reports of sexual violence and sexual harassment

Oakwood Academy's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

all staff are trained to manage a report. In line with our local authority's policy, which dictate exactly how reports should be managed.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should 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, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at Oakwood, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (written or electronic) and should be kept under review. At all times, Oakwood will actively consider the risks posed to all their pupils and students and will put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required.

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

The risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform our approach to supporting and protecting our pupils and students and updating our own risk assessment.

Action following a report of sexual violence and/or sexual harassment

What to consider

Oakwood should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident?
- Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and
- Other related issues and wider context.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, Oakwood should follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'

Any report to the police will generally be in parallel with a referral to children's social care, At this stage, Oakwood will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk.

Neglect

Neglect can be a difficult form of abuse to recognise but it has some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant or frequent hunger, sometimes stealing food
- constantly dirty or 'smelly'
- loss of weight, or constantly underweight
- inappropriate clothing for the conditions.
- Frequent diarrhoea
- Untreated illnesses, injuries or physical complaints

Changes in behaviour or presentation, which can also indicate neglect may include:

- frequent tiredness
- overeating
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

As well as the four main categories of abuse we ask staff to be vigilante for the following:

Domestic Abuse

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

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

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

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

can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

It is important to note that some young people being exploited may show no sign of this abuse, which is why we must be vigilante. For more information and downloadable documents go to Salford Safeguarding Children Board (SSCB) web site: <https://safeguardingchildren.salford.gov.uk/>

Mate Crime

What is Mate Crime?

Mate crime is the exploitation of a vulnerable person by someone claiming to be their friend. Mate Crime is a specific kind of Hate Crime.

Often the perpetrator will appear to be a 'genuine' friend to both the vulnerable person and any observers of the relationship.

However, the perpetrator may use abusive or harmful behaviour to maintain or begin their exploitation of the person including:

- Threats of harm
- Saying things to create feelings of worthlessness or dependency
- Actual physical assault or restraint
- Withholding of medication or possessions important to the person
- Covert or overt use of drugs or alcohol

Once 'befriended' examples of exploitation can include (but are not limited to):

- Financial Abuse - stealing money, coercion into spending money or giving away possessions
- Forced labour
- Sexual Abuse - Coercion into prostitution or other sexual exploitation
- Physical Abuse - exert force to control the individual
- Criminal exploitation - Coercion or grooming to commit criminal offences e.g. buying/selling drugs, stealing
- Emotional Abuse - manipulate or mislead the person, make them feel worthless

Who is affected?

Mate crime can affect anyone who is vulnerable. This includes anyone who is either:

- Vulnerable due to their circumstances.
- Vulnerable because they lack the key social skills required to recognise a 'fake' friend.
- Historically those targeted are usually socially isolated or living on their own. This is clearly intentional as it reduces the likelihood that the perpetrator's behaviour will be challenged by others.
- However, with the increase in social media use, perpetrators are now also targeting vulnerable people online, where they may not be living on their own but living with others or in a family environment.

Indicators of Mate Crime

- Changes in behaviour - becoming more withdrawn or increase in risk taking
- Changes in appearance - taking less or more care of themselves, looking dirty or scruffy, weight loss
- Financial difficulty - bills not paid, unable to buy food
- Changes to household environment - missing possessions, rubbish, unusual items such as cigarettes, alcohol, more noise, house is a mess, parties
- Changes in routine and regular activities
- Withdrawing from existing networks of support, family, friends, activities and services
- Unexplained injuries
- Secretive or increased mobile phone or social media use
- Talking about new 'friends'
- Goods or packages arriving at a person's house (and then being collected by someone else soon after)
- Suddenly changing a will

Ongoing risks of Mate Crime

- The vulnerable person may have been experiencing the exploitation or abuse for a significant amount of time before seeking help.
- The perpetrator is likely to have access to their home or an ability to coerce their way inside.
- The vulnerable person may be dependent on the perpetrator in some way.
- The risk of harm could increase after seeking help as the perpetrator tries to take back control.

- The perpetrator is unlikely to let the vulnerable adult simply 'walk away' from the relationship.

What does this mean for Schools?

- *Mate Crime* is an issue for vulnerable children in much the same way as it is for vulnerable adults, although the perpetrators are usually less calculated in their approach.
- It is often mislabeled as 'bullying'. All too often the advice given to vulnerable children is to 'ignore the bully' and the consequences for the 'bully' can be negligible.
- Educating children is a major way that the risk of *Mate Crime* can be reduced.
 - What makes a good friend
 - How to recognise a 'fake' friend
 - **What to do if someone behaves in a way they do not like and how to seek help**
- The behavior of the children who perpetrate *Mate Crime* should also be challenged. They need to understand the impact of *Mate Crime* and what the consequences are for them should they choose to exploit those who are vulnerable.
- Sometimes the vulnerable adult will know that their 'friend' is not really their 'friend'. However for some vulnerable adults and also for children, they may not realise that their 'mate' is not really a friend.
- Whilst it is important to talk about concerns, it may take some time for them to understand the concerns others have and accept that their 'friend' is not their friend.

Stalking

What is Stalking?

- Stalking is a crime of power and control which can have a devastating impact on victims.
- No definition of stalking within legislation.
 - The Police and CPS have adopted the description: a pattern of unwanted, fixated and obsessive behaviour which is intrusive. It can

include harassment that amounts to stalking, or stalking that causes fear of violence or serious alarm or distress.

- If the behaviour is persistent and clearly unwanted, causing fear, distress or anxiety then it is stalking.

Examples of Stalking behaviours

- Following a person
- Contacting, or attempting to contact, a person
- Publishing statements or material about the victim
- Monitoring the victim including online
- Loitering
- Interfering with property
- Watching or spying on a person
- Regularly sending unwanted gifts

The Stalking FOUR

Consider the acronym FOUR when determining stalking behaviours. Are they:

- F** Fixated
- O** Obsessive
- U** Unwanted
- R** Repeated

The acronym is used throughout the country to determine whether behaviour is stalking behaviour. It is important to listen to all of the things that are going on. Leaving one gift wouldn't be constituted as stalking but this may be part of a series of other behaviours.

Cyber & Digital Stalking

Cyber and Digital Stalking is the use of the internet, email or other electronic communications to stalk someone. It may occur as part of a wider stalking campaign or may be conducted entirely electronically.

What does Cyber Stalking look like?

- Sending unwanted messages via e-mail or social media
- Identity theft
- E-mail / Social Media account hacking
- Using Social Media to monitor an individual

- Using any electrical device to monitor somebody's whereabouts
- Setting up fake profiles/accounts
- Using applications to access somebody's webcam
- Using others to gather information on an individual
- Higher intensity
- Hacking social media accounts
- Using other internet sites to send messages
- Setting up accounts on Instagram, snap chat posing as the victim
- Setting up 100s of accounts daily to send messages
- Location settings

What can we do?

Victims want it to stop

- LISTEN BELIEVE AND VALIDATE
- Complete the S-DASH
- Discuss history and previous events
- Encourage the victim to keep a log of incidents and gather evidence
- Advise the victim to protect themselves online
- Support the victim in making a report to the police
- SAFEGUARDING
- Access professional advice & support

Victims should always be encouraged to make a report to the police but if there are Safeguarding concerns DSLs will follow normal Safeguarding Procedures. When reporting should say they want to report being a victim of stalking so that it can be identified straight away.

Stalking Support services

- Victims should be encouraged to contact support services for emotional and practical support and for safety planning advice
- National services
 - Suzy Lamplugh <https://www.suzylamplugh.org/>
 - Paladin <https://paladinservice.co.uk/>
 - Alice Ruggles <https://www.alicerugglestrust.org/>
- Local service
GM Victim Services <http://www.gmvictims.org.uk/>

Knife Crime

Operation Sycamore

In the event that a pupil of Oakwood Academy attended school/college carrying a weapon, in particular a knife, Oakwood Academy would refer to Operation Sycamore policy, which would include either a referral being completed and emailed directly to GMP using Gulf@GMP.Police.UK or dial 999 if immediate response is needed.

Oakwood Academy would then follow their policy and procedures and complete a risk assessment for that individual child/pupil or group, this would then be shared with all staff to all were aware of any risks and reviewed on a regular basis in line with the risks posed both to others and to the individual.

Children Missing from Education

All staff should be aware that 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 can also be a sign of child criminal exploitation including involvement in county lines. 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. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures. For further information, (see the Children missing from Education policy)

Online Safety

The topic of online safety is considerable and can be linked to issues such as child sexual exploitation, bullying and radicalisation. Issues can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; e.g. Pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; e.g. commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; e.g. making, sending and receiving explicit images, or online bullying.

The school will ensure it is proactive in addressing online safety through:

- Education of pupils through the curriculum;
- Keeping parents up to date on how to support keeping their children to keep safe online; the government has released new guidance for parents to support children's online activity.

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

- Reviewing online safety practices as part of a whole school approach to online safety;
- Filtering and monitoring to protect users but not leading to unreasonable restrictions;
- Staff training which is integrated, aligned and considered as part of the overarching safeguarding approach;
- Information sharing to enable the school community to be kept up to date. For further information, see government guidance Teaching online safety in school.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create

drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Female Genital Mutilation (FGM)

Professional in all agencies, individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or already have suffered from FGM. There are a range of potential indicators that a child or young person may be at risk of FGM. Victims of FGM are likely to come from a community that is known to practice FGM. The girls involved may not be aware of the practice until it is too late. Sensitivity should always be shown when tackling the subject. Warning signs to watch out for are available on the SSCB or NSPCC website at

<http://www.nspc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>.

Whilst all staff should speak to the DSL or DDSL with regards to any concerns about FGM, there is a specific legal duty on teachers which says it must be reported to Police immediately.

CHILD ABUSE LINKED TO FAITH AND BELIEF

Child abuse linked to faith and beliefs (CALFB) can be linked to

Witchcraft

Spirit Possession

Ritualistic and satanic abuse

Beliefs and abuse include....

- An evil force such as spirit possession, demons or the devil

"has entered a child and acting through the child is controlling him/her to harm others or leading them astray"(traditionally seen in some Christian beliefs).

- The evil eye or djinns (traditionally known in some islamic faiths context) and dakini (in the Hindu context).
- Ritual or mutilation murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies.
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation

Witchcraft

- Witchcraft is known by many terms; black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah or child sourcerers. All linked to a genuine belief held by the family or carers (and in some cases, even the children themselves). That a child is able to use an evil force to harm others.
- The label of "witch" is attributed to an individual who is considered to possess "evil power to harm others"
- Accusations of witchcraft or spirit possession in a child have often been linked to negative life events, such as illness and unemployment, with children being held "responsible for events because of spirit possession"

Abuse of children can sometimes be linked to a parent, a caregiver or the wider community's faith or belief in witchcraft, spirit or demonic possession and other forms of the supernatural. These beliefs can lead to children being blamed for a family's bad fortune and lead to them being subsequently subjected to satanic abuse or practices which are harmful both physically and emotionally to a child.

Children at risk CALFB

- Child abuse linked to faith or belief is not confined to one faith, nationality, ethnic group or community. Cases have been recorded worldwide across various religion including Christians, Muslims and Hindus.
- Not all with the belief go on to harm children. The number of known cases suggest that only a small minority of people who belief in witchcraft or spirit possession go on to abuse children.

Children highlighted to be more at risk of CALFB

- Children with disabilities.
- An albino child
- Children living away from home, in private fostering, not living with their birth parents or parent, due to parental death.
- Children whose parents have been branded as witches.
- Children who are seen as naughty or present with challenging behaviour.
- Left handed children

Warning signs and indicators

- A child's body showing signs or marks, such as bruises or burns, from physical abuse (including historical injuries/scaring)
- A child becoming noticeable confused, withdrawn, disoriented or isolated and appearing alone amongst other children.
- A child personal care deteriorating, for example through a loss of weight, being hungry, turning up to school without food or being unkempt with dirty clothes and even faeces smeared on to them.
- A child's attendance at school or college in school becomes irregular or there is a deterioration in a child's performance.
- A child is taken out of a school altogether without another school place having been arranged.
- A child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'.
- The child or family may use words such as 'kindoki', 'djin', 'juju' or 'voodoo' - all of which refer to spiritual beliefs.
- It may be evident that the child's parent or carer does not have a close bond with the child.
- A child's attendance at school or college becomes irregular or there is a deterioration in a child's performance.
- Wearing unusual jewellery/items or in possession of strange ornaments/scripts

Health Implications

- **Physical:** This can involve beating, burning, cutting, stabbing, semi-strangulating, tying up the child, starving, bath sleeping, being kept away

from school, or rubbing chilli peppers or other substances on the child's genitals or eyes.

- **Emotional:** Emotional abuse can occur in the form of isolation. A child may not be allowed near or to share a room with family members, and threatened with abandonment. The child may also be persuaded that they are possessed. The act of telling a child that they are possessed by an evil spirit or told that they are a witch can be emotionally abusive.
- **Neglect:** This can include the child's family and community failing to provide appropriate medical care, poor hygiene, nourishment, clothing or warmth and a lack of supervision, education and a safe environment.
- **Sexual:** Children who have been singled out in this way can be particularly vulnerable to sexual abusers within the family, community or faith organisation. These people exploit the belief as a form of control or threat. Children could also be subject to practices through the deliverance process that can be sexually abusive e.g. having to be bathed undressed in the presence of others. Trafficked children from some countries have been known to be subjected to practices designed to control them. Some of these practices involve using their pubic hair and undergarments in rituals.

The Justifications

- **Evil Spirits:** Belief in evil spirits that can 'possess' children is often accompanied by a belief that a possessed child can 'infect' others with the condition. This could be through contact with shared food, or simply being in the presence of the child.
- **Scapegoating:** A child could be singled out as the cause of misfortune within the home, such as financial difficulties, divorce, infidelity, illness or death.
- **Physical Difference/Disability:** A child could be singled out for having a physical difference or disability. Documented cases included children with learning disabilities, mental health issues, epilepsy, autism, stammers and deafness.

- **Bad Behaviour:** Sometimes bad or abnormal behaviour is attributed to spiritual forces. Examples include a child being disobedient, rebellious, overly independent, wetting the bed, having nightmares or falling ill.
- **Gifts and uncommon characteristics:** If a child has a particular skill or talent, this can sometimes be rationalised as the result of possession or witchcraft. This can also be the case if the child is from a multiple or difficult pregnancy.
Once a child is branded by a faith leader, everyone else in the particular community or congregation believes this is the case.
- **Complex family structure:** Research suggests that a child living with extended family, non biological parents, or foster parents is more at risk. In these situations they are more likely to have been subject to trafficking and made to work in servitude.

Barriers to identification

- Many practitioners are unable to detect faith-based abuse and so the incidents are often recorded under the usual forms of abuse i.e. physical, emotional, sexual abuse and neglect without ever finding the source of the problem.
- Victims do not report faith-based abuse because they either believe the accusations that are made about them or they fear repercussions if they report the abuse. For example, they could fear that the evil spirit will turn against them or that the community will ostracise them for denouncing a faith leader.
- The beliefs are entrenched, families trust their faith leaders and truly believe that they are acting in the best interests of the child.
- A child might not know that witchcraft branding is child abuse. They might not know to report it as such, but might mentioned being called "a witch".
- This must be investigated, and children should be spoken to, so they are able to talk about their experiences without distraction.
- Some cultures believe that what they are doing is for the good of the child and that they are helping rid him/her of demons. They may not understand that what they are doing is abusive and against the law.

Considerations when identifying CALFB

- Has there been a change in the family dynamic or structure?
- Are there comments being made about the child being 'different'?
- Is the child different from other children in the family or community e.g. disabled, epileptic, suffer an illness?
- What is the relationship between the child and their carer? Are they directly related to the child?
- Is the parent or carer indicating that they are blaming the child for a family misfortune?
- Are they treated differently to the other children in the household?
- Does the child talk about being kept away from the family, isolated by the family i.e. kept in a room, forced to eat alone?
- Has the child or the family spoken about plans to send the child to another country (this may be for 'deliverance')?
- Has the child disclosed that they are or have been accused of being 'evil', being possessed/possessed by the devil?
- Does the child shy away from other children, believing that he/she may infect others?
- Does the child talk of 'eating people' or of 'changing into an animal'?
-

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

Peer on Peer Abuse/ Child on Child abuse

Staff should recognise that children are capable of abusing their peers and other young people. We have tried to ensure that our child protection policy includes procedures to minimise the risk of peer to peer/child on child abuse.

This type of abuse can manifest itself in many ways. Use of mobile phones is closely scrutinised. Sexting is a way that peers can abuse individuals. At Oakwood all phones are confiscated at the start of the school day and returned at home time. All allegations of inappropriate text messaging outside of school are reported to the Police. All pupils are closely monitored by a high staff to pupil ratio, even during unstructured times such as lunch, break and toilet times. Our school operates a 'telling' policy so we encourage pupils to tell us if someone has made them uncomfortable. We promote keeping hands to your-self and make staff and pupils aware of who to tell if they are worried about inappropriate behaviour.

Staff should also be aware that as well as the main areas of abuse commonly found there are other ways pupils can be abused. Bullying, missing from education, missing from home, truanting, domestic abuse, drugs, alcohol abuse, fabricated illness, forced marriage, gangs and youth violence, gender based violence, hate crime, mental health, private fostering, preventing radicalisation, relationship abuse, sexting and trafficking put children at risk of significant harm.

Trafficking

Human trafficking (including children) is defined by the Office of the United Nations High Commissioner for Refugees (UNHCR) as a process that is a combination of movement, control through harm or threat of harm and exploitation. The LA must be notified if children go missing from education. All other concerns to be reported to the DSL.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has

done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. See DfE statutory guidance Children Act 1989 Private fostering for comprehensive guidance on private fostering.

Children and young people who are privately fostered can also sometimes require additional support. For more information about this see <http://www.partnersinsalford.org/sscb/privatefostering.htm>

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

<https://www.gov.uk/government/news/upskirting-know-your-rights>

2. School Commitment

2.1. We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering harm from abuse or neglect.

Our school will therefore:

(a) Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.

This is done through daily support from a Form Tutor who pupils see at least once a day, they are supported and encouraged to express themselves. School Council works pro-actively to share pupil's views and a pupil voice box is located on the SLT corridor where children can post their worries if they feel unable to verbalise worries.

(b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.

This is done through a board on every corridor with photographs and names of who to talk to if they have a concern. The SMART room is staffed full time by a Team of Learning Mentors who are on call throughout the day to support worried children in a quiet calm environment.

- (c) Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse.

This is done through a strong PSHE curriculum and E Safety Policy, which is reinforced continuously with children. Weekly themed assemblies are delivered which focus on key issues affecting children.

- (d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Visiting guest speakers re enforce key messages to our children.

- (e) Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies.

2.2

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.' *Keeping Safe in Education 2020*

- 2.3 The Education and Inspections Act 2006 states, '*all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils*'. This Act also gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

2.4 Safeguarding is the responsibility of *all* adults and especially those working with children. The development of appropriate multi-agency procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Board (SSCB).

3. Roles and Responsibilities

3.1 All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Safeguarding and child protection procedures. The names of those carrying these responsibilities in school for the current year are listed in the key contracts section on page 2 of this document.

Designated Safeguarding Lead (DSL)

The Governing Body has appointed staff from the school's senior leadership team to the role of Designated Safeguarding Leads. This is explicit in the role-holder's job description

This person has the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

3.2 The Designated Safeguarding Lead (DSL) is the Head Teacher. There is also a Deputy DSL in the event of the Head of School not being available. We have ensured:

- i. proven and documented competency on the part of the appointee
- ii. robust arrangements for the DSL and Deputies to liaise weekly through Safeguarding Supervision meetings where they can discuss child protection and safeguarding issues and actions.
- iii. sufficient direction and support is given to the appointee so that they are recognised within the school community as fulfilling this role with confidence and competence
- iv. a clear school Child Protection/safeguarding policy that sets out for all stakeholders the respective roles and other arrangements for safeguarding in the school.

3.3 The Designated Safeguarding Lead will:

- Ensure that he/she has attended basic awareness 1 day CP training and refresher training annually and will attend the SSCB 2day Foundation training and at two yearly intervals attends refresher training to keep knowledge and skills up to date.
- Liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2018*. There should always be cover for this role.
- Ensure that he/she attends all Designated Teacher Seminars on behalf of the school (or arranges for the Deputy DSL to attend if exceptionally unable to do so themselves).
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at 18 month intervals
- Ensure that all new staff receive safeguarding children induction within 15 working days of commencement of their contract.
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that all staff and volunteers are aware of the Greater Manchester and Salford Safeguarding Children Procedures.
- Ensure that the Designated Governor for Safeguarding is kept fully informed of any concerns and develop effective working relationships with other agencies and services.

- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, or refer to the Bridge Partnership.
- Liaise and work with Salford's the Bridge Partnership over suspected cases of child abuse.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- Submit reports to, and ensure the school's attendance at, child protection conferences contributing to decision making.
- Ensure the school's delivery of actions planned to safeguard the child (e.g. through core group participation).
- Ensure that the school effectively monitors children, about whom there are concerns, including notifying Salford's The Bridge team when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.
- The DSL/Deputy will always be available during school hours.

Multi Agency Working

Schools have a pivotal role to play in multi-agency safeguarding arrangements. Governors will ensure that the school contributes to multi agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are in place in Salford by September 2019. The LA, clinical commissioning group and

Chief Officer for Police will work together to safeguard and promote the welfare of local children.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.

Named Governor for Safeguarding/Child Protection

3.4 The role of the Named Governor is key to ensuring that the governing body fulfils its responsibilities in respect of safeguarding children. The Named Governor therefore ensures that the school:

- Has an effective safeguarding children policy in place and follows local procedures. Policies should be reviewed annually.
- Recruits staff and volunteers in line with safer recruitment processes.
- Has procedures for dealing with allegations of abuse made against staff and volunteers.
- Has a designated senior member of staff for dealing with safeguarding children issues.
- Accesses appropriate safeguarding children training for **all** staff.
- Liaises with the Executive Principal to ensure that deficiencies in safeguarding arrangements are remedied without delay.

Executive Principal

3.5 The Executive Principal has prime responsibility for leading the school in fulfilling the ethos and policies set down by the governing body, including those set out above in the responsibilities for the Named Governor.

3.6 In such a role the Executive Principal will ensure that safeguarding is central to whole school policy and practice, embedded in the delivery of the curriculum and in all systems for managing the school.

3.7 Part of the means of demonstrating such leadership is in attending SSCB training at least once every 2 years. Such leadership is also demonstrated

by embedding safeguarding awareness into the school's organisational development and training programmes.

4. Procedures - Early Intervention

Policies - We follow the Greater Manchester Safeguarding Procedures adopted by SSCB. The procedures provide a framework within which all agencies and professionals can work together to safeguard and promote the welfare of children and young people across Greater Manchester.

<http://greatermanchesterscb.proceduresonline.com>

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

We register for alerts to automatically receive notification when the manual is updated. We also subscribe to receive free Policy Briefings or Practice Guides.

We take account of local supporting pathway guidance and additional policies from Salford Safeguarding Children's Board.

www.partnersinsalford.org/sscb/pathwayguidance

www.partnersinsalford.org/sscb/policiesprocedures

4.1 It is very important that practitioners intervene as early as possible if a child or young person has additional needs and services can help in meeting these needs. Such action can help prevent problems becoming child protection concerns. The Early Help is a tool for the early help assessment of need at level 2 of the Salford Thresholds of Need and Response Model. www.partnersinsalford.org/sscb/Thresholds.htm

Salford's **Early Help Strategy** sits alongside Thresholds of Need and Response. See www.partnersinsalford.org/earlyhelp

For more about the Early help Assessments go to:-

<https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/early-help-assessment-and-taf>

Appendix 1 to this document contains a copy of the Thresholds of Need.

4.2 The Anti-Bullying Policy ensures that we foster a culture of safety throughout the school where children and young people are able to alert us to any incidents of bullying and be confident that they will be dealt with effectively. The Anti Bullying Policy also enables us to prevent issues escalating to safeguarding concerns.'

5. Procedures - Child Protection

5.1 Where it is identified that a child is suffering from, or is at risk of significant harm, we will follow the child protection procedures set out by the Salford Safeguarding Children Board.

5.2 In implementing the Oakwood Academy School policies and procedures on Safeguarding and Child Protection the following points will be considered:

- The Executive Principal will ensure that the policies relating to safeguarding will be implemented and monitored on an on-going basis with annual evaluation of effectiveness and review. The Review will be presented as an annual item to the governing body.
- All staff and governors will be kept informed about child protection procedures using a variety of means such as staff meetings, Inset Days, one-to-ones and briefings in various forms.
- New and/or temporary staff will be made aware of the policy and procedures at induction within school with clarity about how safeguarding fits into whole school policy.
- As well as teachers all other staff in school, such as Teaching Assistants, administrators, welfare staff, kitchen staff etc will receive the core training on safeguarding and an induction that is specific to their role including knowing what to do if there are child protection concerns.
- Parents will be informed of the school's duties and responsibilities under the policy and procedures in a range of ways that reflects diverse ability to use methods of communication. Therefore, as well as the use of general methods (a Statement in the School brochure or information pack; website features; one-to-one conversations; use of audio facilities etc) consideration will also be given to the ability of parents to access these. For example, a notice of the availability of the policy could be displayed in the reception area.

Whistle Blowing

If staff are concerned about the behaviour of a colleague, they must follow the schools Whistle Blowing policy procedures. They report those concerns immediately to the Executive Principal. If the concern is about the Executive Principal, then the concern should be reported to the Chair of Governors. A concern about the Chair of Governors should be reported to the Secretary of State for Education or if someone is at immediate risk of harm the Police.

6. Training and Support

6.1 Our school will ensure that the Designated Safeguarding Leads and the nominated governor for Safeguarding/Child Protection attend training relevant to their role' at intervals of not longer than 2 years.

- All new staff receive a thorough induction. We ensure all staff have received a full day Basic Awareness of Child Protection training which the SSCB delivers. Refreshers are held annually.
- All staff get a daily staff briefing which updates on safeguarding issues.
- All staff are made aware of the contact details of The Bridge, to whom all concerns about a child can be referred.

Online Safety

Oakwood Academy will ensure appropriate filters and appropriate monitoring systems are in place.

Opportunities to teach safeguarding

Children are taught about safeguarding, including online safety. This is part of our broad, balanced curriculum. This includes Relationship & Sex Education and PSHE.

The use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers a broad use of

actions. This can range from guiding a child to safety to more extreme circumstances such as breaking up a fight or restraint to prevent violence or injury. Reasonable means using no more force than is necessary. Staff should always consider their duties under the Equality Act 2010 in making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Prescribed Whole School and Designated Safeguarding Lead Training Requirements

6.2 There is an agreed set of prescribed training requirements in Salford for school staff, as follows:

6.3 **All School Staff** - All school staff who do not have designated lead responsibility for child protection are required to undertake SSCB approved full day Basic Awareness training to promote and safeguard the welfare of children and young people. This is updated annually.

This is currently available through the Whole School Safeguarding Service Level Agreement (SLA) which Oakwood Academy has purchased and is updated annually.

As safeguarding is 'everybody's' responsibility then all staff in the school need to know who to contact if they are concerned about a child or young person. Signs are up throughout school. We ensure all new staff receive appropriate training and induction so that they clearly understand their roles and responsibilities.

6.4 **Designated Person(s)** - As a minimum the Designated Person attends the SSCB 2day Foundation Course preferably prior or as soon as possible after beginning the role of Designated Person.

The Foundation Training can be refreshed every 2 years with the one day SSCB Refresher course. Depending upon the circumstances of the school, Ofsted may require that the Designated Person(s) attend the Refresher course

Designated Person(s) are required to keep their knowledge and skills up to date. Training records are monitored through safeguarding supervision and governor meetings.

The Whole School Safeguarding SLA delivers termly, SSCB approved, two hour seminars which provide suitable updates for designated persons to refresh skills and knowledge.

After attending the Foundation Course (or equivalent) the Designated Person(s) will also access the following courses, in line with SSCB annual priorities and national priorities.

- Attachment
- Early Help Assessment
- Child Sexual Exploitation
- Communicating with children
- Core group
- E-safety
- Domestic abuse
- Self Harm
- Female Genital Mutilation
- Neglect
- Parental mental health
- Parental substance use
- Rapid response to a child death
- Sexual abuse
- Preventing rad/WRAP workshop
- Equality and Diversity
- Forced Marriage
- Witch Craft and Spiritual Possession
- Trafficking
- Safeguarding healthy relationships
- Any additional training or events relating to serious case reviews*

SSCB recommend that nominated governor for Child Protection at least accesses basic awareness training and additional training relevant to their role. At Oakwood Academy our nominated governor also undertakes the 2day Foundation course.

For the latest SSCB courses, seminars and e-learning courses please visit: <http://www.partnersinsalford.org/sscb/sscbtraining.htm>.

7. Information Sharing and Confidentiality

7.1 Information sharing and confidentiality are issues which are discussed and fully understood by all those working with our children, particularly in the context of child protection.

- Parents, governors and every adult working in or with the school understand the need for and basic principles regarding confidentiality. This is done through effective sharing of our policies and procedures which are available in hard copies and on our website.
- Staff are never to guarantee confidentiality to a child as to protect that individual information will need to be shared with other agencies.
- If a child asks an adult to keep a secret, the member of staff must say that we do not have secrets at school and that they may need to tell someone in order to safeguard them.
- The Designated Safeguarding Lead (DSL) or Deputy should be given information immediately about a child to whom there are concerns. If the concern is about the family member, staff member or child at the school, they should not be contacted or alerted.
- The Bridge should be alerted to all concerns regarding the welfare of a child.

7.2 Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 2018, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties **but may be waived in the circumstances set out below.**

7.3 In some circumstances, achieving consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

7.4 Where consent cannot be obtained to share information or consent is refused or where seeking it may undermine the prevention, detection, or prosecution of a crime the practitioner must judge from the facts whether there is enough public interest to justify sharing information. A concern in relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.

7.5 The Public Interest test means that practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. The decision making process must weigh up what might happen if the information is shared against what might happen if it is not shared. Schools should identify their scheme of delegation for such decision making. However, it should also be clear that every practitioner has a professional responsibility to share information without delay when there are concerns about harm to a child.

7.6 Further guidance on information sharing can be found at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

8. Records and monitoring

8.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. 'All records relating to individual Child Protection and Safeguarding concerns are held securely with limited access to only the DSL and are kept separate from the child/young person's academic file.

- Past concerns for children, and what happened in response to the concerns can be very important information for staff members who may have concerns for the child at a later time.
- Record Retention - Child Protection records must be retained by all educational establishments until the child's 25th Birthday, unless the records are transferred to a new establishment when the child transfers to a new provision.
- At the point pupil/student transferring to another educational establishment, all formal records should be sent within 15 working days

- The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- All concerns regarding the behaviour or welfare of a child are recorded on CPOMS school system.
- Blank pro-forma are available for staff/visitors to complete around school. Once completed they are given to the safeguarding lead and acted upon. They are stored in a secure locked facility in the DSL's office.
- All child protection concerns are logged and kept securely in the DSL's locked facility, which is updated as new information comes into school.
- CP records are kept separate from other school Records. The Child Protection file is stored securely under lock and key and only the DSL/Deputy has access to them. This is in one central place within school. (DSL office).
- Any teacher-held notes relating to CP are kept within the CP file.
- At Oakwood Academy we hold weekly safeguarding supervision meetings where the DSL, Deputies from all sites and school health team meet to update each other on any new CP referrals, actions and updates on pupils causing concern.
- All staff will be alerted in staff briefings if a child is being monitored for concerns.
- Form Tutors and Heads of Year will collate initial information on a child; this will be passed along to the DSL/DDSL who brings updates to safeguarding supervision.
- Staff are briefed as to the status of these records in respect of parental access to records as and when required. Reference will be made to our individual school policy which is consistent with the Freedom of Information Act 2000.
- If a child transfers or leaves the school, the child protection file is transferred securely to the new school. We notify the Local Authority of a 'missing from school' situation if we cannot ascertain the details of the new school.

8.2 All anti Bullying incidents are recorded and reported to Governors.

We undertake a case file audit on an annual basis to ensure that recording of safeguarding concerns is effective and that any themes from such concerns are addressed appropriately.

9. Child protection conferences

9.1 The Child Protection conference is a meeting to discuss concerns about the care of a child. Its main purpose is to see whether the child is at risk of harm and, if so, to agree what needs to be done to reduce this risk. The Conference can decide to make the child the subject of a Child Protection Plan.

9.2 Children are made the subject of a Child Protection Plan when they are thought to be at risk of harm. This might be from physical abuse, sexual abuse, emotional abuse or neglect. It helps to keep a check on the work being done with these children. The Plan contains basic details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people.

9.3 The DSL or Deputy will advise school staff on the preparation of reports for child protection conferences, participation in core groups and carrying out specific tasks with the child and family as identified in the child protection plan.

9.4 Further advice and support for school staff on participating in child protection meetings is also available from the Salford Children's Services Safeguarding Unit on 0161 603 4350

10. Supporting pupils at risk

10.1 Our school recognises that children who experience harm through abuse, neglect or through witnessing domestic abuse may find it difficult to develop a sense of self worth and to view the world in a positive way.

- 10.2 Our school fosters a culture of safety through the development of an Anti Bullying Policy where children and young people feel confident to report any incidents of bullying including cyberbullying
- 10.3 This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. In response there may be steps taken to consider suspension or exclusion from school. Such steps should be taken in the context of considering the needs of the child; where appropriate an early help assessment (EHA) should be carried out (with the consent of the parent/carer and/or young person)
- 10.4 It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm.
- 10.5 This school will endeavour to support pupils through:
- (a) The curriculum, to encourage self-esteem and self-motivation;
 - (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
 - (c) The implementation of school behaviour management policies
 - (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
 - (e) Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;
 - (f) A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child's best interests to do so;
 - (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

We recognise that children with behavioural difficulties and disabilities can be particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

TRADITIONAL BRITISH VALUES

We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Preventing 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.

<https://www.gov.uk/government/publications/counter-extremism-strategy>.

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

<https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales>.

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

<http://www.legislation.gov.uk/ukpga/2000/11/contents>

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 or the internet) and settings (such as within the home).

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 Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent Duty

All schools and colleges 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.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at

<https://www.gov.uk/government/publications/channel-guidance>

Staff will have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideologies. Concerns should be referred to the Designated Child Protection Person who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted.

<http://www.partnersinsalford.org/asg-extremism.htm> provides further information. The Department for Education has launched a helpline for anyone concerned about a **child who may be at risk of extremism**, or about extremism within an organisation working with children and young people. Email: counter.extremism@education.gsi.gov.uk. Telephone: 020 7340 7264.

11. Safer schools, safer staff.

Safer Recruitment

11.1 School staff will be advised about ensuring safe practice. All staff should be directed to consider the information at www.partnersinsalford.org/sscb/safeppractice.htm. This includes information about the importance of safer recruitment and best practice in providing a safe environment for children and young people. This includes supply staff and any volunteers who are working at Oakwood Academy. School must work with other agencies including LADO to investigate who has worked at the school has behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We aim to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions and ensuring volunteers are supervised. We always have at least one person on all interviews who has completed safer recruitment training.

School will verify a candidate's identity, obtain an enhanced DBS certificate (including barred list information for those engaged in regulated activity), verify the candidate's mental and physical fitness to carry out their work, verify the right to work in the UK, make further checks if the person has lived/worked outside the UK, professional qualifications, ensure they are not subject to a prohibition order, and receive references and employment history.

11.2 The school will make available to school staff information about 'counselling' and/or giving advice to children/young people about sexual matters.

11.3 The school will ensure opportunities for staff to share perspectives and experiences with practitioners from other agencies.

- 11.4 The school will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority.
- 11.5 The school will follow statutory guidance on disqualification by association.
- 11.6 Staff will be made aware of the current SSCB procedures for dealing with allegations of abuse against staff.
- 11.7 The school will make staff aware of the arrangements in respect of the following issues:
- a) Through safer recruitment, appropriate training, a strong Whistle Blowing policy, effective monitoring and clear reporting of concerns about a child process to designated safeguarding leads. Oakwood Academy feels it has taken strong steps to reduce the possibility of abuse by school staff.
 - b) The academy has policies in place for restrictive physical intervention and lone working. These policies are available in school to all staff.
 - c) All parents and carers are made aware of this policy on our school website and a hard copy is available. All parents/carers are escorted and supervised when on the premises.

12. Teaching School

As a National Teaching School we work with a wide variety of stakeholders. This includes an NLE and several SLEs who are designated through Oakwood being deployed into a variety of other settings to offer school to school support. Some of these SLE's are employed by Oakwood Academy, some work in other schools. It is essential that these staff recognise the importance in helping to safeguard vulnerable young people and follow due process.

12.1 Dual reporting

NLE's and SLE's should follow their own school CP procedures if they have a concern safeguarding concern about a child or a member of staff within the school they are employed at.

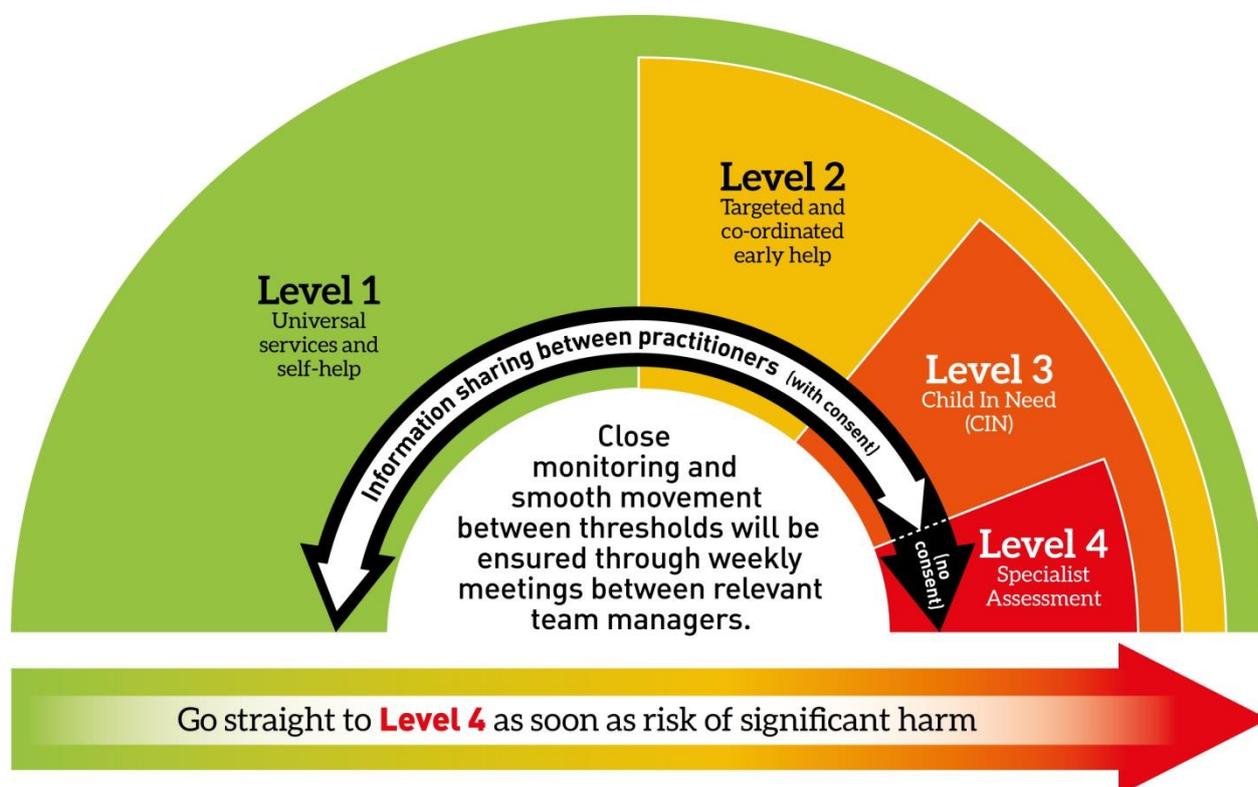
However, if an NLE/SLE has a safeguarding concern when visiting another setting we have a **dual reporting system**. The DSL in the off-site school

needs to be told of the concern immediately, BUT the DSL back in the NLE/SLE's school needs to be notified immediately as well. It is then the responsibility of the DSL in the NLE/SLE's school to check that action has been taken. This gives them the opportunity to whistle blow if they feel the school has failed to take the necessary action. The DSL in the NLE/SLE's school will give the NLE/SLE feedback that their concern has been acted upon. This whole process is recorded and filed in a secure place in the DSL's locked facility so we can evidence we are holding other schools to account and is kept confidential.

Appendix 1

<http://www.salford.gov.uk/thresholds.htm>

Salford Thresholds of Need and Response



If you are worried about a child contact The Bridge Partnership on
0161 603 4500 or email **worriedaboutachild@salford.gov.uk**

Appendix 2

School Child Protection Procedures

1. Staff/Volunteers If They Have Concerns About A Child or Young Person in School should report it immediately.

Practitioners in schools who are concerned about a child's welfare or who believe that a child is or may be at risk of harm from abuse or neglect should pass any information to the Designated Safeguarding Lead DSL or Deputy DSL in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 3):

The Designated Safeguarding Lead is the Head of School and there is a Deputy DSL.

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their Designated Person/line manager will assist in determining the most appropriate next course of action. The multi agency Bridge Partnership team can also be consulted, where you will be able to speak to a qualified social worker if necessary for support and advice.

Staff should never:

- Do nothing/assume that another agency or practitioner will act or is acting.
- Attempt to resolve the matter themselves alone.

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services
 - By undertaking an early help assessment (EHA) without referral to the Bridge Partnership

- By working with the child, parents and colleagues?
- What resources are available to the practitioner and the school and what are their limitations?
- Is the level of need such that a referral needs to be made to the Bridge Partnership which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Section 47 Child Protection referral)
- What information is available re: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be? For example, has the parent/carer denied that there is a problem and failed to co-operate with the school in resolving the issue?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other practitioners, recording etc)

2. Feedback to Staff Who Report Concerns to the DSL.

Rules of confidentiality mean that it may not always be possible or appropriate for the DSL to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the DSL will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. Thresholds for Referral to the Bridge Partnership

In making a decision about whether a referral to the Bridge Partnership may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

(i) Is this a Child In Need?

Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- (a) He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) His health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) He is disabled.

(ii) Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The DSL will make judgements around 'significant harm', levels of 'need' and when to refer

4. Making Referrals to CSC.

(i) Child in Need/Section 17 Referrals

- Where Early Help Assessment (EHA) already exists, the DSL/DDSL should send this with the referral to the Bridge Partnership.
- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate). This should also be identified on the EHA.
- Where a parent/carer/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate

or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(ii) Child Protection/Section 47 Referral

- Make a telephone call to the Bridge Partnership and forward for consideration.
- If a EHA exists this should be forwarded to the Bridge Partnership as soon as possible and certainly within 48 hours.
- You **do not require the consent** of a parent or child/young person to make a child protection referral
- A parent should, **under most circumstances, be informed** by the referrer that a child protection referral is to be made. **The criteria for not informing parents are:**
 - (a) Because this would increase the risk of significant harm to a child(ren); or
 - (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

Fear of jeopardising a working relationship with parents because of a need to refer is **not** sufficient justification for not making a referral nor for not telling them that you need to refer. Lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parent's then you should seek advice and/or make this clear on the EHA and in any telephone contact with the Bridge Partnership.

5. Bridge Partnership Responses to Referrals and Timescales

In response to a referral, the Bridge Partnership may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting ;
- Provide support services under Section 17;

- Undertake an social work assessment(completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

6. Feedback from the Bridge Partnership

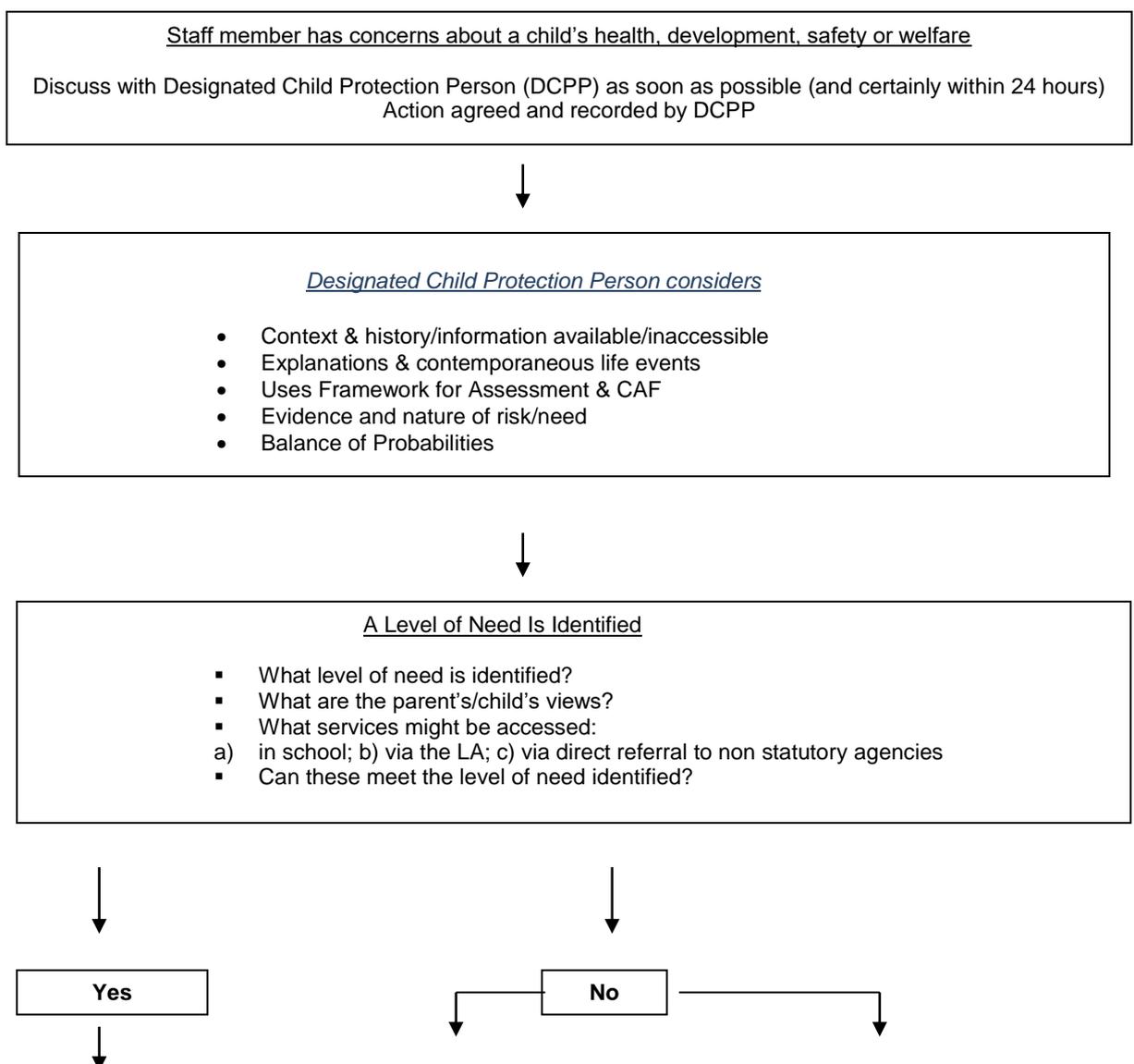
The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A DSL/DDSL should expect to receive written confirmation about action following any referral within 7 days. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child or children in a vulnerable position, you should ask to speak to a Duty Social Worker, or the relevant Team Manager.

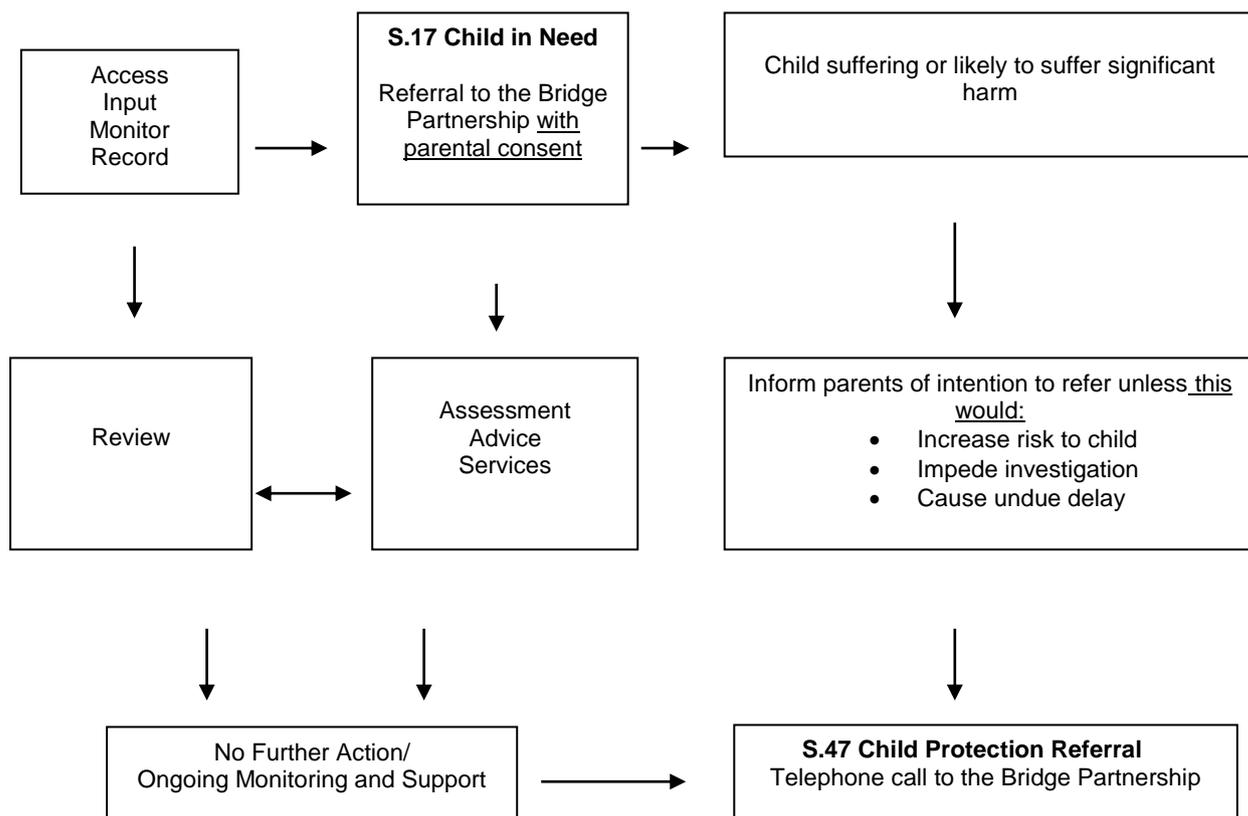
7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Working Together 2018 definitions of abuse?
- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, and episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?

- ❑ Protective factors and strengths of/for child (I.e. resilience/vulnerability)
- ❑ Familial strengths and weaknesses?
- ❑ When and how is the child at risk?
- ❑ How imminent is any likely risk?
- ❑ How grave are the possible consequences?
- ❑ How safe is this child?
- ❑ What are the risk assessment options?
- ❑ What are the risk management options?
- ❑ What is the interim plan?

Appendix 3: Taking action on child welfare/protection concerns in school





Appendix 4: Responding to a disclosure

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

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

You should **NEVER**

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

- Fail to pass this information on to the correct person (the Designated Child Protection Person).

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

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

Recordings should

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

What information do you need to obtain?

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

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

- **Never** ask closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. top or bottom, front or back?

- If we must, use only 'minimal prompts' such as 'go on ... tell me more about that ... tell me everything that you remember about that '
- Timescales are very important: '**When was the last time this happened?**' is an important question.

In relation to disclosure we ensure:

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

CONNECTING POLICIES FOR SAFEGUARDING PURPOSE

If you are worried about a child or young person (in relation to issues listed below) or have any concerns or questions regarding Child Protection refer to the Designated Safeguarding Lead or, in their absence the Deputy DSL.

LIST OF SAFEGUARDING/CHILD PROTECTION ISSUES

child missing from education: child missing from home care: child sexual exploitation (CSE) : bullying including cyber bullying : domestic violence : drugs : fabricated or induced illness : faith abuse : female genital mutilation (FGM) : forced marriage : gangs with youth violence : gender based violence against women and girls (VAWG) : mental health : private fostering : preventing radicalisation : sexting : teenage relationship abuse : trafficking.

From DfE, Keeping children safe in education: September 2020: Working Together to Safeguard Children 2018.

Oakwood Academy believes it is very important that all the Safeguarding Policies are read in conjunction with one another to quickly identify and take any necessary and appropriate action to help prevent children and young people up to 18 years of age being at risk of harm.

MORE INFORMATION VISIT: NSPCC.org.uk: TES & NSPCC safeguarding: GOV.UK keeping children safe

SAFEGUARDING CONNECTING POLICIES (situated on the Oakwood website)

www.oakwoodacademy.co.uk

Anti-Bullying

Anti- Racism

Anti-Radicalisation

Attendance

Behaviour
Safeguarding & Child Protection Procedures
Care/Intimate Care/Administration of Medication /Touch
Children Missing From Home
Complaints
Child Protection (including the safeguarding of all children)
Data Protection
Drugs
e-safety (online)
FGM
First Aid
Health & Safety
ICT and Computing
PSHE
Pupil Friendly Safeguarding
Safer Recruitment
SMSC
Trafficking
Visits/Trips
Whistleblowing

The Safeguarding Policies are up-dated annually or as necessary depending on new statutory guidance or legislation.