



ElmsBank

**Safeguarding and Child
Protection Policy and
Procedures**

Last Updated. September 2020
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This policy is reviewed every year
History of Document

Issue No	Author/Owner	Date Written	Approved by Resource	Received by Governors	Comments
1	Elaine Parkinson	September 2016	September 2016	September 2016	
2	Elaine Parkinson	October 2016	October 2016	October 2016	Version 2
3	Elaine Parkinson	September 2017			Version 3
4	Orienne Langley-Sadler	September 2019			Version 4
5	Orienne Langley-Sadler	October 2019			Version 5
6	Rebecca Carney	September 2020	Orienne Langley-Sadler Sep 2020		Version 6

WORRIED ABOUT A CHILD?

If you are worried about a young person speak to any of the following staff immediately:

**SLT Leads - Orienne Langley-Sadler: Katie Cass: Dave Herbert:
Alison Morrell: Nicola Pemberton: Catherine Dent: Emma Farnworth
Safeguarding Officer: Rebecca Carney
Pastoral Leads: Heather Bland: Sarah Barrett:
Nurture Middle Leader - Charlotte Smith
Fairfield Hospital – Rachel Rose
Unsworth Library – Sam Bradford
School Nurse – Helen Ashwell**

“SAFEGUARDING IS EVERYBODY’S RESPONSIBILITY”

Introduction

Elms Bank is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults feel confident about sharing any concerns which they may have about their own safety or the well-being of others. The welfare and safety of our pupils is paramount and we endeavour to promote the health, well-being and safety of all our pupils. Every pupil has the right to protection, regardless of age, gender, race, culture or disability. Elms Bank will provide support to those children who have been abused or are at risk of abuse.

As a school we understand the responsibilities set out under section 175 of the 2002 Education Act to work together in partnership with other agencies to help children to grow up in a healthy and safe environment. This policy draws on guidance for schools set out in: The Children Act of 2004, Safeguarding Children and Safer Recruitment in Education DCSF 2007, the Lord Laming report on Safeguarding 2009, Working Together to Safeguard Children DCSF (September 2019), Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 and Keeping Children Safe in Education (September 2020). The policy also encompasses guidance on the sharing of information from HM Government Information Sharing 2019 (non-statutory guidance).

All adults in the school have a duty to promote the welfare and safety of our pupils. The Children Act sets out these responsibilities as the requirement to keep children free from maltreatment, to prevent the impairment of children’s health and development and to ensure that children grown up in circumstances consistent with the provision of safe and effective care. All Elms Bank staff understand that they have the right to report concerns about a child directly to social care and are provided with annual safeguarding training on-site.

Elms Bank staff recognise they are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working

Together to Safeguard Children.

Elms Bank recognise that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Elms Bank staff understand that no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- **protecting children from maltreatment;**
- **preventing impairment of children's mental and physical health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and**
- **taking action to enable all children to have the best outcomes.**

Children includes everyone under the age of 18.

About This Policy

The Safeguarding and Child Protection Policy September 2020 is the only Child Protection policy which should be followed to keep children safe at Elms Bank. It has been produced to support all practitioners (including volunteers and students on placement) and all visitors working at Elms Bank in actions they take to keep the pupils of Elms Bank safe from harm. It supersedes all other Elms Bank Child Protection policies. This policy links to the following policies, guidance and procedures used within school:

- Behaviour Policy
- KCSIE 2020
- Attendance Procedures including CME and 1st day absence reporting
- Care and Control Policy and Use of Reasonable Force
- Mobile Phone Usage within School procedures
- ACES (Adverse Childhood Experiences – Attachment Aware Practice)

Policy Aims

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable" including those who have previously been looked after children and care leavers.
- Set out expectations regarding record keeping.

Staff Responsibilities

All adults working in this school (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Person with responsibility for safeguarding.

All staff working in this school (including visiting staff, volunteers and students on placement) are required to disclose to the Headteacher any relationships or associations they may have in school and outside (including online), that may place a child at risk.

Designated Safeguarding Lead: Orienne Langley-Sadler (Headteacher)

Senior Deputy Designated Safeguarding Lead: Rebecca Carney (Safeguarding Officer)

Deputy Designated Safeguarding Leads on SLT: Katie Cass (Deputy Headteacher): Dave Herbert (Assistant Headteacher): Alison Morrell (Deputy Headteacher): Nicola Pemberton (Assistant Headteacher): Catherine Dent (Assistant Headteacher): Emma Farnworth (Assistant Headteacher)

Deputy Designated Safeguarding Lead Pastoral Leads: Heather Bland (Pastoral Lead Inspire/Explore): Sarah Barrett (Pastoral Lead SP/Thrive/Nurture): Charlotte Smith (Middle Leader Nurture) Helen Ashwell: (School Nurse)

Safeguarding Governor: Bernie Garner

Governors:

- School governors ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- School governors ensure there is a staff code of conduct which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- School governors have overarching responsibility in ensuring that policies, procedures and training are effective and compliant with legislation.

The Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead Orienne Langley-Sadler takes lead responsibility for safety and child protection.

The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- Refer cases where a crime may have been committed to the Police as required.
- Update policies where appropriate
- Lead Safeguarding Training for all staff

- Help to promote high aspirations for children who have or are in need of a social worker or have experienced abuse and neglect. The DSL will ensure that the teachers working with these children understand their experiences and maintain a culture of high aspirations, identifying where additional support may be required.

Deputy Designated Safeguarding Leads (DDSL) – At Elms Bank the activities of the DSL can be delegated to the deputies and in particular to the Safeguarding Officer and Pastoral Leads, whose roles are to focus on safeguarding across the school and carry out the activities required to ensure that concerns about pupils are addressed appropriately. All deputies are trained to the same level as the Lead. However the ultimate lead responsibility for child protection remains with Orienne Langley-Sadler as Designated Safeguarding Lead; this lead responsibility is not delegated.

The Designated Safeguarding Lead and the deputies liaise with the local authority and work with other agencies in line with the Working Together to Safeguard Children guidance.

The Role of the Deputy Designated Leads

1. To lead under the direction of the Headteacher the development of safeguarding and child protection policies, training and procedures and guidance for the school.
2. To act as Deputy Designated Safeguarding Leads and fulfill the requirements of the role as described above.
3. To receive and coordinate referrals, arranging action and reviewing services for children and families including through formal meetings.
4. To maintain accurate, confidential and up to date documentation on all cases of social care, safeguarding and child protection.
5. To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.
6. To support the care of children where their living arrangements are at risk of breakdown (including local authority placements).
7. To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
8. To lead meetings (Child In Need, Looked After Child Reviews, Personal Education Plan Meetings, Team Around the Family Meetings) and attend a range of other meetings to ensure that each vulnerable young person receives the very best input from a range of services.
9. To offer counselling sessions to young people who require this level of support and be able to identify when this may be required.
10. To liaise with colleagues at Elms Bank in all aspects of supporting the safeguarding of young people.
11. To develop a toolkit for listening to the voice of the non-verbal young person to ensure that they are achieving their full potential and leading happy and fulfilling lives
12. To ensure that Elms Bank promotes a positive image in the community in all matters related to the care of young people.

13. To be responsible for and committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.
14. To have an understanding of the attainment levels of children who are identified as being vulnerable. Ensure staff teaching these students are aware of the additional barriers they face and promote high aspirations for this group of students, identifying where additional support is required.

In addition to above, each DDSL has a key area of responsibility as outlined below:

Rebecca Carney (Safeguarding Officer):

- Safeguarding and Child Protection policy
- Staff training (Prevent/FGM/Specific issues relating to health and wellbeing)
- Oversight of children who are identified as needing or receiving support in the form of CP, CIN, TAF and that plans are reviewed
- Outreach work with families who may be hard to engage or facing additional barriers
- To liaise with other local organisations regarding safeguarding practice

Alison Morrell (Deputy Headteacher): Heather Bland: Sarah Barrett: Charlotte Smith

- Behaviour Policy
- Care and Control Policy
- Attendance procedures including 1st day absence reporting procedures
- Emergency contact details
- Mobile Phone Policy

Katie Cass (Deputy Headteacher): Nicola Pemberton (Assistant Headteacher)

- Students understanding how to recognise when they are at risk and how to get help when they need it within the curriculum
- E-Safety
- Staff Induction – Safeguarding practices

Dave Herbert (Assistant Headteacher):

- Securely seeking transfer of safeguarding files when students are entering/leaving Elms Bank
- Monitoring of Alternative Provision Provider's Safeguarding/Attendance protocols
- SLT Lead on Multi Discipline Team Meetings around complex students
- Designated lead for Children Looked After (LAC)

Kristie Bloomfield (Executive Business Manager): Georgie Barnett (HR)

- Single Central Record
- Pre-Employment Check Sign Off
- Safer Recruitment
- Job Specifications and Recruitment Paperwork
- Visitor Leaflet
- Referrals for Supervision

Catherine Dent (Assistant Headteacher)

- Procedures for volunteers, students on placement and Teaching School visitors

Support for the DDSL

- Line management with the Designated Safeguarding Lead, Orienne Langley-Sadler and/or Alison Morrell (Deputy Headteacher).
- Regular advice and support from Orienne Langley-Sadler and other DDSLs
- Regular training including lead responsibility training every 2 years.
- Administrative support to ensure record keeping is up to date and securely held.
- Regular supervision support from Margaret Cook/Kerry Dawson – 1 hour each half term
- The DSL will be given the time, funding, training, resources and support to:
 - Provide advice and support to other staff on child welfare and child protection matters
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
 - Contribute to the assessment of children

Supervision

Supervision support for the Designated Safeguarding Lead, the Deputies and the Leadership Team is in place. The support will be provided by:

Margaret Cook at All in the Mind
Tel 0161 763 7969/Mobile 07876 662272

KD Safeguarding (Kerry Dawson) 07854 200079

Training

All DSL and DDSLs have undertaken training to provide them with the skills and knowledge to carry out the role. This training is updated every two years and also includes Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills are refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- 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;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to understand the unique risks associated with online safety and be

confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college

- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

All other staff attend mandatory safeguarding training delivered before they begin employment at Elms Bank. As part of their staff induction, further training on policies and procedures within Elms Bank is covered. All staff are then trained in house annually by the DSL with refresher training being delivered where appropriate.

Raise Awareness

- The Designated Safeguarding Lead should ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body 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 in this; and
- Link with the local LSCB (Bury Integrated Safeguarding Partnership) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, in exceptional circumstances "available" means availability via phone or Skype or other such mediums is acceptable.
- It is a matter for the DSL alongside senior staff to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

What is a Safeguarding concern?

A safeguarding concern is anything that affects the wellbeing and welfare of our pupils. This could be to do with the maltreatment of individuals, an impairment of their physical or mental health and development or home circumstances which are not consistent with the provision of safe and effective care.

If a member of staff suspects that a child may be a victim of abuse, they should not try to investigate, but should immediately inform the designated or deputy designated leads about their concerns. Abuse can be of a physical, sexual or emotional nature. It can also be the result of neglect or exploitation. Staff must not keep to themselves any information about safeguarding which a child gives them; they are required by law to pass this information on.

Pupils with Additional Vulnerabilities at Elms Bank

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. At Elms Bank our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

At Elms Bank we have a wide range of staff expertise who are trained to recognise signs of abuse in pupils with additional vulnerabilities. These staff include the School Nurse - Helen Ashwell, SaLT - Frances Davies, Safeguarding Officer - Rebecca Carney and staff trained to deal with complex needs, autism and challenging behaviours.

Additionally we recognise that all our pupils may have one or more **ACES (Adverse Childhood Experiences)** and that this also increases their level of vulnerability. We aim to be an 'attachment aware' school with staff trained to recognise signs of ACES and approaches to use with our pupils in this position.

What is Child Abuse?

Abuse is a form of maltreatment of 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.

Recognising Abuse

Physical abuse may involve the 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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily a high level of violence, whether or not the child is aware of

what is happening. These activities may involve physical contact, including penetrative (eg. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children looking at or in the production of, sexual images, upskirting, watching sexual activities, or 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.

Emotional abuse is the persistent emotional ill-treatment 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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 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.

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 or 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 caretakers
- ensure access to appropriate medical care or treatment.

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

Specific safeguarding issues

All staff should have an awareness of safeguarding issues – some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

Expert and professional organisations are best placed to provide up to date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd, EDU Care and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education
- child missing from home or care

- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- contextual safeguarding – wider factors that may pose a threat to their safety
- criminal exploitation of children including county lines, trafficking and modern slavery
- domestic violence
- drugs
- 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)
- hate
- mental health
- missing children and adults strategy
- peer on peer abuse
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
- Upskirting

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Female Genital Mutilation (FGM) Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or assist a girl to perform FGM on herself. The FGM Act 2003 tightened this law to criminalise FGM being carried out on UK citizens abroad. Risk factors for FGM include:

- Low level of integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting a female elder from their country of origin
- Being taken on a long holiday to the country of origin
- Talk about a “special” procedure to become a woman

From October 2015 it has been statutory for teachers to report to police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher/teaching assistant has good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

Mental health concern Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Elms Bank staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. Staff who have a mental health concern about a child that is also a safeguarding concern, will take immediate action by following the steps outlined in Safeguarding procedures.

If staff have a mental health concern that is not also a safeguarding concern, speak to the DSL/School nurse to agree a course of action.

Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. Peer on peer/child on child abuse can manifest itself in many ways. This is most likely to include, but not limited to: bullying (including cyber-bullying), gender based violence/sexual assaults, sexting and upskirting.

At Elms Bank we recognise that incidents of peer on peer abuse should never be tolerated or passed off as "banter" or "part of growing up". Staff will take actions to minimise the risks of peer on peer/child on child abuse as follows:

- Promoting school values
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Understanding that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- Behaviour policy
- PSHE drop down days
- RSE
- Pastoral intervention
- Referrals to external agencies as required such as HYM, Early Break, Youth Offending, MASH.

Children can abuse each other emotionally, physically, or sexually. The abuse can take place in various settings, home, school, residential care homes, foster homes or on the streets etc. Peer to peer abuse can also occur online in the form of cyber bullying or sexting.

At Elms Bank we will not tolerate upskirting. Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment.

Any incidents of peer on peer/child on child abuse will be dealt with seriously and on a case by case basis. Consideration should be given to significance of the young person's

disability or learning difficulty when determining their intent to commit an incident of peer on peer abuse, their understanding of their actions and when assessing the risk posed by the incident of peer on peer abuse.

We recognise that children are capable of abusing their peers. We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- Staff must record the allegation and tell the DSL, but must not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Sexting:

If staff are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), they will report it to the DSL immediately.

Staff must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their parents and/or carers
- Say or do anything to blame or shame any young people involved

Staff will explain that the incident needs to be reported, and reassure the pupil(s) that they will receive support and help from the DSL.

The DSL will consider:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the imagery in order to safeguard the young person (**in most cases, imagery should not be viewed**)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents will be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, and other members of SLT staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents:

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police:

If it is necessary to refer an incident to the police, this will be done through reporting to GM Police via 101

Recording incidents:

All sexting incidents and the decisions made in responding to them will be recorded on CPOMS.

Elms Bank's Proactive Approaches to safeguarding include:-

- Online Safety is taught within ICT/PSHE Drop Down Days – taking advice from 'Teaching Online Safety in Schools' from DFE 2019.
- Students are taught about healthy relationships, sex education and healthy lifestyles through our PSHE, Respect, Independent living curriculums.

Safeguarding Procedures

Low-level / Ongoing concerns which are being monitored

- It is the responsibility of teachers to ensure that all concerns are appropriately reported, addressed and recorded. At Elms Bank in the first instance the Assistant Headteachers (AHTs) and pastoral leads are responsible for monitoring that safeguarding procedures are being adhered to. **Class teachers should address ALL low level concerns and record the concerns and their actions on CPOMS. Action is very important** to ensure that the child is appropriately kept safe. **Recording is very important** in that it informs all concerned parties about what has happened so far and also describes a context for the child in relation to concerns and where an individual concern fits into the bigger picture for that child. The Designated Safeguarding Leads can provide support and advice for low level concerns but should not be required to take actions for class teachers/AHTs/pastoral leads.

Cause for Concern / Ongoing Concerns

- For those with on-going issues, concerns need to be shared with the Safeguarding Officer/Pastoral Leads and well documented as this will be used as evidence in social care meetings. If you are unsure about any pupils, please speak to the Safeguarding Officer or Pastoral Leads. The Pastoral Lead is the first point of contact for external agencies. If a social worker contacts a member of staff directly, please ensure this is passed to the DSL/DDSLs before contact is made (unless she is absent).
- All social care concerns need to be recorded on the CPOMS online safeguarding system by the member of staff who is raising the concern. (Refer to Staff Handbook for how to access CPOMS). All Elms Bank staff will have the ability to log a concern about any pupil regardless of their class or role. Form teachers will have enhanced access to the system and will be able to view their class pupils' previous concerns. It is vital that all concerns are recorded however big or small as this can be used as **evidence** to support new referrals or existing cases within Children's Services. If in doubt over any concerns, speak to the Designated Safeguarding Lead or Deputy DSLs.

Signs of Abuse/Injury

- If a child has a visible injury a body map needs to be completed (Appendix A). This must be immediately passed on to the DSL or DDSL. The injury alongside a description and the body map should be recorded on CPOMS. The injury should be described as clearly as possible noting size, colour, location and any other relevant descriptions such as if the skin was broken. A child must never be asked to undress to show an injury. An injury beneath clothes can be looked at if the child asks a member of staff to do so or the child shows the injury themselves.

- Other immediate concerns should be reported immediately to Pastoral Leads/SGO. They may require the class staff or AHT to take action. If so they will direct this.
- If a child makes a disclosure of abuse, this needs to be reported immediately to the DSL or DDSL. The disclosure should also be recorded in writing using the child's own words and signed by the member of staff who has witnessed the disclosure. This should be handed to the Pastoral Leads or a member of SLT for secure record keeping and where possible, it should be scanned onto the CPOMS system.
- Any concerns regarding extremism and/or radicalisation must be dealt with in line with the school's Prevent Policy.

Early Help

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Leads, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking a Team around the Family Support Plan.

Making a Referral

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

Local Safeguarding Procedures

The Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all safeguarding concerns regarding children and young people in Bury. It brings together designated officers from Children's Services, Police, Education, Probation, Health and Six Town Housing, who are now co-located within Bury police station. The team have responsibility for screening and risk assessing referrals and making decisions as to the most appropriate intervention or signposting to other agencies to meet identified need.

Parents or carers should be made aware of a referral being made to the MASH unless to do so would:-

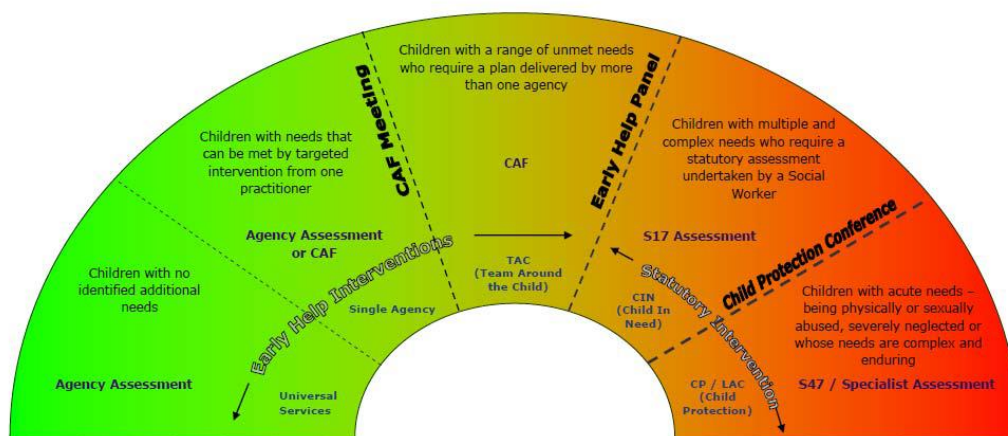
- Put the young person at increased risk of further harm (e.g. sexual abuse or fabricated or induced illness or forced marriage)
- Put the member of staff at risk.

Any person reporting a safeguarding concern should first contact MASH for a telephone consultation. It is important to have all relevant information to hand as well as the details of the young person and any others who are involved.

If the MASH request that a safeguarding referral is made, staff should complete an Interagency Referral Form. These can be obtained from the Pastoral Leads or in Staff Share (Q:) > General > Pastoral > Safeguarding > MASH. The completed form should be emailed to childwellbeing@bury.gcsx.gov.uk. A copy of the interagency referral form should also be uploaded to the young person's CPOMS record.

A member of the MASH will review the referral and make a decision within one working day as to what action will be taken. The continuum of need (see overleaf) is considered and outcomes can include no further action, completion of a Team around the Family

Support Plan or completion of statutory assessments by a social worker depending on the nature of the concern and the young person's level of need.



(Continuum of Need, Bury Integrated Safeguarding Partnership)

Contact details for making a referral to Children's Social Care Multi-Agency Safeguarding Hub (MASH)

Bury Police Station
Dunsters Road
Bury
BL9 0RD
Tel: 0161 253 5678

Emergency Duty Team (Outside Office Working Hours)
Tel: 0161 253 6606

Further guidance can be found in the Bury Integrated Safeguarding Partnership Thresholds Guidance:

<https://burysafeguardingpartnership.bury.gov.uk/CHttpHandler.ashx?id=20168&p=0>

As we have students who are aged 18 years and over at Elms Bank, staff must also be aware of the local procedures for reporting a safeguarding concern about an adult. Staff can also follow the same procedure to report concerns about any other adult such as a parent or carer.

Contact details for making a referral to Adult's Social Care Adult Care Connect and Direct

Textile Hall Manchester Road,
Bury,
Lancashire,
BL9 0DG
Tel: 01612535151

Emergency Duty Team for Adults (Outside of Working Hours)
Tel: 01612536606

Visit: <https://burysafeguardingpartnership.bury.gov.uk/index.aspx?articleid=14747>

Safeguarding Partnership

Bury Integrated Safeguarding Partnership

For further details see 'Bury Integrated Safeguarding Partnership via www.burysafeguardingpartnership.bury.gov.uk

In these arrangements:-

- The local authority is represented by Karen Dolton, Executive Director for Children, Young People and Culture and Julie Gonda, Director of Adult Services.
- The Clinical Commissioning Group will be represented by Cathy Fines, Clinical Director.
- The Greater Manchester Police will be represented by Super Intendent, Paul Walker.

Allegation against a member of staff or volunteer

In the event of suspected child abuse involving a member of staff, agency staff or a volunteer, Elms Bank will adhere to the guidelines as set out in both 'Keeping Children Safe in Education (Sept 2020) Part 4 and Bury Integrated Safeguarding Partnership (BISP). The guidelines will be applied in cases where it is alleged that a teacher or member of staff (including volunteers or agency staff) has:

- behaved in a way that has harmed a child, or may have harmed a child (under 18 years of age)
- possibly committed a criminal offence against or related to a child, or
- behaved towards a child(ren) in a way that would pose a risk of harm to children, or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children,

Any concerns relating to alleged abuse by a member of staff or volunteer must be reported immediately to Orienne Langley-Sadler (DSL) or one of the DDSL. From the information obtained and in relation to the guidelines listed above the DSL or in her absence, the DDSL will seek further advice and discuss as soon as possible (within one working day) any allegation, concerns or doubts with the Local Authority Designated Officer Mark Gay, 0161-253 5582/0161-253 5342, who will provide advice in such cases and will preside over the investigation when there is any allegation or suspicion of abuse directed against anyone working at Elms Bank. In the case of serious harm, the Police will be informed from the outset. For further advice contact the Whistleblowing Advice Line 0800 028 0285/ NSPCC website nspcc.org.uk or email help@nspcc.org.uk

In the event of an allegation being made against the Headteacher (Orienne Langley-Sadler) this must be addressed to Elaine Parkinson (CEO, Oak Learning Partnership). It is the CEO's responsibility to report the matter to the Designated Officer Mark Gay and/or the Police in accordance with the process above. In the event of an allegation being made against Elaine Parkinson (CEO) this must be addressed to Bernie Garner (Chair of Governors). Her contact details can be obtained from reception. If the Chair of Governors is not available, Elms Bank Reception will provide the contact details for the Vice Chair of Governors (Mary Freeman).

Please note – the quick resolution of any allegation against a member of staff must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation all unnecessary delays should be eradicated.

In response to an allegation it will be a priority to ensure that the child(ren) are safe and under no perceived threat from an alleged perpetrator. The question of suspension will be weighed against this priority and the need to ensure that other children in the school are kept safe. In this context Elms Bank has a duty of care to all pupils as well as other staff within Elms Bank. Staff suspension will not be the default position but the means to ensure there is compliance with the above priority and as a precautionary measure and without prejudice to pending further enquiries.

Where the member of staff is employed by an external agency, Elms Bank will take lead in liaising with their employer and the LADO to determine a suitable outcome. Elms Bank will take lead in seeking the facts regarding an allegation as the employment agency will not have full access to the members of staff and children involved, nor will they have full access to other information sought by the LADO during an investigation. The allegations management meeting which is usually arranged by the LADO will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the Police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

Staff Conduct

All school staff must ensure that their behaviour and actions do not place pupils and young people themselves at risk of allegations of harm to a pupil (eg. Conveying a pupil by car alone, or engaging in inappropriate electronic communication with a pupil). Staff can do this by always acting in a professional manner and ensuring that their actions and vigilance also promote children's safety and well-being, including but not limited to:

- images of pupils must only be taken using Elms Bank cameras. All images should be downloaded into the shared area and memory cards erased regularly
- no images of LAC children to be taken unless permissions are given from the LA who is responsible for the child
- personal digital devices, e.g. mobile phones, cameras and iPads, must not be used by children or staff to take images.

For further guidance, please see the Staff Code of Conduct in the Staff Handbook.

Elms Bank acknowledge that under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an educational setting to have a sexual relationship with a pupil, even when the pupil is over the age of consent.

Visitors

All visitors to Elms Bank will receive an information sheet on safeguarding/view the screen displayed in the reception area which informs them of actions to take should they have any concerns in relation to the welfare of a pupil or regarding a member of staff.

This ensures that at Elms Bank we acknowledge the responsibility of everybody to safeguard our young people.

Visitors are required to wear a lanyard denoting their status as follows*:

Green - Denotes a visitor / contractor who does have DBS clearance. These visitors do not need to be accompanied at all times.

Red - Denotes a visitor / contractor who does not have DBS clearance. These visitors should be accompanied at all times.

Grey - Denotes a supply teacher who does have DBS clearance.

Orange - Denotes a Governor who does have DBS clearance.

*During an outbreak of infection or when there is a Covid risk assessment in place, visitors will wear a clip on badge displayed clearly upon their persons which denotes their visitor status. This is to reduce the spread of infection caused by lanyards touching multiple surfaces.

Communicating with Parents

- All concerns need to be shared with parents. Low-level concerns can be shared in the home/ school diary or via telephone. More significant/on-going concerns need to be shared with parents over the phone. If in doubt see the Pastoral Leads.
- Phone calls to parents and home/school diary comments regarding concerns should be logged on the CPOMS system to ensure we have a record of the conversation.
- If a child has made an allegation, a member of SLT/SGO will contact the parent.
- The parent/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual abuse or if there is a reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing will be said ahead of the referral.

Attending Meetings

- All social care meetings need to be arranged through the School Pastoral Leads.
- You will be alerted to any upcoming meetings if they are in the next fortnight.
- Class teachers/AHTs should complete a 'Notes for TAF/CIN/CP Meeting' document and hand to the Pastoral Leads by the specified deadline prior to the meeting. The information should detail the current situation of the young person. Pastoral Leads are responsible for ensuring the class teachers in their KS/department complete these documents appropriately.
- If you are required to attend a social care meeting due to ongoing issues, you will be given prior notice in order to put cover in for the specified date and time. You must ensure to take notes of the meeting/decision making and pass these to the Pastoral Leads on return. These will be uploaded onto CPOMS.

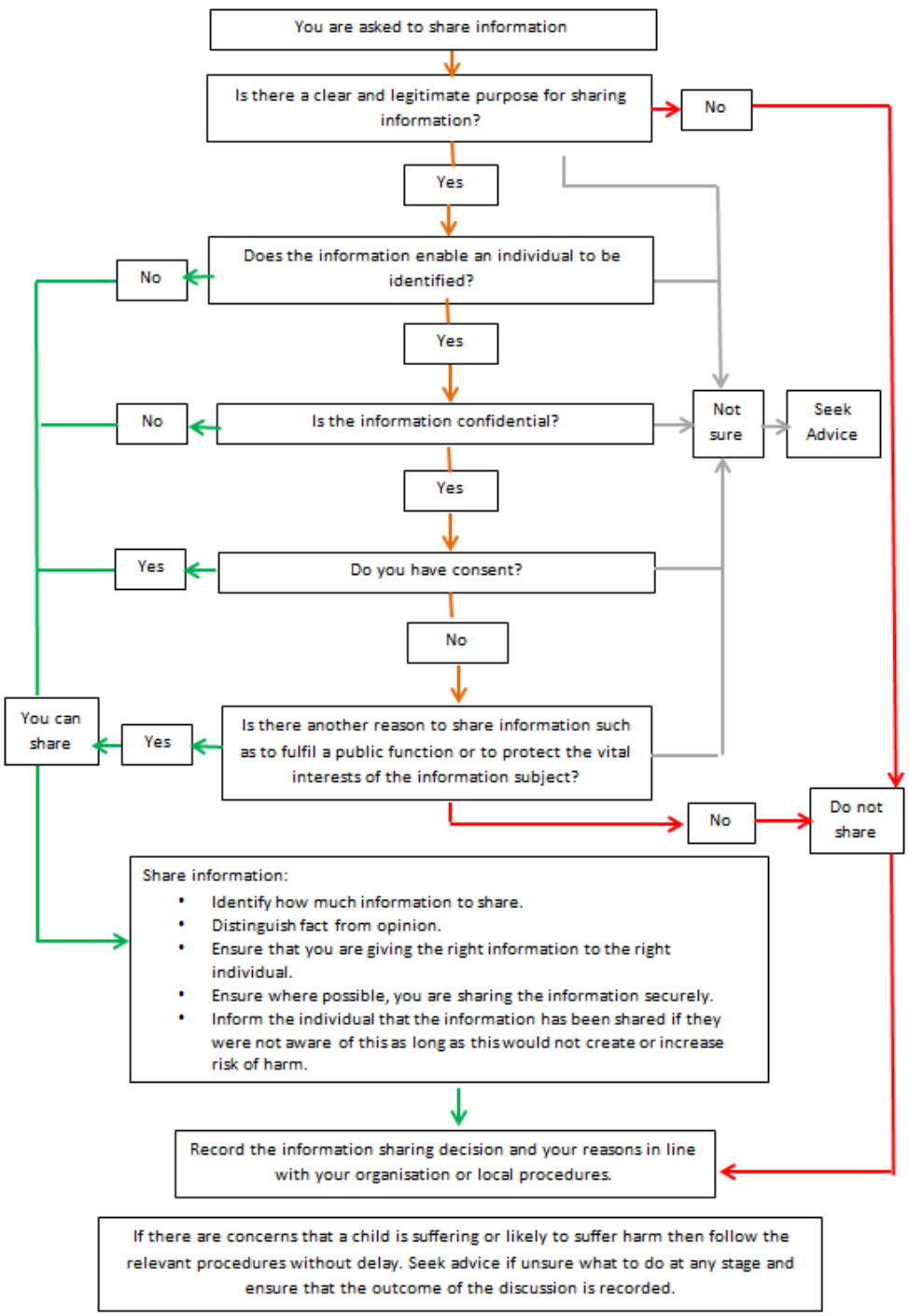
- Dates of future meetings need to be e-mailed to the Pastoral Leads or added to the CPOMS public planner.

Confidentiality & Sharing Information

- Information discussed in social care meetings is confidential and should only be shared with staff who are involved with the pupil. Information should be shared on a “need to know” basis and must not be discussed in front of pupils.
- All concerns should be handled in a confidential manner and only discussed with staff who are directly involved with the pupil.

In 2019, the government published revised guidance: Information Sharing 2019. Many professionals are wary about sharing information and are concerned about breaching the Data Protection Act/GDPR. This document is quite clear about sharing information and encourages practitioners to balance the risk of sharing with the risk of not sharing. **The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

Sharing Information (HM Government 2019)



Staff Recruitment

Guidelines set out in Keeping Children Safe in Education (Sept 2020) and adhered to in the safe recruitment practice means that Elms Bank School will ensure that all persons, including volunteers, who come into direct contact with children, will have undergone a

rigorous checking process. That process will scrutinise applications, verifying their identity and any academic or vocational qualifications, obtain professional and character references, check previous employment history and will ensure that a candidate has the health and physical capability for the job. Normally, a face to face interview will be conducted. An enhanced DBS (disclosure and barring service) certificate which includes barred list information will be required from all staff who will undertake regulated activity prior to employment.

Recruitment, selection and pre-employment vetting

It is vital that as a school we create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. This part of the guidance describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school or college. Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in Keeping Children Safe in Education 2020.

Covid

Current government guidance (Sept 2020) indicates that all children should be accessing school provision other than where there are exceptional circumstances relating to health conditions as outlined in government guidance or, because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19). These pupils will have provisions put into place to access home-learning. Elms Bank has produced a rigorous risk assessment to reduce and manage known risks to pupils and staff in relation to Covid. The risk assessment is available on the school website and is updated as required.

An addendum to this policy will also be available on the school website which will reflect the additional safeguarding measures put into place in the event of school closure or a reduced provision relating to Covid safety measures or any other event which impacts school’s usual provision.

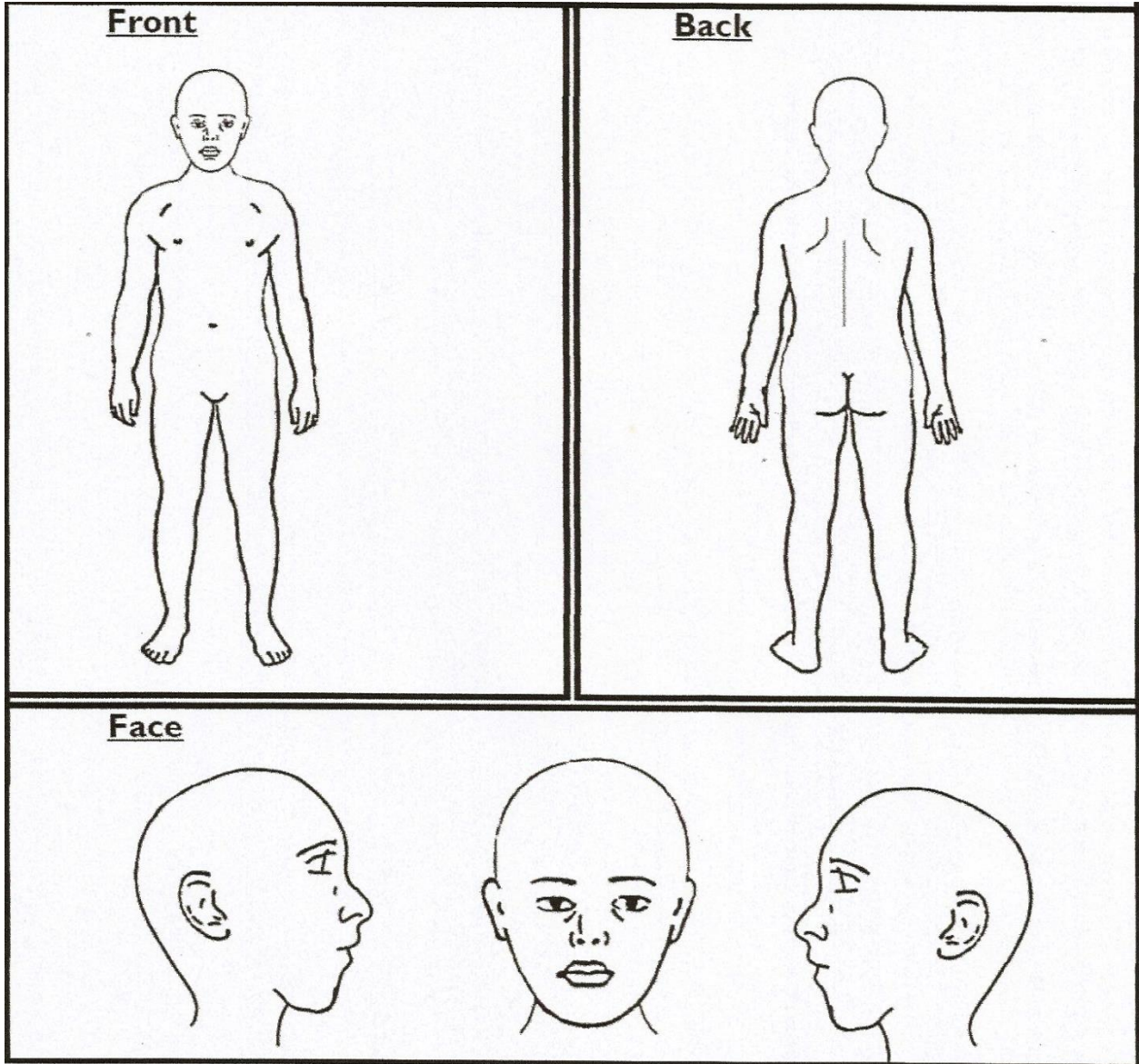
Elms Bank School Safeguarding and Child Protection Policy has been read and accepted by:		Date
Governor of Child Protection	Bernie Garner	
Headteacher	Mrs Orienne Langley-Sadler	09.09.20

Appendix A

Name:.....

Date & Time:.....

Name of Person Completing Form.....



Description of Injuries and Circumstances in which they have been found / disclosed:-

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If the young person volunteers an account of this injury (please do not prompt) give details:

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If the parent / guardian has given an account of this injury, give details:.....

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Action Taken:.....

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- Electronic Concerns Form Updated?**
- Safeguarding Officer / SLT notified?**
- Parent notified?**

Guidance

To be completed by the person who has seen the injuries themselves – to avoid discrepancies in reporting. This should not be completed over the phone. The body map should be used to document and illustrate visible signs of harm and physical injuries.

Clearly indicate the location of the injuries on the body map using black pen. Please also note the size (ruler below for guidance), colour and type of injury in the “description of injury” section.

Please take care recording details as this document could be used as evidence.

