

September 2019

**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 2019

Date of Last Review: September 2018

Date of Next Review: September 2020

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Key Contacts

Designated Safeguarding Lead and Specific Point of Contact (SPOC)

Assistant Deputy Safeguarding Lead

Named Governor for Child Protection/Designated Safeguarding Governor
- Cllr Jillian Collinson

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 (or volunteer) - 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:

- Supporting Pupils with Medical Needs
- School Security
- Staff Codes of Conduct
- Behaviour Management Policy
- Anti-bullying
- Special Education Needs
- Health and Safety
- E-safety
- Safer Working Practice
- Appropriate use of technology
- Educational Visits Policy
- Handling Allegations of Abuse Against Staff
- 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 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 2018 and Working Together to Safeguard Children 2018.

1. Introduction

- 1.1. Oakwood Academy is a school based in Eccles 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 staff¹, 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' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need, and their Families' 2000, Information sharing advice for safeguarding practitioners (2015) and 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' September 2019.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 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.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

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.

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 caregivers)
- 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 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 exploitation (CSE)

- bullying including cyber bullying
- domestic violence
- drugs/alcohol abuse
- missing education
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- 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

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.

FGM

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

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 2019 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

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

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:

CHILD SEXUAL EXPLOITATION (CSE)

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or sometimes affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, enticement, including unwanted pressure from peers, sexual bullying including cyber bullying and grooming. 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: <http://www.partnersisalford.org/sscb/news.htm>

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-andneglect/female-genital-mutilation-fam/>.

From October 2015 it has been mandatory for teachers to report to the Police cases where they discover that an act of FGM appears to have been carried out.

PEER TO PEER ABUSE

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

Peer to peer 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 violence, 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.

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 three times 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.
This is done through delivering child care and parenting classes to all pupils when they enter upper school. 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 2015*. 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 2016*'

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 Associate Head. 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 2015*. 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.

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- 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>

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 CAF 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 CAF go to www.salford.gov.uk/caf.htm. 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 responsibilities².

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
- CAF (Common Assessment Framework) and Early Help
- 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 1998, 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 in Sims school system and Child Protection referral forms are available throughout school which staff complete and hand immediately to a safeguarding lead.
- 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 and Director of Inclusion 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 DOI/DCPP 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 violence 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 a common assessment (CAF) 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.

10.6 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.

10.7 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

10.8 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.

THREAT OF EXTREMISM AND TERRORISM

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek have due regard to the need to prevent people from being drawn into Terrorism and draw upon The Prevent Duty Guidance, DfE Guidance "Keeping Children Safe in Education, 2016"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", and DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People".

When operating this policy, we will use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death

of members in our armed forces, whether in this country or oversees'.

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. Being drawn into terrorism includes not just violent but non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit

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.

10.9 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>

10.10 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.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc. Concerns should be referred to the DSL 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.

11. Safer schools, safer staff.

Safer Recruitment.

10.10 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.

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.

- The school will make available to school staff information about 'counselling' and/or giving advice to children/young people about sexual matters.
 - The school will ensure opportunities for staff to share perspectives and experiences with practitioners from other agencies³.

³ Child protection and safeguarding are multi-agency responsibilities. These responsibilities are best discharged when practitioners have a good understanding of each other's role. Such opportunities can be provided by SSCB training or, for example, by schools arranging for occasional meetings with other agencies in their locality.

- The school will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority.
- The school will follow statutory guidance on disqualification by association.
- Staff will be made aware of the current SSCB procedures for dealing with allegations of abuse against staff.
- The school will make staff aware of the arrangements in respect of the following issues:
 - 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.
 - The academy has policies in place for restrictive physical intervention and lone working. These policies are available in school to all staff.
 - 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.

Dual reporting

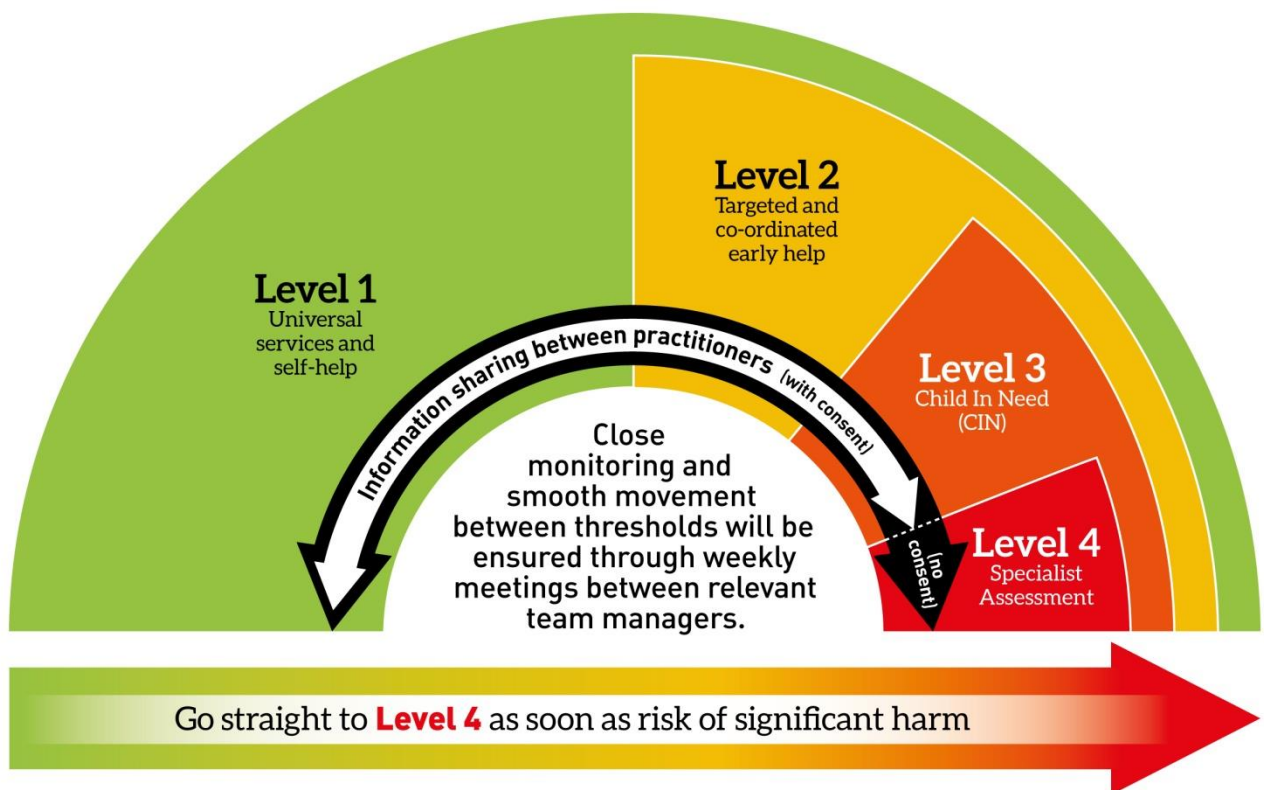
NLE's and SLE's should follow their own school CP procedures if they have a concern safeguarding concern about a child or a member of staff within the school they are employed at.

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 a Common Assessment (CAF), 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 a Common Assessment (CAF) already exists, the DCPD 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 CAF.
- 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 CAF 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 CAF 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 DCPD 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.

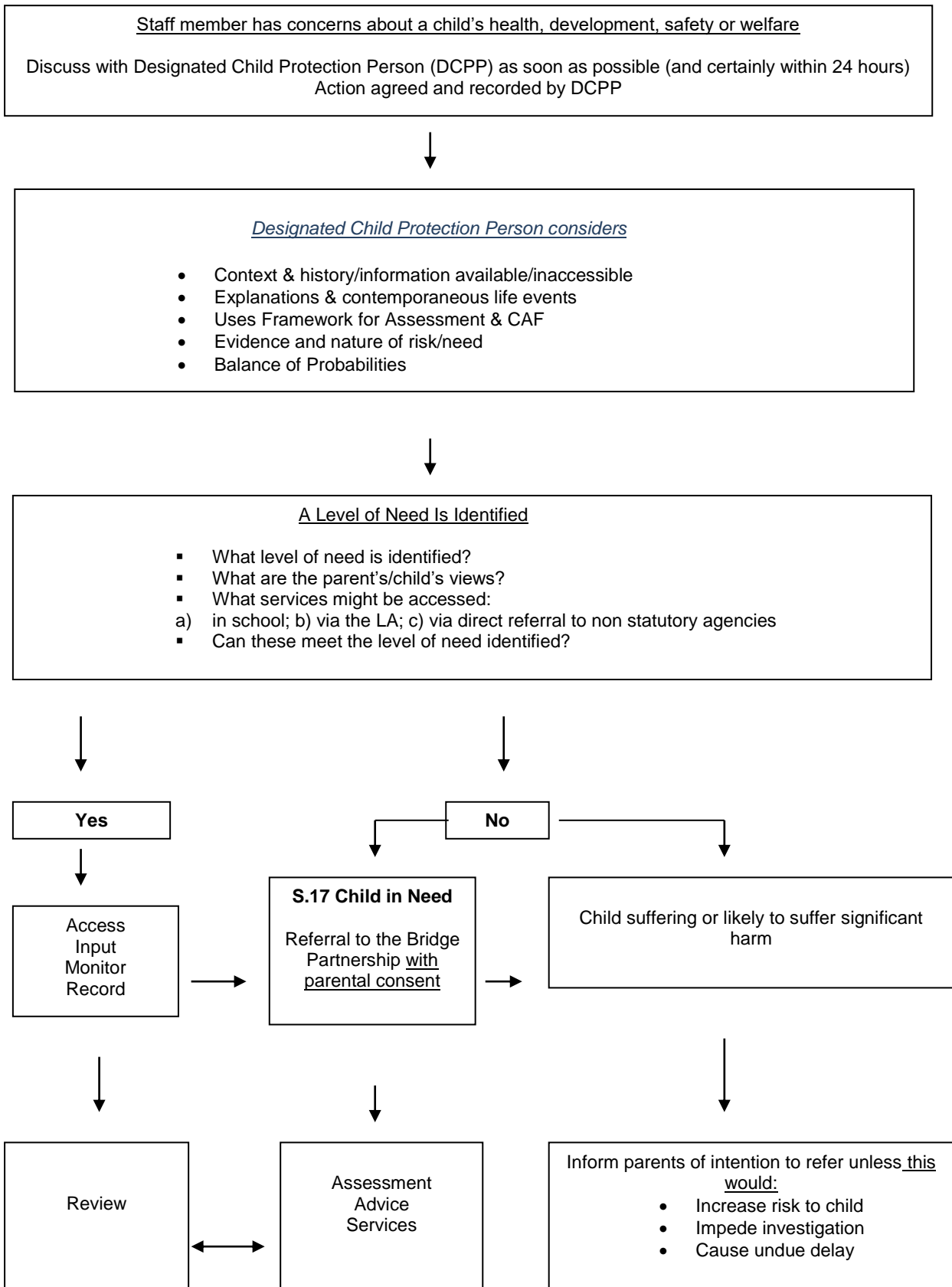
7. Risk Assessment 'Checklist'

- 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

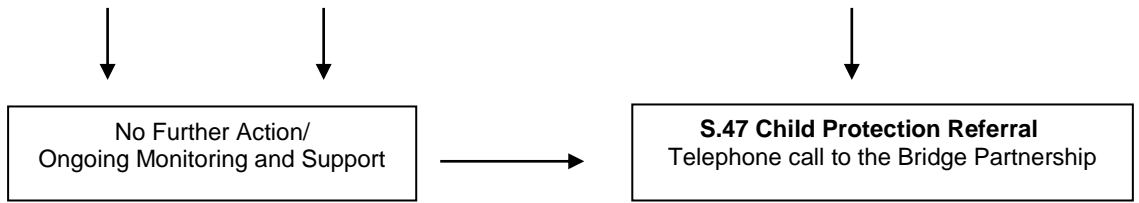
(I.e. resilience/vulnerability)

- 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



September 2019



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 written in ink and be signed by the recorder;
- Be passed to the DCP or Head Teacher 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 Designated Child Protection Person /Head Teacher/line manager 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 Assistant 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 2019: 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- Cyber 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

Lone Worker

PSHE

Pupil Friendly Safeguarding

SRE

September 2019

SMSC
Safer Recruitment
SMSC
Trafficking
Visits/Trips
Whistleblowing

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