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# **Safeguarding Policy**

## **(Including Child Protection procedures)**

**December 2016**

**Reviewed annually**

**Designated Safeguarding Lead – Mrs N Woo (Deputy Headteacher)**

**Deputy Designated Safeguarding Lead – Mr N Moores (Assistant Headteacher)**

**Safeguarding Governor – Cllr A Simpson**

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## 1. Policy statement

Parrenthorn High school fully recognises its responsibilities for safeguarding children and is committed to promoting the physical, emotional and moral safety and welfare of each pupil in our care and we expect all staff and volunteers to share this commitment. We acknowledge our duty as a safeguarding agency and seek to form positive relationships with partner agencies and the Local Safeguarding Children Board.

This policy is available to all staff, parents and pupils and printed copies are available upon request from the school office. Safe recruitment procedures operate as outlined in section 11 and the Headteacher, Deputy Headteachers (including the DSL) and Assistant Headteacher (second DSL) are trained in Safer Recruitment.

## 2. Policy scope

Our policy applies to all staff, governors and volunteers working in the school. This policy is a stand – alone document, but should be read together with the following school policies:

- ◆ Anti-bullying;
- ◆ Behaviour
- ◆ PSHE
- ◆ Complaints
- ◆ Educational visits
- ◆ CYPiC/LAC
- ◆ Special Educational Needs and Disabilities (SEND) and
- ◆ Whistleblowing

## 3. Policy Aims

The aims of this policy are to:

- Ensure that all staff know that safeguarding is everyone's responsibility and that the school should always consider what is in the best interest of the child.
- Provide clear guidance about procedures to follow when safeguarding concerns are raised and know who to speak to should a pupil disclose to them an allegation of abuse.
- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support pupils in accordance with the agreed child protection plans.
- Establish a safe environment in which children can learn and develop.

- Ensure delivery of quality safeguarding training to all permanent staff and to keep this updated.
- Ensure that the school has clear procedures in place to reduce the risk of a child going missing in education
- Emphasise the importance of having procedures for listening to children to ensure early help and intervention. This may include inter-agency working in order to support children and families, making use of appropriate framework such as an Early Help Family Support Plan and Team Around family (TAF) as well as also using the school's own pastoral systems where required.

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:-

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Raise awareness of specific types of abuse such as Female Genital Mutilation (FGM), honour based violence, forced marriage and Child Sexual Exploitation (CSE).
- Include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Safeguard young people from radicalisations and make it a high priority. As such all staff have received In Service Training and have been issued with guidelines for the referral process and undertaken the Channel training.

We will follow the procedures set out by the Local Safeguarding Children Board (LSCB) and take account of guidance issued by the DFE to: -

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.

Name and designation of DSL – **Mrs N Woo**, Deputy Headteacher,  
Second DSL – **Mr N Moores** Assistant Headteacher.

- Ensure we have a nominated governor responsible for child protection

Safeguarding Governor – **Cllr A Simpson**

- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

## 4. Context

***Parrenthorn High School's Safeguarding*** policy and procedures reflect the principles contained within United Nations Convention on the Rights of the Child (UNCRC) ratified by the United Kingdom in 1991 and the Human Rights Act 1998.

***The Children Act 1989*** sets out the legislative framework for safeguarding and promoting the welfare of children. It states that the welfare of the child is paramount in all situations and that children have the right to be involved in decisions that may affect them.

The Act also introduced the concept of '**significant harm**' as the threshold that justifies compulsory intervention into family life by the local authority. Children who have suffered and/or are likely to suffer abuse or significant harm are often considered to be **children in need**, as well as children in need of protection. Under the act, children in need are children whose health and development is likely to be impaired without the provision of appropriate services.

***The Children Act 2004*** underpins the Every Child Matters, Change for Children programme and builds on the principles established in the 1989 act.

***Working Together to Safeguard Children (2015)*** is key government guidance, which sets out how all organisations should work together to promote children's welfare and protect them from abuse and neglect. It states that every organisation should have clear procedures in place for dealing with concerns or suspicions of abuse and that these should be in line with the Local Safeguarding Children Board procedures.

***The Prevent Duty Guidance: for England and Wales (2015)*** outlines important guidance and includes The Prevent Duty: Departmental Advice

for schools and child minders as well as The Use of Social Media for Online Radicalisation

This policy follows local and national guidance produced by the Bury Safeguarding Children Board (BSCB). Local procedures can be obtained from BSCB:

<http://safeguardingburychildren.org>

## 5. What is abuse?

Recognising child abuse or maltreatment is not easy and **it is not your responsibility to decide whether or not a child has been abused.** However it is your responsibility to pass on concerns you may have.

*Working Together to Safeguard Children 2015* defines abuse and neglect and gives four clear categories of abuse as:

### What is abuse and neglect?

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 others (eg via the internet). They may be abused by an adult or adults, or another child or children.

### Physical Abuse

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

#### Example of warning signs

Unexplained or unconvincing explanation of recent injuries  
Bruises that have a distinct shape or pattern, like handprints, grasp or finger marks  
Lingering illnesses  
Unusual aggressive or passive behaviour

### 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

#### Examples of warning signs

A child who is constantly blamed for things that go wrong  
A child who is made to carry out tasks inappropriate to their age  
A child in a household where there are arguments and violence

### **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 or touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

#### Examples of warning signs

A child who displays sexual knowledge or behaviour inappropriate for their age  
Injuries or unusual appearance to private areas of the body  
A child who is being encouraged into a secretive relationship with an adult  
A child who hints at sexual activity through words, play or drawings

### **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); or
- ensure access to appropriate medical care or treatment.

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

### Examples of warning signs

A child with illnesses that have not been treated

A child who is constantly hungry or tired

A child who lacks needed medical care

## **6. Specific safeguarding Issues**

All staff should have an awareness of specific safeguarding issues. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

### **Child Sexual Exploitation**

Staff should be aware of signs of pupils being vulnerable to CSE. Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for gifts, to serious organised crime by gangs or groups. Sexual exploitation involved varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Signs that a child might be at risk may include:

- going missing for periods of time or regularly coming home late
- regularly missing school
- appearing with unexplained gifts or new possessions
- having older boyfriends or girlfriends
- suffering from sexual transmitted diseases
- mood swings or changes in emotional well-being
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour

Staff should also be aware that children often do not recognise that they are victims of CSE. Any concerns should be passed onto the DSL.

## **Female Genital Mutilation**

Staff should be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims are more likely to come from a community that is known to practice FGM. From October 2015 it is a statutory duty on teachers to report cases of FGM in under 18's to the police. Indicators that a girls is at risk include:

- A girl who has relatives who have been subjected to FGM
- Parents wishing for a student to be withdrawn from PSHE
- A visit from a female family elder from a country where the practice is prevalent
- A girl discussing the practice, referring to a special procedure or talking about attending a special occasion to ' become a woman'
- A child being taken out of the country by a parent or relative for a prolonged period where the practice is prevalent.

Indications that a pupil has already been subjected to FGM might include:

- Difficulty walking or standing
- Spending long periods of time in the toilet
- Bladder or menstrual difficulties
- prolonged absence from school with changed behaviour on return

Staff members who have any concerns should refer to the DSL.

## **Bullying**

In certain circumstances bullying can be considered a child protection issue. Detailed guidance for dealing with bullying and how the school promotes an anti-bullying environment is published in: the school's anti-bullying policy and in student planners which outlines pupils role as part of the Parrenthorn Partnership. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering (or likely to suffer) significant harm. Heads of Year manage bullying incidents alongside the pastoral manager and report incidents to the local authority. Such bullying incidents are also discussed with the DSL.

## **Peer Abuse**

Staff should recognise that children are capable of abusing their peers. Abuse should never be passed off as "banter" or "part of growing up". The school seeks to minimise the risk of peer on peer abuse through the teaching of safeguarding issues through the school's PSHE programme and assemblies. Clear expectations regarding acceptable pupil behaviour are reinforced in the pupil planners and by form tutors.

Further information on how the school deals with incidents between pupils can be found in the school's Behaviour Policy and Anti-bullying Policy. Victims of peer on peer abuse will be supported by appropriate pastoral staff and, if

appropriate will be offered counselling with the school counsellor in addition to any support offered by external agencies. In any case the school will consider what support is most appropriate and seek advice where required. Support may also be offered through peer supporters and prefects as well as offering restorative justice.

If a member of staff has reasonable cause to suspect that a pupil is being abused by another pupil or that they are suffering, or likely to suffer significant harm, they should immediately discuss their concerns with the DSL or a DDSL who will then ensure a coordinated approach and refer any abuse to the relevant agencies. This includes the electronic circulation of inappropriate images of pupils e.g. images shared via a mobile phone, handheld device or social website.

Details of acceptable use of ICT and measures taken to promote E-Safety can be found in the school's E-Safety Policy.

### **Youth Produced Sexual Imagery (YPSI)**

Staff should be aware that incidents of YPSI being sent or received are becoming increasingly common and that when a child sends (distributes) such images they may be breaking the law and leaving themselves vulnerable to exploitation by third parties. In addition there is increasing evidence that such activity may result in depression, self harm and, in extreme cases, suicide. All such incidents will always be treated as a safeguarding concern.

### **Forced Marriage**

A forced marriage is a crime in England. It is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

### **Honour Based Violence (HBV)**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## **7. Particularly Vulnerable Children:**

Staff and volunteers need to be particularly vigilant with regard to certain children:

### **Pupils with Special educational needs and disabilities (SEND)**

Children with SEND can face additional safeguarding challenges. Staff should understand and be mindful of additional barriers that can exist in recognising abuse and neglect in this group of children such as:

- assumptions that indicators of possible abuse such as behaviour, mood and
- injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by bullying without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers

### **Children Subject to a Child Protection Plan**

Any incidents or concerns involving these children must be reported immediately to the allocated Social Worker.

### **CYPiC/Looked After Children**

Any incidents or concerns must be brought to the notice of the DSL who is also the designated teacher for LAC.

### **Domestic Violence**

Children living in a household where violence is an issue: any pastoral concerns must be referred to the appropriate DSL.

In addition, extra support and protection may be required for children who are vulnerable by virtue of:

- disability,
- mental health issues,
- homelessness,
- refugee/ asylum seeker status,
- alcoholism or substance abuse within the family,
- young carers

## 8. Prevent (Radicalisation of vulnerable people)

The Counter-Terrorism and Security Act 2015, places a duty on school to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty). Prevent is one of the four key principles of the CONTEST strategy, which aims to stop people becoming terrorists or supporting terrorism. The Prevent Strategy addresses all forms of terrorism including extreme right wing but continues to prioritise according to the threat posed to our national security. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism and operates in the pre-criminal space before any criminal activity has taken place.

**Radicalisation** refers to the process by which people come to support, and in some cases to participate in terrorism

**Violent Extremism** as defined by the Crown Prosecution Service (CPS) as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Foster hatred which might lead to inter-community violence in the UK

Report any concerns to the DSL who can contact the MASH for discussion and referral. If you believe a child or young person is at immediate risk contact the police on 999.

Further advice can also be sought from:

Channel Coordinator(s) (DC Muj Hussain & DC Jane Wilcock)  
Central Park HQ  
Greater Manchester Police  
Northampton Road  
Newton Heath  
M40 5BP  
Tel - 0161-856 6103  
Tel 101 or in an emergency Tel 999

DfE Helpline

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact the DfE helpline. Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Email [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

## 9. E-Safety

E safety education is delivered through ICT lessons at Key Stage 3 as well as through PSHE, form time and assemblies. Cyber-bullying by pupils via text/email/social media is treated seriously and managed through our anti-bullying policy.

Appropriate monitoring and filtering systems are in place and reports are analysed to identify any pupil at risk. Further details are found in our E-Safety Policy.

## 10. Support for pupils

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:-

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as social services, Healthy Young Minds, education welfare service and educational psychology service;

There are three main elements to safeguarding children at Parrenthorn:

- A. Prevention** – this includes a positive school atmosphere and ethos where staff refer any concern at an early stage, where safeguarding is a high priority and staff are vigilant. Support for pupils is provided through an effective pastoral system and delivered through PSHE, subject curriculum, assemblies and form time information and discussion.
- B. Listening to pupils** – having effective systems in place and people to whom pupils can speak with about problems. Pupils are encouraged to speak to any adult particularly their form tutor as a first point of contact. Peer mentors are also trained in safeguarding and what to do in the event of a disclosure and any pupil can self refer to the school counsellor. Pupil voice is also gathered at parents evening and in subject area questionnaires. We also listen to pupils through School Council, PSHE and form time. The school regularly informs pupils about safeguarding through the curriculum, Form Time, PSHE drop

down days and assemblies. Relevant websites and sources of information are available via the school website and regular updates are communicated through school's social media such as twitter.

- C. **Protection and support** – staff are trained and follow school procedures when a child is in immediate danger and has robust recruitment procedures. Support to pupils and staff including those who are survivors of abuse, this includes working with other agencies and taking action when things fail to improve.

## 11. Procedure in the event of disclosure from a child

It is important that children are protected from abuse. In the event of a disclosure from a child, it is important that you:

- RESPOND -** Stay calm even if what you're hearing is difficult. Respond with minimal encouragers and open body language.
- LISTEN -** Don't ask questions other than to clarify what is being said. Your job is not to investigate, so avoid the child having to repeat their story. Leading questions can also cause 'contamination of evidence' for any subsequent investigation and court proceedings.
- REASSURE -** Reassure the child that they have done the right thing in telling you.
- BOUNDARIES-** Do not promise to keep secrets. Find an appropriate early opportunity to explain that it the matter will only be disclosed to those who need to know about it.
- CLARIFY -** What you will do next and with whom the information will be shared. In most cases, concerns should be discussed with parents/carers. The Designated Officer will be key in this. **NB:** If you suspect a child is being sexually abused or is being directly physically harmed through giving or denying medication, then you are advised **not** to discuss with parents/carers but refer immediately to the DSL who will refer to Children's Social Care.

These procedures must be followed whenever an allegation is made that a child has been abused. A written record should be completed on a 'safeguarding concern form' (located on the staff shared drive and paper copies available from the school office) must also be made where there is a cause for suspicion of abuse towards a child and discussed with the Designated Safeguarding Lead.

If you are still concerned after speaking to the parents/carers, or if you are not sure what to do, contact the MASH Team. This is the role of the Designated Safeguarding Lead.

If possible, ask the parents/carers for their permission to share information with the MASH Team.

Where the DSL is not available concerns should be reported to the Deputy DSL Mr N Moores.

The Police can also be contacted where needed:

A telephone call to the Multi-Agency Safeguarding Hub team must be followed up within 48 hours with a [completed inter-agency referral form](#) detailing the main points of the conversation. This is the responsibility of the Designated Safeguarding Lead.

The Multi-Agency Safeguarding Hub team are responsible for the course of action. The decision should be made within one working day and you should be advised of the decision.

### **Keeping a good record**

When a child protection concern arises, it is essential you record what is said or seen and what action was taken as soon as possible. Without this, information may be forgotten or vital details may be missing. An accurate record should be made using the 'Safeguarding Concern' referral form saved on the staff area (pro-forma available from the school office). The following information should be recorded:

- Date and time of incident or disclosure
- Location
- Relevant parties involved, names and their relationship to child
- Description of abuse or injuries observed
- Use the child's own words where possible.
- What was said or done and by whom.
- Ensure that the record is signed and dated.

This information will always be kept up to date and in a secure place, only available to those people that need to know.

## **12. General Welfare Concerns**

A general welfare concern can be defined as being where a pupil is failing to achieve one or more of the outcomes for children as outlined by the Every Child Matters agenda and where child protection is unlikely to be an immediate issue. It includes where a child maybe failing to achieve at school owing to an unmet learning need.



Staff must be prepared to report concerns no matter how small these concerns may appear because providing early help is more effective in promoting the welfare of children than reacting later. All welfare referrals should be passed on to the Head of Year in the first instance.

Such a welfare concern may result in an early help assessment and staff should be aware that children may be at increased need of early help if they are a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care and/or
- is showing early signs of abuse and/or neglect.

The school adopts a **WARM** approach when dealing with each welfare referral:

- **W**elfare concern raised directly to HOY
- **A**ssessment by HOY
- **R**esponse (No action; continued monitoring; referral to SENCo; Early help family Support Plan; referral to the MASH, parental meeting)
- **M**onitoring until it is deemed that there is no longer a concern.

Usually welfare issues are resolved quickly and sensitively through discussion with the pupil and/or parent.

#### **Procedure for HOY/DSL:**

- Level 1 represents children with no identified additional needs. Their needs are met through universal services.
- Level 2 represents children with additional needs that can be met by targeted support by a single agency or practitioner.
- Level 3 represents children with additional needs that can be met by targeted support by a multi-agency support package (Early help family Support Plan, Team Around the Family, TAF).
- Level 4 represents children with significant needs that persist and have not been met by targeted support (Child in Need, CIN).
- Level 5 represents children with complex and enduring needs at the highest level of vulnerability that will be met by multi-agency support from specialist services led by Social Care.

Children may enter any level at any age or stage of development and may move between levels as their circumstances and needs change.

In most cases it is anticipated that following the assessment a single agency approach will be sufficient to resolve the concern and the school will normally aim to contact the parents/guardians at an early stage in an attempt to work together to address the concern.

Where a welfare issue remains unresolved or where it is clear that there are additional unmet needs or that a multi-agency approach will be required, the School will consider working with the family using an Early help family Support Plan. This may result in a Team Around the Family Meeting (TAF) at a later stage involving professionals from additional agencies. The use of an EHFSP will require consent and cooperation from parents and the pupil and a member of staff acting as the lead professional.

Where consent is not obtained to an EHFSP being carried out the school will continue to monitor and support the pupil and family.

Consent to share information should be gained from a parent or a Gillick competent child unless:

- There is evidence that a child is suffering or likely to suffer significant harm.
- There is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.
- There is a need to share information to prevent significant harm from arising to a child.

If at levels 1–3 a parent does not give consent this may, in itself and depending on circumstances, demonstrate that a referral to Children's Social Care is required.

Where on balance, the assessment is that the situation is not improving despite the use of an EHFSP or failing TAF, then a referral via interagency may be deemed necessary which should be made through the Multi-agency Safeguarding Hub (MASH). Consent of the parents is required for referral to the Early Help. If consent is withheld then the school will refer to MASH as a Child in Need with a view to a section 17 assessment being conducted by Social Care.

### **13. Sharing Information – Confidentiality and Data Protection**

The Data Protection Act 1998 and human rights laws are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

Child protection raises issues of confidentiality which should be clearly understood by all.

Staff and volunteers have a responsibility to share relevant information about the protection of children with other agencies, particularly investigative agencies.

Clear boundaries of confidentiality will be communicated at all times to service users. Staff must only discuss their concerns with their line manager or the Designated Safeguarding Lead. It is their decision to pass on their concerns to agencies that need to know.

Where possible, consent should be obtained from the child before sharing personal information with third parties. Where a disclosure has been made, staff should let the child know the position regarding their role and what action they will take as a result and why. In some circumstances, obtaining consent may be neither possible nor desirable as the safety of the child is paramount.

All child protection records should be kept secure and accessible only by relevant staff.

### **Use of photographic / video equipment**

To comply with the Data Protection Act 1998, consent to take and use images of children should be obtained from the parent / carer prior to the taking of photographs and/or video footage.

Parents / carers are made aware of when, where and how the images may be used to give their consent.

## **14. Child Missing in Education**

The Education (Pupil Registration) (England) (Amendment) Regulations 2016 came into force on 1st September 2016 and serves to strengthen the existing regulations so that schools work jointly with the LA to investigate and obtain the information we need to ensure that all children of compulsory school age are safe and receiving suitable education. We have updated our CME processes accordingly, which are as follows:

- Provide information to the LA within 5 days of registering a new pupil at a non standard transition point.
- Inform the LA when deleting a pupil's name from the admission register for any reason; including providing the LA with details of:
  - The full name of the pupil
  - The child's new residence
  - The full name of the person with whom they will reside
  - The date from which they will reside there
  - At least one telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency

(where it is reasonably practicable to obtain this information)

- The name of the new destination school receiving the pupil – including the first date on which the pupil is due to attend (where it is reasonably practicable to obtain the information); and
- The specific grounds under regulation 8 of the Education (Pupil Registration) (England) (Amendment) Regulations 2016 (Annex A) upon which their name is to be deleted from the admission register.

In addition, the amended regulations also now require schools to undertake joint 'reasonable enquiries' to identify a pupil's whereabouts in collaboration with the LA when there is a continuous unauthorised absence after 20 school days or more. Where, despite the best efforts of school staff, it has not been possible for you to ascertain the above information schools are required to complete and submit a CME Form to the LA.

In addition, the school will alert the Local Authority in the following cases:

- Where the child is removed from school to be home educated;
- Where the family has apparently moved away;
- When the child has been certified as medically unfit to attend;
- When the child is in custody for more than four months, or has been permanently excluded;
- Where a child fails to attend school regularly.

Further guidance: [Child missing in education 2016](#)

## **15. Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked

after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

Staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **16. Visitors, Identity Checks and ID Badges**

All visitors during the school day are required, on arrival, to sign in at the School Office. Visitors will be issued with an appropriate visitor's badge. Visitors should remain under the supervision of a member of staff at all times and be escorted back to the School Office where the badge must be returned. Any person who is visiting the school to work directly with young people on a 'one off' activity should have his/her identity checked or verified by the school office and may not be left unsupervised with children.

All staff wear ID badges. In the case of a forgotten badge a temporary badge should be collected from the business manager.

## **17. Safe recruitment and induction of staff members and volunteers**

Parrenthorn High School operates appropriate recruitment and induction procedures that take account of the need to safeguard and promote the welfare of children and young people. This includes all newly recruited staff, board members and volunteers being asked to:

Undergo the appropriate Disclosure and Barring Service (DBS) check to their post. This is due to the regular contact Parrenthorn High School has with the wider community.

Access basic child protection training to raise awareness of the foundation issues, repeated every 3 years;

Familiarise themselves with the procedures contained in this policy;

## **18. Managing allegations made against staff member and volunteers**

High School operates appropriate procedures for managing allegations made against staff members and volunteers. If an allegation is made against a member of staff, governor or volunteer, or abusive behaviour is witnessed this should be referred to the designated officer for dealing with allegations; Headteacher Mr C Bell if the allegation is about the designated officer, this should be referred to the Chair of Governors Mrs T Critchley. The allegation should be referred to the Local Authority Designated Officer for managing allegations against people who work with children (the "LADO") on 0161 253 6168. If the LADO is not available then advice should be sought from a senior member of MASH. Consent from parents is not required when contacting the LADO.

## **19. Training**

All staff and volunteers are reminded of their responsibilities and procedures relating to safeguarding issues in September and at suitable times throughout the year. For example, if there is a change to procedure. There is additional input each year, which keeps staff abreast of safeguarding changes and keeps the safeguarding culture live and encourages a culture of vigilance.

The school records the date of last safeguarding training on the single central record.

All staff complete on-line training covering the prevent duty and additional training appropriate to their role.

Currently, the DSLs receive training in child protection and inter-agency working each year. The Headteacher and whole staff receive regular safeguarding training in line with BSCB regulations (currently every three years). Additional training is also arranged each year for colleagues with specific responsibilities (eg Heads of Year/Pastoral Manager).

New staff receive induction training on safeguarding issues from a Designated Safeguarding Lead or Deputy Safeguarding lead as part of their new staff induction. All members of staff and governors have read and signed a document that they have understood; Part 1 Keeping Children Safe in Education.

The Safeguarding Policy is available to all staff electronically saved in the policies folder in the staff area or in hard copy from the Designated Safeguarding Lead.

## 20. Whistleblowing

The school has a separate Whistleblowing Policy. If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headteacher (or to the Chair of Governors where the concern relates to the Headteacher). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Depending on the circumstances under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body.

## 21. Safeguarding Contacts

Name	Role/Designation	Contact details
Mrs N Woo	Designated Safeguarding Lead	<a href="mailto:nwoo@parrenthorn.co.uk">nwoo@parrenthorn.co.uk</a> 0161 772 9132
Mr N Moores	Deputy Designated Safeguarding Lead	<a href="mailto:nmoores@parrenthorn.co.uk">nmoores@parrenthorn.co.uk</a> 0161 772 9123
Cllr A Simpson	Designated Governor for Safeguarding	contacted via the school office on 0161 773 8634
Mrs T Critchley	Chair of Governors	contacted via the school office on 0161 773 8634
Mr C Bell	Headteacher	<a href="mailto:cbell@parrenthorn.co.uk">cbell@parrenthorn.co.uk</a> 0161 772 9126

The school will ensure that there is a duty DSL available in school for face to face contact at all times during a normal working day, out of hours (including weekends) and during holidays. Staff have been given out of hours contact details for the DSL and DDSL.

However, if it is not possible to contact the DSL or the DDSL and there is a genuine feeling that a child is at risk of suffering significant harm, than any member of staff can make a referral:

The Bury Multi-Agency Safeguarding Hub (MASH) Team  
Telephone: 0161-253-5678  
Emergency Number: 0161-253 6606 (out of hours)  
Police: 0161-872 5050

## **Further contacts**

Local Authority Designated Officer (LADO) – Mark Gay 0161 253 5342

Lead Officer (schools and Extended Services) for Safeguarding at Bury LEA :  
Pauline Baker 0161 253 6972

Early Help Consultants: 0161 253 5200

Initial response Team - 0161 253 5454

School Nurse Patricia Doherty : 0161 762 3296

## **22. Advice and Helplines**

Anti-bullying in Schools Project -0161 253 5884

Asian Helpline – 0800 096 7719

Banardos-020 8550 8822

[www.banardos.org.uk](http://www.banardos.org.uk)

Beating Eating Disorders-(helpline)-0845 634 1414 (Youth line)-0845 634  
7650 [www.b-eat.co.uk](http://www.b-eat.co.uk)

Children's Information Service- 0800 731 4611

[www.childcarelink.gov.uk](http://www.childcarelink.gov.uk)

Child Accident Prevention Trust- 020 7608 3828

[www.capt.org.uk](http://www.capt.org.uk)

Childline -0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

Contact a family (for families with Disabled Children) -0808 808 3555  
[www.cafamily.org.uk](http://www.cafamily.org.uk)

Counselling Direct- 0161 253 6337



CRY-SIS Helpline-08451 228 669

[www.cry-sis.org.uk](http://www.cry-sis.org.uk)

Early Break Drugs Service- 0870 389 2080 Emergency Duty Team- 0161 253 6606

Family Planning Association (FPA)- 08451 228 690

[www.fpa.org.uk](http://www.fpa.org.uk)

Gingerbread- 0800 018 4318

[www.gingerbread.org.uk](http://www.gingerbread.org.uk)

Prestwich Police Neighbourhood Team Whitefield Police Station – 0161 856 8204

Kidscape(Parents Bullying Helpline)- 08451 205 204 [www.kidscape.org.uk](http://www.kidscape.org.uk)

National Drugs Helpline(FRANK)- 0800 77 66 00

[www.talktofrank.com](http://www.talktofrank.com)

NSPCC-0808 800 5000

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Runaway Helpline- 0808 800 7070

Teenage Pregnancy Support- 0161 797 5958 Young People's Advisory Service – 0161 761 2136

## **Appendix 1.**

### **Information and Code of Conduct for Volunteers**

Parrenthorn High School highly values parents and others who volunteer to help out with school activities. We hope to encourage your support, contributions and assistance. Many school activities would be at risk if not for your help and many of our pupils benefit greatly from it.

It is our duty to ensure that whilst you are engaged in voluntary activities for the school we care for you and ensure your safety. We also, of course, have a duty to ensure that our pupils' welfare is promoted, they are cared for appropriately and they are safeguarded from any harm.

This information is to inform you of the measures we need to apply to ensure that all volunteers and pupils are safe and cared for.

- **Disclosure and Barring Service (DBS) formerly CRB**

We have a responsibility to ensure that all adults working for the school are suitable people to work with children. The Department for Education and the Local Authority set out guidance regarding when adults working on behalf of the school must be subject to these checks. This means that depending on the nature and regularity of your help, also the level of contact you have with children, we will need to ask for your permission for a DBS check.

This check is to ensure that you are not included on Independent Safeguarding Authority list of those people who have been barred from working with children, you do not have relevant convictions, and the police do not have any other information about you which suggests that you may be unsuitable to work with children.

This information is solely for the purpose of ensuring that our pupils are safe from unsuitable people. We can further assure you that this information will be kept confidential to those who 'need to know' and securely stored. If you do have convictions this does not mean that you will be considered unsuitable, usually this would only apply if a person has convictions for offences against children, sex offences or offences of serious violence.

No checks will be undertaken without your agreement and you will receive a copy of the check.

In some instances we may ask for your permission to seek information from another person regarding your suitability to work with children e.g. from an employer.

If you have any concerns or would like further information about checks, please discuss these with Mrs Woo Deputy Head Teacher.

- **Welfare and Safety of Volunteers and Children**

We undertake to ensure that any activities which you are involved with are planned properly and safely, also that you are consulted on and informed of these plans. This helps us to make sure that you are happy and comfortable with the arrangements, you also have the opportunity to make us aware of any anticipated difficulties, reservations or problems which arise. We further undertake to ensure that at all times you will have access to a member of the school staff should any emergencies arise or you need to talk to someone immediately regarding any difficulties.

- **Code of Safe Conduct**

It is essential that we acknowledge that the vast majority of volunteers behave appropriately whilst working with our pupils. However, expected conduct of adults working in or for a school is sometimes different to that which applies whilst caring for our own children. Conduct is also governed by certain laws and government guidance (e.g. smacking other people's children is not allowed). Further, staff and volunteers sometimes express uncertainty as to what is and isn't acceptable and ask for guidance regarding those behaviours which, whilst most probably innocent, may be considered illegal, improper or could be misconstrued by another person.

The following, therefore, gives a guide to appropriate conduct whilst working in or on behalf of the school (e.g. residential visits, out of school activities). Adherence to this code will ensure that both children and adults are safe, including from the possibility of allegations being made against them.

**You should always:**

- Adhere to all school policies, many of which are specifically written with safeguarding in mind. For example:, Anti Bullying, Professional Relations Policy.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and 'positive role model' to the pupils
- Observe other people's right to confidentiality (Unless you need to report something to the Safeguarding Officer e.g. concerns about a child protection issue).
- Treat all children equally; never confer favour on particular children, or build 'special relationships' with individual children.

Report to the Head Teacher (or in the case of an allegation concerning the Head Teacher the Chair of Governors), as soon as possible:

- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation, against yourself.
- Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where

you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.

- Any behaviours of another adult in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures

**You should never:**

- Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- Discriminate either favourably or unfavourably towards any child.
- Give personal contact details, text email or telephone, or make arrangements to contact, communicate or meet children outside of school.
- Develop 'personal' or sexual relationships with children.
- Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so
- Make inappropriate\* remarks or jokes of a personal, sexual, racial, discriminatory, intimidating or otherwise offensive nature.
- Be sarcastic, embarrass or humiliate, make remarks or "jokes" to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate\* or offensive nature
- Give or receive (other than 'token') gifts unless arranged through your line manager / Head Teacher, for example, outgrown sports kit, football boots or uniform.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
- Behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, fail to use seatbelts and drive in a safe manner at all time whilst transporting children.
- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress which is likely to impair your judgement.

\* Please note:

It is the perception of the person subject to a remark or action rather than your stated intention that defines 'appropriate' or 'inappropriate'.

I \_\_\_\_\_ have read the school's information for volunteers and agree to abide by the Code of Safe Conduct therein.

Signed: \_\_\_\_\_

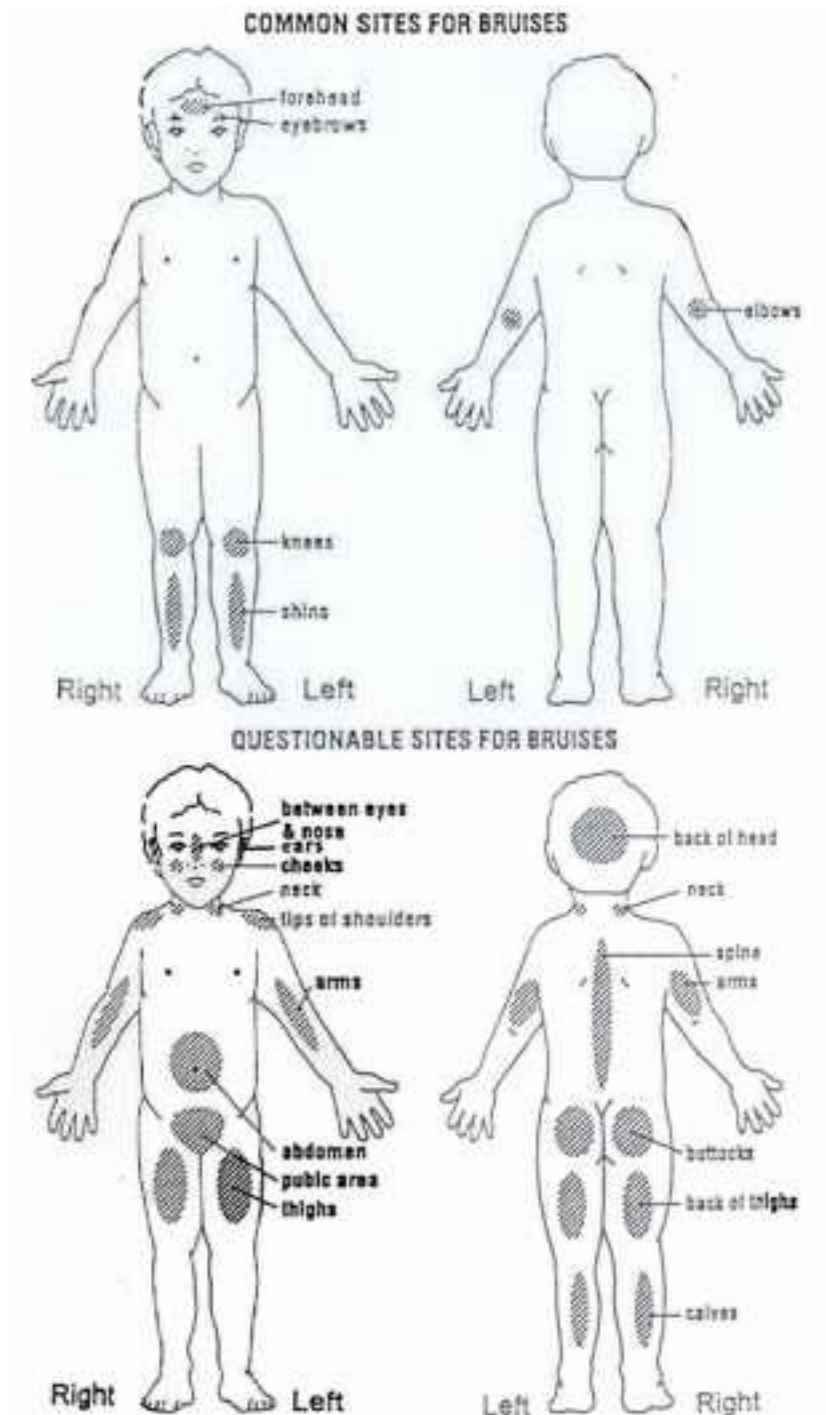
Date: \_\_\_\_\_

Many thanks for your support of the school and it's arrangements for the safety and care of children and adults in our school community

...C Bell.....Headteacher

## Appendix 2

### Common sites and questionable sites for bruises



## **Appendix 3**

### **Job Description for the Designated Safeguarding Lead**

The broad areas of responsibility for the designated safeguarding lead are:

#### **Managing referrals**

- Refer all cases of suspected abuse to the local authority children's social care and:
  - o The designated officer(s) for child protection concerns (all cases which concern a staff member),
  - o Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
  - o Police (cases where a crime may have been committed).
- Liaise with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

#### **Training**

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.

- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raising Awareness**

- The designated safeguarding lead should ensure the school's or college's policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.



## Appendix 4

### Safeguarding and Child Protection Annual Checklist for Staff

Name .....Position .....

- I have received Parrenthorn High School's Safeguarding Policy and know how to access the most up to date version of it on the school website, from the policies folder on the T drive (staff area) or from the Designated Safeguarding Lead.
- I have received Keeping Children Safe in Education 2016 (Part 1) and I have read them and understood it.
- I have received the Staff Code of Conduct (contained within the Staff Handbook), have read it and agree to abide by it and understand that I may be the subject of disciplinary action should I fail to do so.
- I have read and have an understanding of the principles outlined in the above documents and agree to abide by the contents of these documents.
- I have an understanding of the current guidelines and legal contexts regarding Child Protection.
- I have an understanding of the definition of abuse, the different types of abuse and what hurts children
- I fully understand the correct procedures regarding the reporting of a disclosure of abuse or a welfare concern to the relevant members of staff at Parrenthorn.
- I understand the correct procedures regarding the reporting of an allegation against a member of staff including the Headteacher.
- I am aware of the name of the Designated Safeguarding Lead and Deputy safeguarding Lead at Parrenthorn High School.
- I am aware of the Prevent Duty and understand my obligation under this duty.
- I am aware of the school's Whistleblowing policy and where to access it.
- I confirm that I have not been involved in any activity/incident since my last DBS/CRB check or within the last 12 months which might result in a change to my DBS (previously CRB) status, should a new check be requested. (If you are unable to confirm this, please detail any changes in writing to the Headteacher immediately. This information is given in the strictest confidence.)

Signature ..... Date .....

**Appendix 5**

**Safeguarding Expression of Concern**

<b>Pupil(s)/persons involved –</b>	<b>Date/time -</b>
<b>Form –</b>	<b>Location -</b>

**Details/Account**

**Name and Role –**

If urgent, pass on your concerns immediately, in person to Mrs Woo, Designated Safeguarding Lead.

**Appendix 6**

**General Welfare Expression of Concern**

<b>Pupil -</b>	<b>Date -</b>
<b>Form -</b>	<b>Completed by -</b>

**Details/Account**

Please pass on to relevant Head of Year

Appendix 7

VISITOR/VOLUNTEER/WORK EXPERIENCE DETAILS

**PERSONAL DETAILS**

<b>Surname</b>	.....	<b>Preferred Title</b>	.....
<b>Forenames</b>	.....	<b>Previous Name</b>	.....
<b>Address</b>	..... .....		
<b>Post Code</b>	.....	<b>Date of Birth</b>	.....
<b>Home Tel. No.</b>	.....	<b>Mobile Tel. No.</b>	.....
<b>E-mail Address</b>	.....		
<b>Emergency contact details</b>	..... ..... .....		

**Days to be in school/Dates to and from**

.....  
.....

**Reason for being in school**

.....

**DBS required YES / NO**

**If required enhanced certificate to be given to Mrs K Cross with this form** .....

**Employer details** .....

**Member of staff organising** .....

**PLEASE NOTE THE MEMBER OF STAFF IS RESPONSIBLE FOR THIS PERSON AT ALL TIMES.**

**Approved by** ..... **Date** .....