



Safeguarding, Child Protection and Early Help Policy



St Peter's
C. of E. Primary School

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| Policy agreed (date): | September 2023 |
| Policy published (including on website) (date): | September 2023 |
| Next review (date): | September 2024 |

If you have concerns about a child who lives in Wigan contact:

Monday to Sunday 24 hours: 01942 828300

For a child living in Bolton contact: 01204 337479

or you can make a referral electronically.

In an emergency, please dial 999

Table of identified persons with specific lead responsibilities in relation to Safeguarding and other key agencies.

| Key Safeguarding Personnel | | | |
|--|--|--------------|---|
| Role | Name | Telephone | Email |
| Headteacher | Mrs N Green | 01942 258647 | headteacher@admin.hindleysaintpeters.wigan.sch.uk |
| Designated Safeguarding Lead (DSL) | Mrs N Green | 01942 258647 | headteacher@admin.hindleysaintpeters.wigan.sch.uk |
| Deputy Designated Safeguarding Lead (DDSL) | Ms A Halliwell Mrs J Birch Mr S Eccles | 01942 258647 | a.halliwell@questrust.org.uk j.birch@questrust.org.uk s.eccles@questrust.org.uk |
| Nominated Trustee | Mrs. K. Gore | N/A | k.gore@questrust.org.uk |
| Chair of Trustees | Revd Canon Dr. Crispin Pailing | N/A | c.pailing@questrust.org.uk |
| Designated Teacher for Looked After Children | Mrs V Klage Director of SEND | 01942 258647 | v.klage@questrust.org.uk |
| The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2023) | | | |
| Safeguarding Partner Contact Details | | | |
| LADO/Designated Officer (Allegations) | Andrew Chisnall | 01942 486042 | lado@wigan.gov.uk |
| Virtual School Head | Jennifer Mills Michelle Amberry | | jennifer.mills@wigan.sch.uk m.amberry@wigan.sch.uk |
| Children's Social Care referrals | Duty Team | 01942 828300 | https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/ProfessionalReferralForm.aspx |
| Early Help Hub | StartWell | 01942 486262 | EHH@wigan.gov.uk |
| Wigan Safeguarding Children Partnership (WSCP) | | 01942 486025 | wscbtraining@wigan.gov.uk |
| Link Social Worker | Laura Rae | 01942 404776 | L.Rae@wigan.gov.uk |
| CAMHS Link worker | Geraldine Brice | 01942 775400 | Geraldine.Brice@nwbh.nhs.uk |
| School Nursing / Health Visiting Service | Locality 3 | 01942 483889 | |
| Service Delivery Footprint (SDF) Huddle Manager | Tom Coulton | | T.Coulton@wigan.gov.uk |
| Housing | Wigan and Leigh Housing | 01942 404128 | propertyshop@walh.co.uk |
| If you believe a child or young person is at immediate risk of significant harm or injury, contact the Police on 999 | | | |

Definitions

Safeguarding is defined 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.

Child Protection refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

Introduction

This policy has been developed in accordance with the principles established by

- [The Children Act 1989 \(as amended\)](#).
- [The Children and Social Work Act 2017](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)

In addition to the revised documents:

- [Working Together to Safeguard Children 2018](#)
- [Keeping Children Safe in Education 2023 \(KCSIE\)](#)

Other key documents are noted, which have prompted changes to safeguarding requirements over time. This policy references these throughout where relevant:

- [Review of Sexual Abuse in Schools. \(Ofsted\) June 2021](#)
- [GDPR and the Data Protection Act 2018](#)
- [Information Sharing: Advice for Practitioners 2018](#)
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges \(guidance document\) 2021](#)
- [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)
- [Childcare Act 2016](#)
- [Child sexual exploitation, DfE \(2017\)](#)
- [The Prevent Duty, DfE \(2023\)](#)
- [The Human Rights Act 1998](#)
- [The Equality Act 2010](#)

This policy should also be read in conjunction with Wigan's Threshold of Need ¹Document/ Procedure and Wigan's Resolution Protocol².

This policy is consistent with all other policies adopted by the Trustees and should be read alongside the following policies relevant to the safety and welfare of our pupils:

Positive Behaviour Management Policy

Staff Code of Conduct

Teaching & Learning Policy

Equality Scheme

Whistleblowing Policy

SEN&D Policy

Relationships and Sex Education

Health and Safety

Safer Recruitment

Children Looked After

Support for Children with Health Needs who cannot attend School.

Anti-Bullying Policy

Allegations of Abuse against staff Policy

Complaints procedure

Attendance Policy

PSHE & C Policy

Supporting Children with Medical Conditions

ICT including E-Safety Policy

Risk Assessments

Intimate Care Policy

Missing Child Policy

¹ <https://www.wiganlscb.com/Professionals/Thresholds-of-Need-in-Wigan.aspx>

² [Resolution Protocol](#)

The aim of this policy is to ensure:

- All our pupil's/students are safe and protected from harm.
- Safeguarding procedures are in place to help pupils and students to feel safe and learn to stay safe.
- Adults in the education settings community are aware of the expected behaviours and the legal responsibilities in relation to safeguarding and child protection.
- All agencies are providing appropriate support to children and young people through adoption of the early help framework.

This will be achieved by:

- Supporting the child's/young person's development in ways that will foster security, confidence, and independence.
- Providing a high quality, safe and stimulating environment in which children and young people feel safe, secure, valued, and respected, feel confident, and are able to enjoy, learn and grow in confidence. Have positive relationships with the adults caring for them and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and young people, of their responsibilities in identifying and reporting possible cases of abuse (reference [Appendices 1 and 2](#)) and preventing and intervening earlier to address support and social needs of young people through the early help framework.
- Providing a systematic means of monitoring children / young people known or thought to be at risk of harm, and ensure we, QUEST, contribute to assessments of need and support packages for those pupils/students.
- Emphasising the need for good levels of communication between all members of staff.
- Developing a structured procedure within the education settings which will be followed by all members of the education settings community in cases of suspected abuse. Also, that staff have had access to specific training and awareness raising concerning:
 - Staff Code of Conduct
 - D/DSL training
 - KCSiE Part 1
 - Children Looked After (CLA)
 - Online safety training for staff
 - Safeguarding and Child Protection
 - Preventing Radicalisation
 - Children Missing from Education
 - Whistleblowing
 - Positive Behaviour Management
- Developing and promoting effective working relationships with other agencies, especially the Police, Health and Social Care.
- Ensuring that all staff working within our education settings who have substantial access to children and young people have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance) and a central record is kept for audit. The Guidance regarding DBS checks was updated by the [Protection of Freedoms Act 2012](#) and further information can be found regarding [what level of check is required for individuals which has been produced by the UK government](#)
- Curriculum – teaching about safeguarding: Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:
 - Developing pupil self-esteem and communication skills.
 - Promoting good mental health and developing strategies to encourage a positive mindset.
 - Developing strategies for self-protection including online safety.
 - Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent).

- These principles will meet the statutory requirements and underpin the new Relationships Education, Relationships and Sex Education and Health Education curriculum.

[To be read in conjunction with KCSiE 2023](#)

Scope

As outlined above, the term ‘safeguarding children’ covers a range of measures including child protection procedures. It encompasses a preventative approach through the early help framework to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

All staff are aware of the categories of abuse, which are:

- Physical abuse
- Emotional Abuse
- Neglect
- Sexual abuse

The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in *Appendix one*.

This policy assumes that any of the categories of abuse could be disclosed within the Boroughs of Wigan and Bolton and gives further information relating to individual types of abuse within this document in line with advice and guidance within Keeping Children Safe in Education 2023.

Expectations

All staff are:

- Familiar with this safeguarding policy and have an opportunity to contribute to its review.
- Alert to signs and indicators of possible abuse.
- Able to record and report concerns as set out in this policy.
- Able to deal with a disclosure of abuse from a pupil.
- Involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2023).

We recognise that all adults, including temporary staff⁴, volunteers and Trustees, have a full and active part to play in protecting our pupils/students from harm, and that the child’s/young person’s welfare is our paramount concern.

All staff believe that our education settings should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child or young person.

We recognise that a child/young person who is neglected, abused or witnesses’ violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of worth. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that the education settings may provide the only stability in the lives of children and young people who have been abused or are at risk of harm. Staff members working with children are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

We recognise that the early help framework provides opportunities to intervene early and prevent safeguarding issues developing, as well providing a framework for appropriate support to be wrapped around the child / young person and their family.

Responding to concerns/disclosures of abuse

Staff adhere to the following Dos and Don’ts when concerned about abuse or when responding to a disclosure of abuse.

Do:

- **Create a safe environment by offering** the child a private and safe place if possible.
- **Stay calm** and reassure the child and stress that he/she is not to blame.
- **Tell** the child that you know how difficult it must have been to confide in you.
- **Listen carefully** and **tell** the child what you are going to do next.
- Use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **Tell only the Designated or Deputy Safeguarding Lead.**
- **Record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

Don't:

- Take photographs of any injuries or copy any images from a child's phone onto your own device which could be classed as illegal content or an indecent image of a child.
- Postpone or delay the opportunity for the pupil to talk.
- Take notes while the pupil is speaking or ask the pupil to write an account.
- Try to investigate the allegation yourself.
- Promise confidentiality, eg. Say you will keep 'the secret'.
- Approach or inform the alleged abuser.
- In relation to **Sexual Violence** or **Sexual Harassment**, it is recognised that such incidents are not acceptable and will not be tolerated and it must not be passed off as banter or growing up.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff will seek advice from another DSL or DDSL from within the Trust or directly from Children's Social Care.

Wigan Safeguarding Partnership have produced further information on Dealing with Disclosures from a Child or young person – see appendix nine.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. In some circumstances, the D/DSL or member of staff seeks advice by ringing Children's Social Care.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm.
- place an adult at increased risk of serious harm.
- prejudice the prevention, detection or prosecution of a serious crime.
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wigan Children's Social Care. We follow this up by contacting Children's Social Care directly.

Involving Parents and Carers

In general, the DSL will discuss any child protection concerns with parents/carers before approaching other agencies and will seek their consent before making a referral to another agency. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

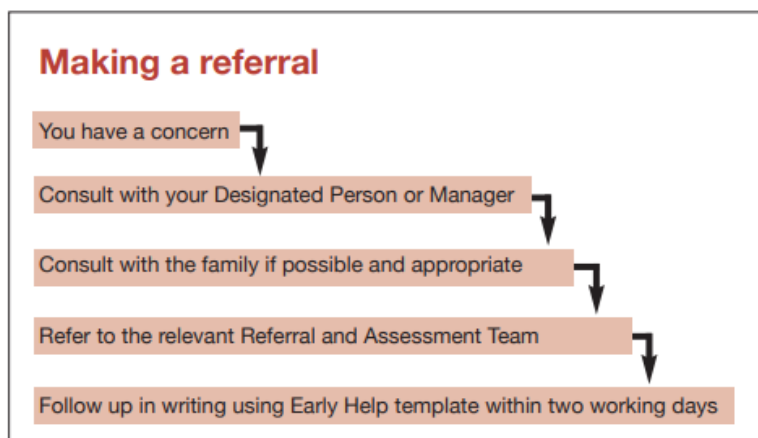
In Bolton - Recording of Injuries

The UCS observes the following practice in documenting injuries:

- The date and time of minor injuries are recorded on an accident log, together with the name and designation of the person making the record. For serious injuries, the incident is recorded in an Accident Book, where more extensive details are recorded. As appropriate the incident would be reported to RIDDOR. Further comments are added as required.
- First Aid is provided where required and recorded.
- Clothing is not removed for the purpose of the examination unless the injury site is freely available because of treatment.

The following is recorded in respect of each visible mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour(s) of injury.
- If the skin is broken.
- If there is any swelling at the site of the injury, or elsewhere.
- If there is a scab/any blistering/any bleeding.
- If the injury is clean or is there grit/fluff etc.
- If mobility is restricted as a result of the injury.
- If the student is in pain.
- If the student's body shape has changed.
- Is the student holding themselves differently?



Safe Settings, Safe Staff

Our health and safety policy, set out in a separate document, reflects the consideration we give to the protection of our children and young people both physically within the education settings environment and, for example, in relation to internet use, and when away from the education settings, undertaking off site trips and visits.

School security guidance has been compiled to support the senior management of educational settings in the discharge of their responsibilities by ensuring the development and implementation of suitable procedures. In particular, maintaining the security of the premises in response to potential threats to the staff and pupils/students of the settings ([Appendix Three](#))

QUEST will ensure that:

1. The Board of Trustees takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess, and support those children who are suffering/at risk of suffering abuse and neglect.

As key strategic decision makers and vision setters for the schools, the Trustees will make sure that our policies and procedures are in line with national and local safeguarding requirements. Trustees will work with the senior leaders to make sure the key actions set out in Safe Settings Safe Staff are in place.

⁴ Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and Trustees.

- There is a safeguarding, child protection and early help policy together with a staff code of conduct.
 - The education settings operate safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.⁵
 - The education settings have procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned.
 - Disqualification by Association is no longer allowed within school settings, although Disqualification under the Childcare Act 2006, still applies to staff themselves.⁶
 - A senior leader has Designated Safeguarding Lead (DSL) responsibility.
 - On appointment, the DSL undertakes interagency training and undertakes DSL “new to role” training and an “update” course every 2 years.
 - All other staff have access to safeguarding training as appropriate.
 - Any weaknesses in Child Protection processes and procedures are remedied immediately.
 - A member of the Board of Trustees, usually the Chair, is nominated to liaise with the LA on safeguarding issues and in the event of an allegation of abuse made against the Headteacher.
 - Safeguarding and Child Protection policies and procedures are reviewed annually and that the Safeguarding, Child Protection and Early Help (Thresholds of Needs) policy is available on the education settings website or by other means.
 - The Board of Trustees consider how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and / or through relationship and sex education (RSE). These will also meet the requirements for the new Relationships Education, Relationships and Sex Education and Health Education curriculum.
 - Other specific topics will include:
 - Online Safety
 - Forming and maintaining positive relationships
 - Gender Equality
 - LGBTQ+ agenda within schools
 - That enhanced DBS checks are in place for the Chair of the Board of independent, academies, non-maintained special schools.
 - The nominated Trustee (NT) for safeguarding liaises with the Headteacher and the D/DSL to complete an annual Section 175 safeguarding audit to return to the local authority.
2. Keeping Children Safe in Education is statutory guidance that education settings in England must have regard to when carrying out their duties to safeguard and promote the welfare of children applying to.
 - Governing bodies of maintained schools (including maintained nursery schools) and colleges.
 - Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free

- schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs)
3. The lead DSL is a member of the Senior Leadership team who has; along with the deputy designated safeguarding lead(s), undertaken the relevant training, and, upon appointment will undertake DSL new to role training followed by biannual updates.
 4. The DSL's who are involved in recruitment and at least one member of the Board of Trustees will also complete safer recruitment training to be renewed every 3 years (if it is felt that a refresher is required).
 5. The name of the designated members of staff for child protection (DSL's and DDSL's) will be clearly visible in the school, with a statement explaining the education settings role in referring and monitoring cases of suspected abuse.
 6. All members of staff are trained in, and receive, regular updates in e-safety and reporting concerns.
 7. All new members of staff will be given a copy of our safeguarding statement and safeguarding, child protection and early help (thresholds of need) policy, with the DSL's names clearly displayed, as part of their induction.
 8. All other staff, volunteers and Trustees, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
 9. Child protection and safeguarding concerns or allegations against adults working in the school are referred to the Designated Officer (Allegations) ⁷ for advice and that any member of staff found not suitable to work with children or young people will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
 10. All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through publication of the education settings Safeguarding, Child protection and Early Help policies, and references to them in the schools' or settings' Prospectus.
 11. The policies are available publicly either on the education settings' website or by other means. Parents /Carer's are made aware of these policies and their entitlement to have a copy of it via the website/ newsletter.
 12. All visitors complete a sign in / out procedure, wear a school ID badge and are provided with safeguarding information including the contact details of safeguarding personnel.
 13. Visitors of a professional role are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the education settings. For Wigan schools, the supporting letter in relation to DBS checks of visitors holding professional ID badges can be found in the guidance provided by Wigan Council and Bridgewater Community Health Care ([Appendix Two](#))

⁵ Safer recruitment training can be accessed through Wigan Safeguarding Children's Board

⁶ Disqualification by Association now only applies in domestic settings, not schools. Disqualification under the Childcare Act still applies to staff themselves who work in a childcare capacity, whether paid, volunteer or are on work placements. Relevant staff are those working in childcare, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours. Keeping Children Safe in Education (DfE, 2023) paragraph 266 also refers to disqualification: "For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the [Childcare \(Disqualification\) Regulations 2018](#)".

14. Community users organising activities for children are aware of the school's child protection guidelines and procedures.
15. Our lettings policy, for community use of the premises, will seek to ensure the suitability of adults working with children on school sites at any time.
16. Our procedures will be annually (as a minimum) reviewed and updated.

Responsibilities

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection within the school. Details of our DSL and Deputy DSL are available on the website, our newsletters, or the notice board in Reception.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding child protection remains with the DSL.

When managing reports of child-on-Child assault or harassment, the high-profile nature of these allegations means that, where possible, the DSL should take the lead.

The broad areas of responsibility for the DSL are:

- **Liaise** with the local authority and other agencies.
- **Managing referrals** to other agencies including: the local authority children's social care in cases of suspected abuse; Police Southwest Counter Terrorism Unit where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.
- **Work with others** to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and liaise with the Local Area Designated Officer, (LADO) as required. DSLs should act a single point of contact for all matters of safeguarding and advice for staff, volunteers, and Trustees.
- **Undertake Training** to ensure the DSL (and any deputies) has the knowledge and skills required to carry out the role (updated every 2 years). Further knowledge and skills should be updated at regular intervals and shared with relevant parties as appropriate.
- **Raise Awareness** to ensure **the school's** safeguarding and child protection policies are known, understood, and used appropriately. The DSL will also provide an annual report to the governing body on safeguarding and child protection activity within the school. Within the Quest Trust, we provide a safeguarding report, to a nominated Trustee, on a half-termly basis.
- **Manage safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files (The [NSPCC](#) provides guidance on this)
- **Availability** of the DSL (or any deputies) during term time and school hours needs to be ensured for staff in the school or college to discuss any safeguarding concerns. In the event of local or national lockdown, the DSL or deputy should at minimum be available on the telephone. There are a number of fully trained DSLs and DDSs within our Trust.

The role of the DSL is explained in more detail in KCSIE 2023- Annex C.

⁷ Designated Officer (Allegations) for allegations against staff. Threshold document can be found here <https://www.wigan.gov.uk/Docs/PDF/WSCB/LADO-threshold.pdf>

The designated safeguarding lead (DSL) should take lead responsibility for the following actions:

1. Ensure that all staff members within our school receive an annual safeguarding update.
2. Referring a child if there are any concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss these concerns. Referrals should be made by calling the Children's duty team.
3. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
4. Ensuring that all such records are kept confidentially, securely stored and are separate from pupil/students record, are transferred securely and held by the setting where the pupils/students attend until their 25th birthday. In the instance of an early help intervention, consideration will be given to the welfare of the child/young person and consult with the family for appropriate transfer of information.
5. Ensuring that an indication of the existence of the additional file outlined above is clearly marked on the pupils records.
6. Ensuring that all records are kept and retained in line with the "Record retention" policy, Children looked after records are retained for 99 years, and a record is kept and witnessed of the disposal of individual's record.
7. Making sure when a pupil/student leaves, any information regarding safeguarding (current or historic) as well as the child protection file, where applicable, is transferred to the new education setting as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. See letters at [Appendix 6](#).
8. Ensuring that they, or the staff member attending case conferences, core groups, early help meetings or other multi-agency planning meetings, contribute to assessments and provide a report which has been shared with the parents.
9. Ensuring that any pupil or student currently with a child protection plan who is absent in the educational settings without explanation for two days is referred to their key worker's Social Care Team.
10. Organising child protection induction and update training every 3 years for all school staff.
11. Providing, with the Headteacher, an annual report for the Board of Trustees, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and several children on the child protection register (anonymised) Our best practice is to report to the Board of Trustees half-termly.

Supporting Children and Young People

The education settings will consider the need for an Early Help assessment when it is identified that there are low level concerns or emerging needs. Detailed information on Early Help can be found in Chapter 3 (Section 1) of Working Together to Safeguard Children.

It is the responsibility of the education settings to initiate Early Help to identify what the family's strengths and needs are. This will inform whether the settings can support the family or whether a referral to another agency is needed. This process provides a way of recording support and interventions that have been provided by the school to the child / young person and also supports a referral for additional support that may be needed from more targeted services where a single agency has been unable to meet that need. A team around the child meeting (TAC) can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parents voice is captured as part of this assessment and that they take ownership of the plan. This plan should be regularly reviewed up to 4 to 6 weeks until outcomes are achieved.

If at any point during the EH process, the risk increases and the education setting becomes concerned that the child or young person is, or is likely to suffer significant harm, then a referral will be made to children's social care.

In all cases the educational settings will consider the statutory guidance for schools and colleges, Keeping Children Safe in Education, published by the DfE September 2023, with particular reference to Part 1: Information for all schools and colleges.

Our education settings will support all children and young people by:

- Encouraging self-esteem and self-assertiveness through the curriculum, as well as our relationships, whilst not condoning aggression or bullying.
- Healthy relationships
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child or young person, about whom there have been concerns, who leaves the school by ensuring that appropriate information is copied under confidential cover to the pupils new setting and ensuring the school medical records are forwarded as a matter of priority.

If at any point the education settings become concerned that a child or young person is at serious risk of harm they should respond appropriately. If the school is concerned that a child is at **immediate** or **imminent** risk then they should contact Greater Manchester Police on either 111 or 999. If however the school is concerned that a child is, or is likely to suffer serious harm but it is not imminent they should call Wigan Children's Social Care Referral Team on 01942 828300.

Children with Special Education Needs and Disabilities (SEND)

The education settings will use the same considerations for children and young people with SEND, as detailed above. However, the settings must also take into consideration that additional barriers can exist when recognising abuse and neglect in this group of children and young people. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEN or disability without further exploration (the setting must consider the child first and foremost, rather than the child's SEND);
- A higher risk of vulnerability due to factors such as; a learning disability, lack of awareness, social isolation, which may contribute to risks such as online vulnerability;

- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Children and young people with SEN and disabilities can face a number of challenges to disclosure, which must be recognised and taken into account, including; prejudice, negative responses and low expectations.

In Bolton - Looked After Children

The most common reason for children becoming looked after is because of abuse and/or neglect. The Board of Trustees receive anonymised updates from the DSL on all students who are on the 'live' list at the UCS, which includes Looked After Children, and the designated Safeguarding member of the Board of Trustees is updated regularly.

The DSL has information in relation to:

- A student's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- The student's care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- Details of the student's social worker and the name of the virtual school Head in the authority that looks after the student.

UCS Bolton will work with the virtual school Head to discuss how that funding can be best used to support the progress of looked after children in the UCS and meet the needs identified in the student's personal education plan.

Bolton (Looked After Children) Virtual Schools guidance and process – <https://www.bolton.gov.uk/children-care/educational-support-looked-children/1>

• Looked After Children Virtual School – Education Bob Horrocks/Mikaela Wallace-Brannon contact details: 07887634065 bob.horrocks@bolton.gov.uk

Information sharing

We recognise that all matters relating to child protection are confidential⁸ and information is handled in line with the Trust's Data Protection Policy.

The Government has issued [Information Sharing for Safeguarding Practitioners](#) Guidance that included 7 'Golden Rules' of Information Sharing in safeguarding :

The Government guidance (described by the NSPCC, 2018) is:

1. **Remember that the General Data Protection Regulation (GDPR) Data Protection Act 2018 and human rights law are not barriers** to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. **Be open and honest with the individual** (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice from other practitioners** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
7. **Keep a record of your decision and the reasons for it** – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

UCS Bolton also acknowledges that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (DSL) (or deputy)

All staff must be aware that they have a professional responsibility to share information in order to safeguard children and cannot assume that someone else will pass on the information.

Sharing of information will be necessary for the purpose for which it's being shared, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely

The update to Working Together (2023) states that data protection legislation does not prevent the sharing of information, to keep a child safe. Consent is not required when sharing information for safeguarding and protecting the welfare of a child. Working Together (2018) recommends using the GDPR [lawful basis](#) for sharing. [Further information about this is available in Appendix B Working Together \(2023\).](#)

Key organisations who have a duty under section 11 of the Children Act 2004 to have arrangements in place to safeguard and promote the welfare of children are:

- The Local Authority
- NHS England
- Clinical commissioning groups
- NHS Trusts, NHS Foundation Trusts
- The local policing body
- British Transport Police Authority
- Prisons
- National Probation Service and Community Rehabilitation Companies
- Youth offending teams; and
- Bodies within the education and /or voluntary sectors, and any individual to the extent that they are providing services in pursuance of section 74 of the Education and Skills Act 2008.

As data controllers who process personal information the Trust is registered with the Information Commissioner's Office. The Data Protection Act requires every data controller who is processing personal information to register with the Information Commissioner's Office, unless they are exempt.

Supporting Staff

QUEST will work with partners in the safeguarding partnership to ensure positive outcomes for children and young people.

We recognise that staff working in the schools who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate. Designated Safeguarding Leads should make use of support available by the Local Authority and the partnerships Safeguarding Team.

DSLs will have oversight of Early Help and Child Protection plans with appropriate structure in place to monitor progress and outcomes in partnership with Children's Social Care and other stakeholders (check levels).

QUEST provides additional opportunities and resources to promote the well-being of vulnerable pupils.

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

This could include:

- School Counsellor
- SENSORIEL
- Forest Schools
- Rebound Therapy

Before embarking on any of these programmes of study, parental permission will be sought. Any information shared with these professionals will remain confidential, unless a safeguarding concern is raised and then a referral will be made to the DSL or DDSL in line with our Trust/school policies. A written record of any concerns will be forwarded to the school safeguarding leads.

Training

All members of staff and volunteers have read, signed and understood the school's Staff Code of Conduct (for safer working practices).

We ensure training attended meets the minimum standards set out by WSCP in the document 'WSCP recommended minimum standards for child protection training'.

Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired.
- Confirmation of the conduct expected of staff within the school – our Staff Code of Conduct
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities.
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return to school.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receives training in online safety and this is updated as necessary.

Advanced training

The D/DSL has additional training which is updated every two years as a minimum. The D/DSL also attends multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every three years as a minimum. KCSIE (2023) guidance to safer recruitment (pages 52-86 will be followed). To include:

- The recruitment and selection process
- Pre appointment and vetting checks
- Other necessary checks
- How to ensure the ongoing safeguarding of children and legal responsibilities of employers.

Preventing Radicalisation

All staff undertakes Prevent training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate. Additional support, in the form of Counselling, is also available if required.

Trustees/Local Governing Body Representatives

Trustees and/or Local Governing Body Representatives undertake the school's Induction programme. They may choose to complete face to face training for governors provided by Wigan Council. In addition, they may choose to attend whole school safeguarding and child protection training.

Allegations against staff

All Education settings and Early Years staff should take care not to place themselves in a vulnerable position with a child.

All staff should be expected to have awareness and knowledge of Guidance on Behaviour Issues, along with the Trust's own Positive Behaviour Management Policy and this should be part of induction for all new staff or volunteers.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction.

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

If a member of staff has concerns that a colleague or volunteer might pose a risk to children, it is their duty to report these to the Headteacher. Where the concerns or allegations are about the Headteacher, these should be referred to the CEO.

The Headteacher/CEO should report the concern to the Designated Officer (Allegations) – Sue Wharton – 01942 486042 (lado@wigan.gov.uk) if in Wigan or Paula Williams – 01204 337474 (boltonsafeguardingchildren@bolton.gov.uk) if in Bolton.

All allegations must be managed in line with statutory guidance in Part 4 of KCSIE 2023 and the Trust's Whistleblowing Procedure and/or the procedure for dealing with allegations of abuse against adults who work with children within QUEST schools.

A significant update to KCSIE 2023 is the requirement for schools to have a policy for the management of **low-level concerns** against staff. Such an approach is designed to capture concerns about any adult working in or on behalf of a school, where they behave in a way which is inconsistent with the school's code of conduct or otherwise behave in a way which causes concern (even if they don't meet the 'harm threshold' for the referral of allegations to the local authority). This policy should not be separate but contained within the safeguarding policy. Examples of such conduct include staff being overfriendly with children, having favourites, taking photographs of children on their mobile phone, engaging with children on a 1:1 basis in a secluded area or behind a closed door, or using inappropriate sexualised, intimidating or offensive language.

Reports of these concerns should be shared responsibly and should be recorded and dealt with appropriately. They should generally be discussed with the person raising the concern, the person about whom it was raised and any witnesses in order to determine what further action is warranted and help to clarify professional boundaries.

We understand that a pupil or student may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children/young people, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher, on all such occasions, will discuss the content of the allegation with the Designated Officer (Allegations).⁹

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the CEO who will consult the LA's Designated Officer (Allegations), without notifying the Headteacher first.

The schools will follow their LA's procedures for managing allegations against staff (see individual school policies for further information). Under no circumstances will we send a child / young person home pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the Designated Officer (Allegations).

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the Trust's Business Development Department to make that decision and informing the Designated Officer (Allegations) at the earliest opportunity.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the CEO with advice as outlined above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Allegations of abuse made against other pupils

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up". 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 or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting and upskirting).

If a pupil makes an allegation of abuse against another pupil, school staff will inform the DSL and record the allegation.

- 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 – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.
- The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), and other agencies if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour.
- Being vigilant to issues that particularly affect different vulnerable groups—ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff confidentially to ensure their wishes are understood.
- Ensuring staff are trained to understand 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.

Disagreements, Escalation and Resolution

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act / not act in response to a concern raised about a child is wrong. In such cases the Case Resolution Protocol (formerly escalation policy) is used if necessary.¹⁰ If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the education settings safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Headteacher.

If a staff member feels unable to raise an issue with the Headteacher or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them: See the Trust's Whistleblowing Policy.

- The NSPCC whistleblowing helpline - Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the Trust Executive Team at Head Office – 01942 834000.

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fails to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitudes or actions of colleagues. If it becomes necessary to consult

outside the school, they should speak in the first instance, to the CEO or Area Education Officer/Designated Officer (Allegations) following the procedure for dealing with allegations of abuse against adults who work with children within QUEST schools and/or the Trust's Whistleblowing policy.

Whistleblowing regarding the Headteacher should be made to the CEO whose contact details are readily available to staff (as pertained to settings).

It's acknowledged that Whistle-blowers have the right to remain anonymous, however identifying yourself may assist with any further investigations.

Physical Intervention and use of reasonable force

We acknowledge that staff must only ever use physical intervention as a last resort, when a child or young person is endangering him / herself or others.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children / young people. "reasonable" in these circumstances means using no more force than necessary and staff should refer to the section on "use of reasonable force" within the behaviour policy.

Such events should be recorded by completing a serious incident log and signed by a witness.

Staff who are likely to need to use physical intervention or reasonable force will be appropriately trained in an accredited positive handling technique.

We understand that physical intervention of a nature which causes injury or distress to a child or young person may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children and young people, and all staff are aware of the Guidance for Safer Working Practices (2020) to ensure they are clear about their professional boundary.

⁹ Designated Officer (Allegations) process can be found on the WSCB website

<http://www.wiganlscb.com/Professionals/LADO.aspx>

¹⁰ <https://www.wiganlscb.com/Docs/PDF/Professional/Resolution-Protocol.pdf>

Prevention

We recognise that the education settings play a significant part in the prevention of harm to our children and young people by providing them with good lines of communication with trusted adults. If early help is appropriate, the Designated Safeguarding Lead (or deputy) will contact the early help hub to ensure there is no current intervention and will generally lead on liaising with other agencies, setting up an inter-agency assessment as appropriate.

Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

The education settings community will;

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children and young people e.g. through safety questionnaires, participation in anti-bullying week, asking children and young people to report whether they have had happy/sad lunchtimes/playtimes/breaks.
- Ensure that all pupils and students know there is a trusted adult in the education settings whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities to equip children with the skills they need to stay safe from harm and to know whom they should turn to for help. This will include anti-bullying work, e- safety, road safety, pedestrian, and cycle training. Also focused work on year 6 to prepare for transition to secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Domestic Abuse and Coercive Control

We recognise the significant impact domestic abuse and coercive control can have on children and young people, therefore we operate in partnership with Operation Encompass, a system which facilitates the sharing of information relating to domestic incidents where children live or frequent. Any incidents of domestic violence reported to the police will be notified to the education settings to effectively support the child(ren)/young person. Staff should be aware of the impact that domestic violence and coercive control has upon children, both as witnesses and by being forced to collude in this.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to address this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

Following the report of an incident of domestic abuse, by 9.00am on the next school day the school's Key Adult will be informed that the child or young person has been involved in a domestic incident. This knowledge, given to schools through Operation Encompass, allows the provision of immediate early intervention through silent or overt support dependent upon the needs and wishes of the child.

The purpose and procedures in Operation Encompass have been shared with all parents and directors, is detailed as part of the school's Safeguarding Policy and published on our school website. See UCS policy for Bolton's Operation Encompass flowchart.

At *QUEST Schools*, the Key Adults are the Designated Safeguarding Leads and the Deputy DSLs.

If you wish to speak to an educational/child psychologist following an [Operation Encompass](#) referral you are now able to contact the Operation Encompass Teachers' National Helpline, 8.00 am to 1.00pm, Monday to Friday on 0204 513 9990. Staff can also access training on Operation Encompass.

Sexual Violence and Sexual Harassment including Child-On-Child

The education setting recognises that allegations of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made.

Decisions will be made on a case-by-case basis with the DSL taking a leading role, supported by other agencies such as Children's Social Care and the Police as required.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Child-On-Child abuse

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys perpetrators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, intimate partner abuse or otherwise causing physical harm.
- sexual violence including CSE, sexual harassment, sexting and upskirting,
- initiation/hazing type violence and rituals, challenges and other activities involving harassment, abuse or humiliation as a way of initiating a person into a group.
- Gang violence, threats, or coercion.

All schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited under the [Equality Act 2010](#). Schools should tackle prejudice and promote understanding between those who share a protected characteristic and those who do not, as set out in the Equality Act 2010. The definition that has been adopted by the government and should be used when considering prejudice related incidents 'A prejudice related incident is any incident which is perceived to be prejudice by the victim or any other person'

Consequently, peer on peer abuse is dealt with as a safeguarding concern, recorded as such, and not managed through the systems set out in the school behaviour policy.

Victims, perpetrators and any other child affected by peer-on-peer abuse will be supported through the school's pastoral system and the support will be regularly reviewed.

We minimise the risk of peer-on-peer abuse by providing:

- A relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Established / publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children. Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, e.g. Cyber, racist, homophobic and gender related bullying.

All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied / victims of child abuse. Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

We keep a record of known bullying incidents and will keep a record of racist incidents. See UCS Safeguarding Policy for their flow chart on responding to a Sexting Incident.

Up Skirting

This 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.

In the event of any reports relating to incidents of Up skirting, school staff will follow safeguarding procedures and report to the DSL or DDSL.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance⁹.

Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of ethnicity, nationality, age, gender, race, economic condition, disability, and religion. With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. As with managing other safeguarding risks, education settings should be alert to changing in children's and young person's behaviour that could indicate that they are in need of protection. Staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Our safeguarding policy will therefore be written to comply with the schools duty under Section 26 of the Counter Terrorism and Security Act 2015 in accordance with the Department for Education advice for schools regarding The Prevent Duty.

Educate Against Hate is a website launched by His Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Exploitation – CSE, Criminal, Human Trafficking, Modern Day Slavery, County Lines

Our education settings will ensure that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of exploitation outlined in Appendix one and two (this is not an exhaustive or definitive list)

Children Missing Education

Responsibilities for Children Missing from Education (CME):

- Education settings must enter pupils on the admission register at the beginning of the first day on which the setting has agreed, or been notified, that the pupil will attend.
- If a pupil fails to attend on the agreed or notified date, the education setting should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.
- Education settings must monitor pupils' attendance through their daily register. Settings should agree with their local authority the intervals at which they will inform local authorities of the details of pupils who fail to attend regularly or have missed ten school days or more without permission. Education settings should monitor attendance closely and address poor or irregular attendance.
- Education settings must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found in the *Exclusion from maintained schools, academies and pupil referral units in England* statutory guidance.
- Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. Further information about schools' safeguarding responsibilities can be found in the Keeping Children Safe in Education.

Making reasonable enquiries for Children Missing Education;

- The term 'reasonable enquiries' grants education settings and local authorities a degree of flexibility in decision-making, particularly as the steps that need to be taken in each case will vary. The term 'reasonable' also makes clear that there is a limit to what the school and local authority is expected to do.
- In line with the duty under section 10 of the Children Act 2004, the expectation is that the education setting, and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown and unable to make contact (because of making reasonable enquiries)
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The Local Authority requires Education Settings to complete the **'Children Missing Education'** referral form. ([Appendix Five](#)) This form should be completed once the setting has completed reasonable enquiries but failed to locate the child following 10 days of absence. The first part should be completed by school and submitted to the Early Help Hub ehh@wigan.gov.uk . The EHH will then complete further checks to ensure all lines of enquiry have been exhausted before it is agreed the child is removed from roll.

Making these enquiries may not always lead to establishing the location of the child but will provide a steer on what action should be taken next, for example, to contact the police, children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, they can only be removed from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after **jointly** making reasonable enquiries. Local authorities and education settings should agree roles and responsibilities locally in relation to making joint enquiries. This only applies if the setting does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

The designated teacher for CLA and care leavers to discuss any unauthorised / unexplained absence of a Looked After Children with the Virtual School Team, when required.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised / unexplained absence, and after reasonable attempts have been made to contact the family, the DSL follows the WSCB procedure and refers to Children's Services as appropriate.

Where there are no known welfare concerns about a pupil, follow procedures for recording school absence in line with DfE School attendance guidance *Sept 2022 – [Working Together to improve School Attendance](#)*. Should a pupil's attendance become a cause for concern it is advisable to intervene early to prevent entrenched non-school attendance. School should contact the Early Help Hub (EHH) to initiate an Early Help, if appropriate. This will evidence and identify the barriers impacting on the pupil's engagement with school.

See UCS policy for Bolton LA's notification and referral route.

Elective Home Education

Schools should inform the local authority when a child is being withdrawn to Electively Home Educate (EHE) this allows the local authority EHE team to oversee suitability of education as outlined in Elective Home Education Guidance for local authorities³ and Elective home education guidance for parents and carers⁴. This guidance is applicable to school practice and safeguarding duty.

Parents have a right to educate their children at home. Section 7 of the Education Act 1996 provides that:

"The parent of every child of compulsory school age shall cause him to receive efficient full- time education suitable –
(a) to his age, ability, and aptitude, and
(b) to any special educational needs, he may have, either by regular attendance at school or otherwise."

When a parent writes to inform school of their intention to withdraw a child the DfE recommends that the school arrange a meeting with the parent/guardian to discuss the reasons to withdraw. Wigan EHE team would recommend this is a member of senior leadership team, DSL or inclusion manager to support the parent to consider the wider implications of EHE as set out in guidance.

School should contact the local authority EHE team for further information via ehe@wigan.gov.uk

³ [Elective home education: departmental guidance for local authorities \(publishing.service.gov.uk\)](#)

⁴ [Elective home education: guide for parents \(publishing.service.gov.uk\)](#)

Private Fostering Arrangements

Where schools and colleges become aware that a pupil (a child under the age of 16 or 18 if disabled) may be in a private fostering arrangement/ is provided with care and accommodation by someone who is not a close relative, for longer than 28 consecutive days in that person's home, they should raise this, in the first instance, with the DSL. The school or college should notify the local authority by contacting either Wigan Children's Duty team on **01942 828300** (Wigan Schools) or Children's Social Care on **01204 337479** (Bolton Schools). Once notified, the local authority will check that the arrangement is suitable and safe for the child and assess the child's circumstances.

Young Carers

A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol.

Our school recognises the impact that being a Young Carer can have on pupils, and the importance of identifying those young people so that appropriate support can be provided.

WSP coordinates our local Young Carers Strategy and [Wigan Council](#) have produced some useful information for young carers, families and professionals.

Where a pupil / student at our school is identified as having additional support needs due to being a young carer, or where a multi-agency approach may be required, our school uses the Early Help Framework and routes into the StartWell Service.

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

For 16- and 17-year-olds, homelessness may not be family-based and referrals to children’s services will be made as necessary where concerns are raised.

Pupils with family members in prison

Children and young people whereby a family member is in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [The National Information Centre on Children of Offenders \(NICCO\)](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of ‘[Are you a young person with a family member in prison](#)’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils and the Court System

A child may at some point experience the court system for a number of different reasons this may include being a witness to a crime or it could be as a result of child care arrangement being made in the Family Court. Whatever the reasons it is important the child is supported through this process.

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service where appropriate and allowed the opportunity to discuss questions and concerns.

Extra-familial harm/Contextual Safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors.

Staff should be aware of the harms that can happen to children outside of the family and should consider the contexts with which harm takes place. An understanding of a child/young person's life outside of school and the family home is vital to provide a full picture of the child's needs and their exposure to harm.

School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to CSCS.

Monitoring and Evaluation

Our child protection policy and procedures will be monitored and updated by:

- Trustee/LGB Rep visits to the education settings
- SLT drop ins and discussions with children, young people and staff
- Pupil / student surveys and questionnaires
- Scrutiny of exclusion and attendance data
- Scrutiny of Trustee/LGB minutes
- Logs of bullying/racist/behaviour incidents for SLT and Trustees to monitor.
- Review of parental concerns and parent/carer questionnaires
- Review of the use of intervention strategies such as nurture room and isolation room.

This policy should be read in alongside the following policies relevant to the safety and welfare of our pupils;

Positive Behaviour Management
Staff Code of conduct Whistleblowing
Anti-Bullying
Health and safety
Allegations against staff
Parental Behaviour
Complaints
Attendance
PSHE

Teaching and Learning
 Supporting Children with Medical Conditions First Aid
 Relationships and Sex Education
 E - Safety, including staff use of mobile phones Risk
 Assessments
 Safer Recruitment Intimate
 Care

Glossary

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| A Child | A person who has not yet reached their 18 th birthday. |
| Abuse | A form 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 who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. |
| Bullying & Cyberbullying | Behaviour that is: <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally. • often aimed at certain groups, for example because of race, religion, gender or sexual orientation |
| Child Protection | Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. |
| Child sexual exploitation (CSE) | Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology. |
| Children with Special Educational Needs and/or disabilities | SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day- to-day activities. |
| County Lines | Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. |
| Contextual Safeguarding | Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. |

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| Criminal Exploitation | Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation. |
| Domestic Abuse | Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional |
| Early Help | Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life. |
| Emotional Abuse | The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. |
| Female Genital Mutilation (FGM) | Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. |
| Gangs & Youth Violence | Defining a gang is difficult. They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low-level youth offending, these activities should not be confused with the serious violence of a Street Gang. A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). |

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| Hate | <p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> • disability • race • religion • transgender identity • sexual orientation. |
| Honour-based violence | <p>Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.</p> |
| Neglect | <p>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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. |
| Peer on Peer Abuse | <p>Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer-on-peer abuse is under the age of 18.</p> |
| Physical Abuse | <p>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.</p> |
| Private Fostering | <p>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. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)</p> |
| Radicalisation & Extremism | <p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p> |

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| Relationship Abuse | Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse. |
| Safeguarding and promoting the welfare of children | <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children’s 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. |
| Sexting | Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages. |
| Sexual Abuse | Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. |
| Trafficking | Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs. |

Appendix one

Types of abuse and neglect

The following are the definition of abuse and neglect as set out in [Working Together to Safeguard Children \(2023\)](#) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age-inappropriate sexual behaviour

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated/named /lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and/or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive

relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, handprints or a hairbrush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

Scars

Many scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” – difficulty relating to others.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

Recognising Signs of Sexual Abuse

Children of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment of exploitation

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience.
 - Knowledge of society's standards for what is being proposed.
 - Awareness of potential consequences and alternatives.
 - Assumption that agreements or disagreements will be respected equally.
 - Voluntary decision
 - Mental competence

- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Child Sexual Exploitation (CSE) and Trafficking

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can take many forms, ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. 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. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Indicators include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation/ County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Consideration should be given to the trafficking element of this area of safeguarding and if appropriate a referral is made to the National Referral Mechanism. Staff should be aware of the Criminal Exploitation of children and vulnerable adults: county lines guidance.

Indicators Include:

- Returning home late, staying out all night or going missing.
- Being found in areas away from home.
- Increasing drug use or being found to have large amounts of drugs on them.
- Being secretive about who they are talking to and where they are going.
- Unexplained absences from school, college, training or work.
- Unexplained money, phone(s), clothes or jewellery.
- Increasingly disruptive or aggressive behaviour.
- Using sexual, drug-related, or violent language you would not expect them to know.
- Coming home with injuries or looking particularly disheveled.
- Having hotel cards or keys to unknown places.

Gangs and youth violence

Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.

Drugs

As part of school's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Government's drug strategy (2017). Our school will support students by providing information, advice and support via the curriculum and give students the confidence, resilience and risk management skills to resist risky behaviours and recover. The Department for Education and Association of Chief Police Officers have provided Drug Advice for Schools to support this aim. Schools also have the power to search pupils for drugs where there is a belief this student is in possession of criminal property.

Faith abuse

The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse. Schools should promote equality and awareness around cultural and religious practices.

Honour Based Abuse

So-called 'honour-based' Abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If you have concerns about an individual, the following helplines will be able to support you

[Honour Network](#) (Karma Nirvana): 0800 599 9247 (Monday to Friday, 9am – 5pm)

[Government Forced Marriage Unit](#) 0207 008 0151 or 0207 008 1500 (out of hours)

In emergencies, dial 999.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, individuals and groups from the wider communities, need to be alert to the possibility of a child being at risk of FGM, or already having suffered FGM. There are a range of potential risk indicators which may indicate that a child may be subjected to FGM or may have suffered FGM. These are detailed in the [Multi-agency statutory guidance on female genital mutilation issued by the home office](#).

Whilst all staff should speak to the DSL/DDSL with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a child under the age of 18, the teacher must report this to the police (KCSIE 2023). This should be completed in consultation with the DSL but the responsibility of reporting lies with the staff member who identified the concern.

See UCS Safeguarding policy for the flowchart on reporting Female Genital Mutilation.

Why is it carried out?

Belief that:

- FGM brings status/respect to the child – social acceptance for marriage.
- Preserves a child's virginity.
- Part of being a woman/rite of passage.
- Upholds family honour.
- Cleanses and purifies the child.
- Gives a sense of belonging to the community.
- Fulfils a religious requirement.
- Perpetuates a custom/tradition.
- Helps the child be clean/hygienic.
- Is cosmetically desirable.
- Mistakenly believed to make childbirth easier.

Circumstances and occurrences that may point to FGM happening.

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan).
- Knowledge that the child's sibling has undergone FGM.
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.

- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

The 'One Chance' rule- As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Domestic violence, coercive control and abuse, Gender-based violence and teenage relationship abuse

Domestic abuse (over 16 years) and teenage relationship abuse (under 16 years) involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers as teenage relationship abuse or intimate partner abuse. The curriculum should enable children and adolescents to understand what constitutes a healthy relationship, consent and tackle gendered stereotypes.

Sexual Violence and Sexual Harassment

Sexual Violence and harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all children involved are taken seriously and offered appropriate support. The law says anyone under the age of 13 can never legally give consent. This means that anyone who engages in any sexual activity with a child who is 12 or younger is breaking the law. Sexual activity with a child who is under 13 should always result in a child protection referral.

Sexually harmful incidents should be viewed by professionals as a safeguarding concern and both victim and perpetrator should be supported. The school should have systems in place to support both students in the school setting to feel safe and heard should an incident occur.

School staff should be alert to negative sexualised or gendered language and behaviours and should be robust in tackling these, not brushing them off as 'part of growing up', 'boys will be boys' or 'banter'.

Online Sexual Abuse

Online sexual abuse involved the use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to) engage in sexual activity, produce sexual material/content, force a child to look at or watch sexual activities, encourage a child to behave in sexually inappropriate ways or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

Online Safety

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

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

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

- Education of pupils through the curriculum;
- Keeping parents up to date on how to support keeping their children to keep safe online; the government has released new guidance for parents to support children's online activity, [Support for Parents and Carers to keep Children Safe Online](#)
- Reviewing online safety practices as part of a whole school approach to online safety;
- Filtering and monitoring to protect users but not leading to unreasonable restrictions;
- Staff training which is integrated, aligned and considered as part of the overarching safeguarding approach;
- Information sharing to enable the school community to be kept up to date.

For further information see government guidance [Teaching online safety in school](#)

Child and Adolescent Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the DSL/DDSL. Good mental health and resilience are fundamental to our children's physical health, relationships, education and to achieving their potential. The school should promote positive self-esteem and tackling behaviours such as bullying that can impact a young person's self-esteem. Pastoral care should be available to those with mental health concerns as well as staff being aware of pathways for young people to Early Help and CAHMS.

Fabricated or induced illness (FII)

NHS information and guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008),

Alternative Provision

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. For children who attend an alternative provision academy these conditions should be outlined in their Education and Skills Funding Agency (EFSA) funding agreement. A separate letter outlining this has been provided by Three Towers and can be requested by emailing WSCBtraining@wigan.gov.uk.

Additional information about key safeguarding areas can also be found in KCSiE 2023 - Annex A.

Appendix Two

To: All Schools and Academies

| | |
|------------------------|---------------------------------|
| Our reference: | HRESC |
| Your reference: | |
| Please ask for: | HR Employment Service Centre |
| Extension: | 2333 |
| Direct line: | 01942 827333 |
| Date: | 2023 |

Dear Colleague

DBS Checks for School Visitors

I have been asked to confirm the situation regarding schools asking visitors to provide copies of their DBS certificate or DBS number. It is unlikely that visitors will carry their certificate with them and in many cases, it will not be necessary for them to do so.

I can confirm that any visitor who is employed by Wigan Council will have had their post assessed for eligibility for a DBS Check, including an assessment of the work they do in schools. They would not have been employed without an acceptable clearance being received. Therefore, if your visitor is a current Wigan Council employee, you can be assured that they have received satisfactory clearance and you do not need to see it. You should of course check their Wigan Council badge to confirm their identity.

Further guidance on DBS checks for other visitors to school will follow.

I hope you find this advice useful. If you have any questions or wish to clarify any areas, please contact me. As lead counter signatory, I am available to provide advice on any DBS issue you may have.

Yours sincerely

Claire O'Sullivan
Lead Counter Signatory

Appendix Two

Bridgewater Community Healthcare

NHS Foundation Trust

Human Resources

Bevan House
Beecham Court
Smithy Brook Road
Wigan
WN3 6PR

Wigan Borough Head Teachers

Dear Headteacher

Tel: 01942 482965

RE: DBS Checks

Bridgewater Community Healthcare NHS Foundation Trust operates a Disclosure and Barring Service (DBS) Policy based on the requirements of the Police Act 1997 and the mandatory pre-employment checking procedure requirements of the Department of Health. The Policy ensures that enhanced DBS checks are mandatory for every staff member who has access to children or vulnerable adults as part of their normal duties or standard DBS checks for staff who have access to health care records. New staff are not allowed to start in post until their DBS and all other relevant pre-employment checks have been completed. Such checks must be satisfactory and in line with national NHS safe recruitment standards.

In line with the requirements of this Policy, all staff working with children or vulnerable adults are subject to enhanced DBS checks prior to being offered a contract of employment.

All Trust staff are required to display their identification badges on their person at all times to confirm to Schools and other providers that they are subject to this safeguarding process.

Where a DBS disclosure provides information about allegations and/or convictions relating to children or an allegation is made about an existing member of staff, the nominated Senior Officer will share that information with the Designated Officer (Allegations) in accordance with the requirements of Safeguarding Vulnerable Groups Act 2006.

If you have any further queries, please do not hesitate to contact the Trust's Human Resources Department via the contact details detailed at the top of this letter.

We are more than happy to work with you and members of your Team to confirm/validate our staff members' identification when they present at your premises.

Yours sincerely

Paula Woods
Assistant Director Workforce

Appendix Three

School security guidance – See the school’s Major Incident Policy and Plan and the Trust’s Security and Risk Management Policy for further information.

Appendix Four

This document should be used in conjunction with the Children Missing Education and Pupil Mobility Policy

CHILDREN MISSING EDUCATION REFERRAL & CHECKLIST November 2022 V6

As outlined in the statutory guidance for Local Authorities 'Children Missing from Education' are children of compulsory school age who are not a registered pupil at a school or are not receiving suitable education other if they are not registered at a school.

Where a pupil has not returned to school for ten days without authorisation, the school and the local authority have a responsibility to jointly make reasonable enquiries to establish the whereabouts of the child. The appropriate completion of this checklist ensures that the Local Authority and school have fulfilled this responsibility.

It is school's responsibility to follow up all unexplained and unexpected absences in a timely manner and every effort should be made to establish the reason for a pupil's absence. If you require advice and guidance, please contact the Children Missing Education inbox CME@wigan.gov.uk. Where there are concerns in relation to safeguarding or child protection issues contact the Children First Partnership Hub on 01942 828300.

It is important that one checklist is completed for each child within the family, please do not include all children on one.

During the first 10 days of absence (reason unknown), school must complete this referral form and checklist. Once completed if the child's whereabouts remains unknown, please make a referral to the Children Missing Education CME@wigan.gov.uk

Pupils must be kept on roll pending investigations from the CME Team. You will be advised when you can safely take off roll.

Please note that if the child is residing or located in the Wigan Borough, they are not a CME and should not be removed from school roll. Policies in relation to school attendance should be followed in these cases.

At any point if you feel a child is at risk of significant harm, FGM, human trafficking or sexual exploitation refer immediately to social care please contact 01942 828300.

| | |
|--|------|
| Child's name: | DOB: |
| Child's Address | |
| Previous Address (if known) | |
| School: | |
| Parent/carer's name: | |
| Parent/carer's address: | |
| Contact names and numbers (including all emergency contacts and relationship to child) | |
| Any known siblings and school: | |
| Reason for CME checks: | |
| Other agencies involved: | |
| Known vulnerabilities/risk factors: Do you feel this child is at risk from harm or neglect Y/N – provide accurate details: | |
| Is this child a Gypsy Roma Traveller? Y/N | |
| Are either (or both) of the parents of the child service personnel (defined by being an active serving member of HM Armed Forces)? Y/N | |
| Has this child had any missing from home episodes i.e. reported to the police or missing for significant periods? Y/N | |
| Is this child known to the Youth Justice System? Y/N | |
| Does this child have any Special Educational Needs or Disability? Y/N | |
| Are there any other vulnerabilities you are aware of that could impact on the child or family's ability to access education? <i>Please provide accurate details:</i> | |
| Date: | |

All boxes must be completed, if not relevant please enter N/A

Section 1
CHECKLIST

| Form completed by: (Name and Designation) | | | |
|---|---------------------|----------------|----------------------|
| SCHOOL'S RESPONSIBILITY | Date(s) Time | Outcome | Name and Team |
| School to attempt to contact parent on first day of absence. This must include Truancy Call, First Day calling, Text, Email, all emergency contacts. Please detail all contact methods - whether a message was left, if the phone is working, is there an international dialling tone. | | | |
| School to check possible whereabouts with staff and pupils? This should include checking with family friends, all staff members, the child's friends, social media. Contact <u>ALL</u> emergency contact numbers held in school. | | | |
| Visit to address(es) by school. Leave card if no answer. Does the property look empty? Is someone at home but not answering the door? NB if school policy does not permit home visit a police welfare check to be requested | | | |
| Contact made with involved agencies within 5 working days. (Social Care, EMTAS Team, School Nurse etc.) | | | |
| Contact made with agencies to understand when they last had contact/saw the child (no consent needed) - Social care - School nurse (when did health have any contact with the child) | | | |
| School to contact the new school or Local Authority the child is believed to have moved to? What were the outcomes? https://www.gov.uk/find-local-council | | | |
| NB – Has the child been seen? State when & by whom. If not seen, what further action has been taken? (Refer to CME Policy Document for advice) | | | |

All boxes must be completed, if not relevant please enter N/A

Please note that if the child is located (other than out of borough) they are not a CME and policies in relation to school attendance should be followed.

Appendix Five

Date

FAO: The Designated Safeguarding Lead (DSL)

Receipt of child protection records

In accordance with child protection procedures, all schools are expected to forward any child protection information they hold for a young person to their next school.

..... has joined your school from School. Please find enclosed child protection records for this pupil.

I am happy to discuss any particular concerns to ensure you are able to provide the appropriate support. My contact details are:

Telephone: 01942

Email:

Any records passed from School should be kept confidentially in a locked cabinet, in accordance with child protection procedures and only accessed by designated safeguarding lead.

Please sign the bottom of this letter to acknowledge receipt and return to me at the school address. A copy of this letter is also attached for your records.

Yours sincerely,

Headteacher - Designated Safeguarding Lead (DSL)

CP Records received for: (Child's Name)

Signed: _____

Print Name: _____

Designation: _____

School: _____

Appendix Five

Date

FAO: The Designated Safeguarding Lead (DSL)

Request for child protection records

In accordance with child protection procedures, all schools are expected to forward any child protection information they hold for a young person to their next school.

..... has joined us from your school. If you have any child protection records for the pupil please send them for my attention in a second envelope marked "Strictly Confidential".

If there are any particular concerns, I am happy to discuss them in order that we can ensure we provide the appropriate support. My contact details are:

Telephone: 01942

Email:

Any records passed to me will be kept confidentially in a locked cabinet, in accordance with child protection procedures and only accessed by designated safeguarding lead. If I received further information or disclosures it may become necessary to disclose those records to the appropriate external agency.

I look forward to this response.

Yours Sincerely,

Headteacher - Designated Safeguarding Lead (DSL)

Appendix Six

Contacts and Advice

Wigan Safeguarding Partnership

<https://www.wiganlscb.com/>

WSCB is part of the Greater Manchester Safeguarding Partnership and has agreed to use a standardised set of procedures and protocols. These can be found at:

<http://www.wiganlscb.com/Professionals/Guidance-and-policies/index.aspx>

This includes information relating to the role, how to contact the Designated Officer (Allegations) and Trustee checklists.

Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [UK Safer Internet Centre](#)

Support for Victims

- [Anti-Bullying Alliance](#)
- [RASASC](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Online Tool

[Education for a Connected World](#)

Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [NSPCC: Things to Know and Consider](#)

Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

Support for Parents

- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Respecting and Building Positive Relationships and Cultures](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

Key Documentation, Procedures and Guidance

| Procedure/Guidance | Issued/Published | Last Update |
|---|-------------------------|--------------------|
| Advice to schools and Colleges on Gangs and Youth Violence | 2013 | |
| Alternative Provision | 2013 | 2016 |
| Behaviour in Schools – Advice for Headteachers & School Staff | 2024 | |
| Children Missing Education | 2013 | 2016 |
| Criminal Exploitation of Children and vulnerable Adults – County Lines | 2017 | 2023 |
| The Designated Teacher for ‘Looked After Children’ | 2009 | 2018 |
| DfE and ACPO Drug Advice for Schools | 2012 | |
| Disqualification under the Childcare Act 2006 | 2006 | 2018 |
| Education for Children with Health Needs who cannot attend School | 2013 | 2023 |
| Suspension & Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England | 2023 | |
| Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers | 2015 | 2023 |
| Keeping Children Safe in Education (KCSIE2023) | 2015 | 2023 |
| Mandatory Reporting of Female Genital Mutilation – Procedural Information | 2015 | 2020 |
| Multi-agency Statutory Guidance on Female Genital Mutilation (FGM) | 2016 | 2020 |
| Preventing and Tackling Bullying | 2013 | 2017 |
| Prevent Duty Guidance for England and Wales (2023) | 2015 | 2024 |
| Promoting the Education of ‘Looked After Children’ | 2014 | 2018 |
| Protocol for injuries in non-mobile Children | 2017 | |
| Safeguarding Children with Fabricated or Induced Illness (FI) | 2023 | |
| Searching, Screening and Confiscation Advice for Schools | 2014 | 2023 |
| SEND: Code of Practice | 2014 | 2020 |
| School Behaviour and Attendance: Parental Responsibility Measures | 2013 | 2020 |
| Supervision of Activity with Children | 2012 | |
| Supporting Pupils at School with Medical Conditions | 2014 | 2017 |
| Teaching Online Safety in Schools | 2023 | |
| Equality Act 2010: Guidance | 2013 | 2015 |
| Teachers’ Standards | 2011 | 2021 |
| Use of Reasonable Force in Schools | 2013 | |
| What to do if you are worried a child is being abused | 2015 | |
| Working Together to Safeguard Children | 2015 | 2024 |

Appendix Seven



| Name of Child | Date of Birth | Year Group |
|---------------|---------------|------------|
| | | |

| Date | Area of Concern |
|------|-----------------|
| | |

Signed: _____

Date: _____

Print Name: _____

| Action Taken by DSL | |
|---------------------|-------|
| | |
| Signed | Date: |



Dealing with disclosures from children

All organisations who work with or meet children should have safeguarding policies and procedures in place that are available to all staff. This is to ensure that every child, regardless of their age, gender, religion or ethnicity, can be protected from harm.

Children might have made the decision to disclose to you, or might have accidentally said or done something that has led you to the point of being concerned. If a child that you meet in a professional capacity discloses abuse to you, you should:

- Follow your organisation's safeguarding policies and procedures as soon as possible.
- If a child is in immediate danger, then call 999 and contact the police.
- Ask open, non-leading questions such as "I'm worried about you, what can I do to help?"

1. Receive

- Listen quietly, carefully and patiently. Do not assume anything – do not speculate or jump to conclusions. A reaction of shock or disbelief could cause the child to retract or stop talking.
- Communicate with the child in a way that is appropriate to their age and understanding. This is especially important for children with disabilities or for children whose preferred language is not English.

T.E.D- Tell, Explain, Describe

You might wish to use the acronym 'TED' as a reminder that the child can be encouraged to 'Tell', 'Explain' and 'Describe' the concern. If it is necessary to seek further clarification, staff should keep to asking open questions such as What? When? Who? How? Where? It is important to remember that questions should only be asked to help clarify whether the child is at risk of harm. Once clarification is achieved, no further questions should be asked. You should not investigate.

2. Reassure

- Let the child know that they have done the right thing in letting someone know. Reassurance can make a big impact to the child who might have been keeping the abuse secret.
- Tell them it is not their fault. Abuse is never the child's fault and they need to know this.
- Say you will take them seriously. A child might have kept abuse secret in the fear they will not be believed. They have told you because they want help and trust you will be the person who will listen to and support them.
- Do not promise confidentiality – You have a duty to report your concerns.
- Explain what you will do next, when this will happen and how they will be kept informed and supported. If age appropriate, explain to the child you will need to report the abuse to someone who will be able to help.
- Acknowledge how difficult it must have been to talk. It takes a lot of courage for a child to disclose what has happened to them.

3. React

- Do not talk to the alleged perpetrator of the abuse. Doing so could leave the child at further risk and might possibly inhibit or damage further investigations.
- Do not investigate, and ensure you ask open, non-directive questions.

4. Record

- Make some very brief notes as soon as possible after speaking to the child and write them up in detail as soon as possible. Do not destroy your original notes in case they are required by Court.
- Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used; including any swear words or slang.
- Record statements and observable things, not your interpretations or assumptions – keep it factual.
- Do not delay in reporting the concern – a swift response to safeguarding concerns is of paramount importance to protect the child and prevent further harm.

If your organisation does not have a clear safeguarding procedure or you' are not comfortable with how your organisation has responded to your report, contact the NSPCC Whistleblowing Advice Line to discuss your concerns on: 0800 028 0285 or Email help@nspcc.org.uk

NOTE: Disclosures relating to allegations against colleagues and members of staff should be treated in the same way. This information must be passed immediately to the Head Teacher or Designated Safeguarding Lead (DSL) who will contact the Local Authority Designated Officer (LADO) and ensure the appropriate procedures are followed.

Alternatively, you can contact the Wigan LADO on 01942 486042 or LADO@wigan.gov.uk