

## Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We work to create a culture of security to enable them to feel valued, listened to and to know that their wishes and feelings are respected.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

Teaching personal, social and health education and citizenship, as part of the National Curriculum helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

This policy has been developed to ensure the school fulfils the principles, requirements and any statutory duties established by:

- Education Act 2002
- The Children Act 1989 & 2004
- Safeguarding Children and Safer Recruitment in Education 2007
- Safer Working Guidance DfE 2014
- Working Together to Safeguard Children 2015
- What to do if you are worried a child is being abused – Advice for practitioners March 2015
- The Prevent Duty Advice June 2015
- Keeping Children Safe in Education 2018
- The school will also follow the procedures set out by Bury Safeguarding Children Board (BSCB) (2016) [www.safeguardingburychildren.org](http://www.safeguardingburychildren.org).

This policy applies to all staff, governors and volunteers working in the school. All policies are subject to ongoing evaluation and full annual reviews.

All policies are made available and explained to parents as part of the enrolment procedure and are available for inspection and reference at all times. A copy of this Child Protection and Safeguarding Policy is on the school's website.

## Abbreviations/Terminology

DSL	Designated Safeguarding Lead
MASH	Multi Agency Safeguarding Hub
BSCB	Bury Safeguarding Children Board
TAF	Team Around the Family
EHFSP	Early Help Family Support Plan
SEAM	Sexual Exploitation and Missing
CSE	Child Sexual Exploitation
SEN	Special Educational Needs
LAC	Looked after Children
FGM	Female Genital Mutilation
HBV	Honour Based Violence
LSCB	Local Safeguarding Children's Board

The Gillick Competency helps professionals to balance children's rights and wishes with the responsibility to keep children safe from harm. Full guidance can be found regarding the Gillick competency at [www.nspcc.org.uk](http://www.nspcc.org.uk)

## Policy Aims

The aim of this policy is to compile local & national guidance regarding safeguarding practice to create a locally responsive document that reflects the true nature of the school's mission statement – **'to create a happy, purposeful and caring community'** which at all times is child focused. In order to do this:

- The Designated Safeguarding Lead (DSL) and Deputy DSL will foster an environment in which Children, Staff and Parents can talk freely about any concerns, confident that they will be listened to and appropriate action taken (open door policy)
- This policy will directly link into other policies covering the safety of the children, namely the e-safety/digital safety/anti bullying policies to ensure a holistic, child focused plan of care for the children
- All School Staff will receive a yearly update in Safeguarding Practices and undertake Local Authority training on a 3 year basis, DSL and Deputy on a 2 year basis
- Such training will ensure that any assessment undertaken is primarily child focused in which the voice of the child will be sought
- As part of their induction/arrival at the school, Temporary Staff and volunteers will be made aware of this policy and the DSL will be identified
- Staff will report any concerns or disclosures regarding safeguarding to the DSL or Deputy to ensure prompt action and referral as necessary
- In the absence of the above members of staff, individual staff will be confident to liaise and refer to the Multi Agency Safeguarding Hub (MASH) team, seeking advice & consultation from the Duty Social Worker to identify a plan of action
- If there is any query regarding the threshold of a case, consultation will be sought with the Duty Social Worker on the MASH Team
- Staff will implement agreed procedures to identify children and families that may require early intervention to prevent an escalation through the continuum of need, practices in this area will demonstrate that the school is implementing multi agency working and ultimately the timely sharing of information
- Such procedures will also demonstrate that the school are working towards the priorities of the local authority Children and Young People's Plan (2015 – 2018) in which staff act to implement early help and to develop resilience and emotional health & wellbeing
- The DSL and Deputy will implement separate procedures if an allegation is made against another children **and** if an allegation is made against a member of staff
- There are robust procedures regarding recruitment, selection and pre -employment vetting checks for all members of School Staff founded on safer recruitment good practice and guidance
- There will be a designated governor for safeguarding who will work closely with the DSL and Deputy. This lead person will undertake training on a 2 year basis and review the policies and outcomes of safeguarding incidents in the sub- committee forum to ensure continuous review and learning
- This policy will be available both on site at school and on the website to ensure that all parents have an accessible overview of safeguarding policy at the school

This policy is a working document to be used in conjunction with the following guidance:

(BSCB, 2015) Referral and Recognition Handbook

(BSCB, 2016) Thresholds for Intervention Document

(BSCB, 2012) Practice Guidance for Using Chronologies within Case Records

(BSCB 2012) Safer Recruitment Procedures

(BSCB, 2015) Safeguarding Children at risk of Sexual Exploitation

(DfE, 2018) Keeping Children Safe in Education

All staff will have immediate access to the guidance during the school day in the event of the DSL or Deputy being off school premises. Guidance is stored in the School Office.

Electronic copies of all BSCB documents can be found at [www.burysafeguardingchildrenboard.org](http://www.burysafeguardingchildrenboard.org) and the Keeping Children Safe in Education (2016) can be accessed via GOV.UK

## Role of the Governing Body

The designated governor for safeguarding is **Miss K Malley**.

The roles and responsibilities of the governing body as outlined in 'Keeping Children Safe in Education (2018)' are to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation & guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2015
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the interagency safeguarding procedures established by Bury safeguarding children board (BSCB)
- Comply with its obligations under section 14B of the Children Act 2004 to supply the BSCB with information to fulfil its functions
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the head teacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct
- Ensure that there is a senior board level lead responsible for safeguarding arrangements
- Make sure that children are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- Guarantee that volunteers are appropriately supervised
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, email and staff meetings, as required but at least annually
- Certify that there are procedure in place to handle allegations against staff members or volunteers
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- Guarantee that there are procedures in place to handle allegations against other children
- Make sure that children's' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual children
- Guarantee that there are systems in place for children to express their views and give feedback
- Establish an early help procedure and inform all staff of the procedures it involves
- Appoint a designated teacher (Mr M Pilling) to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training
- Ensure that the designated teacher works to promote how the Pupil Premium funding can best be used to support LAC
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the children's legal status, contact details and care arrangements
- Put in place appropriate safeguarding responses for children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future
- Ensure that all members of the governing body have been subject to an enhanced DBS check

## Staff Roles and Responsibilities

We understand that the school should provide a stable and secure element in the lives of all children and that all staff have a role to fulfil in relation to safeguarding children. We recognise that, because of the day to day contact with children, staff are well placed to observe children and spot potential indicators of abuse.

If staff members have safeguarding concerns regarding a child they should raise these with the school's designated child protection teacher:

- The Designated Safeguarding Lead is **Sean Crosier, Head Teacher**
- The Back-up DSL is **Jason Artley, Deputy Head Teacher**
- Our Safeguarding Governor is **Miss K Malley**

The DSL/Deputy will usually decide whether to make a referral to Social care, however ***it is important to note that any staff member can make a referral to social care to raise their concerns directly.***

## The Role of the Designated Child Protection Teacher and Headteacher

- Safeguard children's wellbeing and maintain public trust in the teaching profession
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members
- Provide all staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (DFE 2016) guidance at induction
- Refer all cases of suspected abuse to MASH, refer allegations of concerns relating to professionals that would impact upon a child to the LADO and to refer to the DBS and Police in cases where a crime has been committed
- Refer cases of radicalisation to the Channel programme
- Liaise with the Safeguarding governor to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies
- Understand the assessment process for providing early help and intervention
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to MASH if the situation does not appear to be improving
- Have a working knowledge of how BSCB conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so. The BSCB document 'Now you are a Member of a Core Group' will be utilised to support this work. ([Ref O](#))
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures– this will be discussed during the staff induction process
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers
- Be able to keep detailed, accurate and secure records of concerns and referrals
- Obtain access to resources and attend any relevant training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals
- Link with the BSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding
- Ensure that a children's child protection file is copied when transferring to a new school

## **Other staff members have a responsibility to:**

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- Provide a safe environment in which children can learn
- Maintain an attitude of "it could happen here" where safeguarding is concerned
- Be aware of the signs of abuse and neglect
- Be aware of the early help process, and understand their role in it
- Act as the lead professional in undertaking an early help assessment, where necessary
- Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments ([Ref N](#))
- Support social workers to take decisions about individual children, in collaboration with the DSL
- If at any point there is a risk of immediate serious harm to a child, make a referral to MASH and/or the police immediately
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child
- Follow the school's procedure for, and approach to, preventing radicalisation

## **Raising Awareness of Child Protection Issues**

The school is committed to raising awareness of child protection and to equipping children with the skills needed to keep them safe. It aims to do this by:

- Ensuring staff have access to appropriate training and resources.
- Including opportunities in the PSHE & Citizenship curriculum that will help children to develop skills they need to recognise and stay safe from abuse
- Teaching children about E Safety.

## **School Procedures**

Greenhill School has clear procedures in place to support effective safeguarding. More detailed guidance is available in the Safeguarding Procedures File which is kept in the School Office. Where these procedures are applicable they are referenced within the policy. A full list is available within ([Appendix 5](#))

## **Safe Caring**

All members of staff are made aware of the school's safeguarding procedures and are committed to working in accordance to the principles of safe caring. Further guidance is set out in Keeping Children Safe Document September 2018.

- Every effort will be made to avoid or minimise the time when members of staff are left alone with a child. If it is necessary for a member of staff to be alone with a child then the door of the room should be kept open and another member of staff should be informed.
- If a child makes inappropriate physical or verbal contact with a member of staff or another child the incident must be reported to the senior designated person and must be recorded in the Incident Record Book in line with Incident Reporting Policy.
- Members of staff will never carry out a personal task for a child that they can do for themselves. If such contact is essential, a member of staff will assist the child as required but will always be accompanied by another member of staff whilst doing so.
- Unless a child has a specific need staff should not accompany children into the toilet.
- All members of staff will be mindful of how they approach children both physically and verbally. All contact should be appropriate to the child's age and emotional understanding and unnecessary or potentially inappropriate contact will be avoided.
- Members of staff are aware that their actions, however well intentioned, may be misconstrued and therefore they must ensure that they consider, and are aware of, the implications of their actions at all times.

## **Building Resilience**

Within the Bury Local Authority, building resilience is a key issue and a focus for children's emotional health and well-being. Building resilience focuses upon all children developing a sense of how they can achieve, how they are cared about and how they can manage their emotions in a helpful way. Developing skills in these areas enables children to adapt well in the face of adversity, trauma, threats or other significant sources of stress. 'Team Bury: Children & Young People's Plan 2015/18' ([Ref T](#))

Within the concept of resilience it is identified that children respond to consistency and predictability and a child's school plays an importance factor in the wider support network for a child and family

Greenhill's school mission statement 'to create a happy, purposeful and caring community' encapsulates much of the definition of resilience and throughout the school the following areas are considered:

## **Promoting a Sense of Mastery**

All children at the school are encouraged and challenged to achieve. Challenges are presented as something that can be met rather than a success or failure with the focus on - if I try hard it makes a difference.

At all stages through the school, children are provided with a strong sense of academic and non-academic opportunities. This is undertaken with high levels of boundaries and expectation in relation to learning behaviour.

Children are also provided with specific and positive feedback throughout the school day and this focus of the school behaviour policy.

## **Promoting a Sense of Relatedness**

Throughout Greenhill School strategies are used to promote that the children feel cared about. Peer student schemes are in place to support new children joining the school in reception. There is a robust policy in place regarding high expectations of children's behaviour and low levels of recorded bullying incidents. An open door policy is in operation for children, staff and parents to liaise with the senior management team with a key focus on safeguarding children at the school.

Mindfulness is a strategy that is used across the school to promote a sense of emotional awareness in each child.

## **Promoting managing Emotions Constructively**

Throughout the school staff model managing emotions constructively in providing clear boundaries on behaviour in a calm and consistent manner.

Children are encouraged to express their thoughts and feelings, utilising the following strategies:

- Providing a safe environment for debating controversial issues
- Promoting fundamental British values, alongside children's spiritual, moral, social and cultural development
- Allow children time to explore sensitive and controversial issues
- Providing children with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing
- Equipping children to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments
- Teaching children about how democracy, government and law making/enforcement occurs
- Teaching children about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK

**The ultimate aim of building resilience is to provide children with an opportunity to develop self-care skills and compassion. This will enable children to be able to think for themselves and cope with the challenges of an unpredictable world.**

## Recognising Child Abuse

Child abuse manifests itself in a variety of ways, some overt and some less obvious. All members of staff are committed to maintaining a vigilant approach to identify potential cases. Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as child safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety. For the purpose of this policy abuse is defined under 4 categories:

- Physical Abuse – this can involve hitting, shaking, throwing, poisoning, kicking, scalding, burning, drowning and suffocating. It can also occur when a parent or carer deliberately causes the ill health of a child to see attention through fabricated or induced illness.
- Emotional Abuse – this is where a child's need for love, security, recognition and praise is not met. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting or undermining towards a child or other family members.
- Sexual Abuse – this involves forcing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative or viewing pornographic material including the use of the internet.
- Neglect – this is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development.

More detailed information is provided in BSCB "Recognition and Referral Handbook" 2015. ([Ref K](#))

- All members of staff are aware of the signs and symptoms of abuse.
- All members of staff are aware that a child may display a range of symptoms and that these may have other causes.
- All members of staff will maintain an objective and non-judgemental approach when considering symptoms but will remember that their first priority is the protection of the child.
- Unless the initial concerns are related to sexual abuse or fabricated illness they will always be discussed with parents / carers and their explanations / comments will be noted.

Further information can be found in the DfE document 'What to do if you're worried a child is being abused – Advice for practitioners 2015'. ([Ref N](#))

## Recognition and Referral

If the DSL has reasonable grounds to believe that a child has been, or is in grave danger of being, subject to abuse, the following procedure will be implemented, in line with (BSCB) procedures.

Working Together utilises the definition of Safeguarding and Promoting the Welfare of children as:

- Protecting Children from Maltreatment;
- Preventing Impairment to Children's Health and 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.

This document outlines the importance of identifying children and families that may benefit from early help and intervention from more than one agency. It outlines assessments such as a common assessment from universal service and /or a child and family assessment from social care to prevent needs escalating to a point where statutory assessment under the Children's Act, 2004.

Within the Bury Local Authority, these processes are referred to as the Continuum of Need. The worked definition of the continuum of need and the response model is 'the point at which agencies respond when additional needs are unmet'. This model provides a continual process of assessment in which children may enter any band at any age/ stage of development and may move bands as their circumstances and needs change.

The Lead Safeguarding Professional for Education is

[Mrs Pauline Baker,](#)

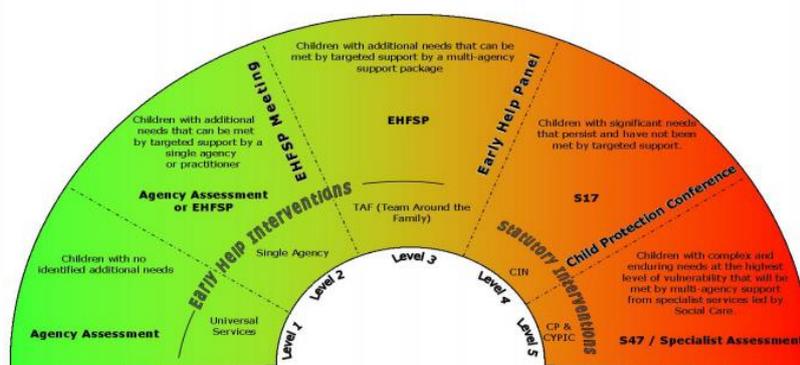
[Lead officer Safeguarding Schools 3 Knowsley Place, Bury, BL9 0EJ](#)

[Tel: 0161 253 6972 or Fax: 0161 253 5730](#)

The following levels are identified within the continuum:

- Level 1 – represents children with no identified additional needs. Their needs can be met through universal service
- Level 2 – represents children with additional needs that can be met by targeted support by a single agency or practitioner
- Level 3 – represents children with additional needs that can be met by targeted support by a multi-agency support package (Team around the Family, TAF)
- Level 4 – represents children with significant needs that persist and have not been met with targeted support. These cases will have a social work lead (Child in Need, CIN)
- Level 5 – represents children with complex and enduring needs at the highest level of vulnerability that will be met by multi agency support from specialist services led by Social Care (Safeguarding, Looked after Children)

## Continuum of Need



**Key:**  
 CP - Child Protection  
 CYPIC - Children and Young People in Care  
 CIN - Child in Need  
 EHFSP - Early Help Family Support Plan

The Bury Safeguarding Board document 'Thresholds for Intervention' document contains extensive guidance on the levels of vulnerability and need. (Ref A)

Within this document, there is also guidance upon the use of early intervention procedures. An Early Help Support Plan can be utilised from Level 2 on the Continuum of Need to strive to assess a child's additional need and develop a plan of action. (Ref V)

As per the continuum of need, a child may move around the continuum and if needs cannot be met through single agency involvement; it may be necessary to progress to Team around the Family where partnership working between agencies can plan and deliver a package of support.

**At all times when a child is open to EHFSP or TAF processes, advice and support can be sought from the Early Help Consultants – Team Oasis, based at Redvales Children's Centre – 0161 253 5200.**

Copies of a blank EHFSP and TAF paperwork can be found on the Bury Council website. (Appendix 3)

Team Oasis work with families to prevent escalation to statutory intervention for child and family. Terms and reference for this team can be found within the Thresholds Document (2013). (Ref A) Referrals to this team can be made via the MASH on an inter-agency referral form.

Despite intervention at Early Help level some children will have needs that persist or get worse. These cases may progress to Child in Need level upon the continuum or process to statutory child protection processes.

## **Dealing with Suspected Abuse / Allegations of Abuse**

The school is committed to fulfilling its responsibilities by treating any suspected or alleged abuse seriously, objectively and sensitively. Any suspicion or disclosure of abuse must be reported to the designated senior person immediately to ensure that initial inquiries and records comply with (BSCB) procedures.

- All members of staff must report any concerns to their line manager or designated senior person.
- Initial concerns should be discussed with parents / carers by the designated person or member of the SLT, unless they are related to sexual abuse or fabricated illness.
- Full written records of all reported incidents will be produced and maintained, even where there is no need to refer the matter immediately.
- Written information is kept by the Head Teacher who is the designated officer and kept in her office.
- All members of staff will demonstrate great care in distinguishing between fact and opinion when recording suspected incidents.
- The senior designated person will ensure that all records are kept securely, separate from the main children's records.
- All members of staff will ensure that all suspicions and allegations are treated sensitively and confidentially.
- Any child involved in alleged incidents will be comforted and reassured.

## **Procedure in the event of disclosure from a child**

In incidents where a child makes an allegation or a disclosure the member of staff concerned will:

- Remain calm.
- Listen carefully to all the child has to say.
- Ensure the child is safe, comfortable and not left alone.
- Reassure the child that they have done the right thing in telling someone.
- Encourage the child to speak in their own words.
- Make any observable judgement
- Not ask leading questions that put words into the child's mouth.
- Not make promises that cannot be kept e.g. promising not to tell anybody else
- Contact/referrals will be made to the Multi Agency Safeguarding Hub (MASH) 0161 253 5678

## **Managing Allegations against another Child:**

- All staff will be aware that children are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up"
- Greenhill School is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm
- All allegations of abuse made against other children and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's anti bullying Policy
- The DSL/Deputy will be informed of any allegations of abuse against other children, who will record the incident in writing and decide what course of action is necessary, with the best interests of the children in mind at all times
- If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police
- The DSL/Deputy will decide which safeguards, if any, are necessary for the children, e.g. counselling support or immediate protection
- In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the children at further risk of harm

- In order to prevent peer-on-peer abuse, the school will educate children about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly

## **Managing Allegations against Staff**

Any allegation made against a member of school staff will be fully investigated. If an allegation is made regarding a member of staff at the school, the DSL and Deputy will implement BSCB guidance and those set out in the Whistle Blowing Policy. *(Ref L)*

Reference will also be made to page 40 – 50 within Keeping Children safe in education, specifically:

- If a staff member has concerns about another member of staff then this will be raised with the head teacher
- If the concern is with regards to the head teacher, this will be referred to the chair of governors and BCSB guidance adhered to.
- Any allegations of abuse made against staff members will be dealt with in accordance with the Keeping Children Safe in education (2016) & school's guidance 'Dealing with Allegations of Abuse against Teachers and other staff.' *(Ref P)*
- The LA Designated Officer will be contacted for further advice as required (0161 253 5342)
- Any concerns regarding the safeguarding practices at Greenhill School will be raised with the DSL/Deputy, and the necessary whistleblowing procedures will be followed, as outlined in the Safeguarding Whistleblowing Policy
- If a staff member feels unable to raise an issue with the DSL/Deputy they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285)
- 'Guidance for safer practice for those working with children in education settings (October 2015)' is available in school office for staff reference. *(Ref J)*

## **Supporting Victims / Witnesses of Abuse**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and guilty. At school their behaviour may be challenging and defiant or they may be withdrawn. We understand that school may be the only predictable element in the lives of children at risk and as such, the school will endeavour to support children, in accordance with any agreed child protection plan, through:

- The content of the curriculum
- The school mission statement which promotes a positive, supportive and secure environment and gives children a sense of being valued.
- The school Behaviour Policy which is aimed at supporting vulnerable children. The school will ensure that the children know that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred.
- Establishing effective relationships, and liaison with other agencies that support the children such as social services, child and adult mental health service, education welfare service and educational psychology service.
- Notifying social services if there is an unexplained absence of more than two days for any child who is on the child protection register.
- Ensuring that, where a child on the child protection register leaves, their information is transferred to their new school immediately and that the child's social worker is informed.
- Recognising that children come from multi-cultural backgrounds and developing policies that ensure we embrace:
  - Diversity in religion and faith
  - Diversity of race or ethnicity
  - Diversity of gender and sexual orientation
  - The disability equality duty

This policy is to be used in conjunction with the Bury Safeguarding Procedures as signed up to the Greater Manchester Multi Agency Safeguarding Children Board Procedures (2016) which outlines procedures and meetings for CAF, TAC, CIN (Children in Need) and Child Protection.

## Information Sharing and Record Keeping:

**Working Together to Safeguard Children** places great emphasis on information sharing. The guidance states, *"Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Early sharing of information is the key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. Serious Case Reviews (SCRs) have shown how poor information sharing has contributed to the deaths or serious injuries of children."*

The guidance goes on to state, "Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. To ensure effective safeguarding arrangements:

- All organisations should have arrangements in place which set out clearly the processes and the principles for sharing information between each other, with other professionals and with the LSCB.
- No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with local authority children's social care.

Within the thresholds document page 15 – 16, the local authority guidance is detailed regarding information sharing and consent through the continuum of need. This document also refers to Information Sharing: Guidance for Practitioners and Managers DFE (2015) ([Ref M](#)) which provides further assistance in making decisions to share information. Greenhill School seeks to use the Golden Rules of information sharing. ([Appendix 4](#))

For older children within the school, it may be necessary to implement the Gillick Competence regarding consent and information sharing. At all times when working with children, the wishes of the child should be obtained, however information may have to be shared without consent in situations of significant harm.

Good record keeping is essential in recording Safeguarding concerns. The use of chronologies can highlight patterns of concern/harm in particular in cases of neglect or emotional abuse. ([Ref B](#))

The review of such records is a vital role for the designated person, a system should be established and recorded that says all records have been reviewed and if any further action has been taken.

Safeguarding files should always be stored separately to the general school files and stored confidentially (only certain staff should have access).

All school staff are bound by a confidentiality agreement if safeguarding files are accessed inappropriately this could lead to a disciplinary matter.

## Staff Training

The Head Teacher is responsible for ensuring that appropriate ongoing training is provided to ensure that staff maintain knowledge of child protection issues and are aware of any new developments. Furthermore the Head Teacher is responsible for the provision of appropriate levels of management and supervision to ensure all staff can fulfil their responsibilities with regard to child protection and are supported in doing so.

To ensure that the above is implemented staff will receive the following training:

- All staff, governors and regular volunteers are given a copy of this Child Protection and Safeguard Policy and the implications on their role are fully explained. This policy is updated every year.
- All members of staff are made aware of the main forms of abuse and their symptoms, as outlined in "Recognition and Referral Handbook" (BSCB) ([Ref K](#))
- A yearly update in Safeguarding Practices prior to the Autumn Term commencing

- Access Local Authority Safeguarding Training on a 3 year basis
- Staff will read and have ongoing access to Chapter 1 of Keeping Children Safe in Education, 2016. Within this section, there are specific and additional safeguarding resources. It directs staff on to specific government guidance on relevant topics and also outlines expert advice from the NSPCC
- Staff will receive an overview of how to make a referral to the MASH Team directly and to ensure that immediate action to protect is always taken as per Working Together (2015). ([Appendix 2](#)) contains the Safer Guidance to provide an aide memoire for staff in making telephone referrals to the MASH
- Staff will utilise page 13 – 19 of the Recognition and Referral Booklet to follow up a telephone referral to the MASH with an Inter- Agency Referral Form ([Ref U](#))
- The DSL and Deputy will access BSCB training on a 2 yearly basis, specific locally responsive training will also be accessed via this service
- Lessons from serious case reviews will also be disseminated via the yearly training update – namely:  
*‘Failing to act on the early signs of abuse/neglect, poor record keeping, failing to listen to the children’s views, failing to reassess a situation when there is no improvement, sharing information too slowly and lack of challenge to those who appear not to be taking action’*
- This learning and reflection will also be incorporated into staff meetings as indicated and access to local children’s trust electronic newsletters
- Chronologies will be utilised to demonstrate significant events and the impact on a child, this will provide the basis for referral/escalation by evidencing when a situation is not changing or improving
- Staff will have access to the Practice Guidance from the BSCB in relation to the use of Chronologies to support good record keeping ([Ref B](#))
- All members of staff are made aware of their responsibilities in relation to the disclosure or discovery of child abuse and the school’s procedures for dealing with such incidents.
- All staff members of staff are made aware of Bury (BSCB) procedures and where to locate them.

## **Safer Recruitment**

To ensure the ongoing provision of a safe environment at School the DSL and Deputy will implement the guidance on page 22 – 39 regarding safer recruitment of staff of the document Keeping Children Safe in Education, 2016. This also includes guidance regarding volunteers, temporary staff, and students/trainee teachers, specifically:

- An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity
- A person will be considered to be in ‘regulated activity’ if, as a result of their work, they:
  - Are responsible on a daily basis for the care or supervision of children
  - Regularly work in the school at times when children are on the premises
  - Regularly come into contact with children under 18 years of age

All recruitment is managed according to the school ‘Safer Recruitment Policy’ and with reference to ‘Guidance for safer working practice for those working with children and young people in education settings’ (October 2015) ([Ref J](#))

Greenhill School will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity. No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.

## **Single central record (SCR)**

The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school. For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

## **Staff Induction**

On induction all staff members at the school will be provided with a copy of the local authority document 'Recognition and Referral handbook' and chapter 1 of 'Keeping Children Safe in Education (2016).

## **Keeping Children Safe on Site**

To manage the dropping off and collection of children at the pre-school based within the grounds of the school, the following arrangements are in place –

- There are always two adults on duty; one adult is stationed adjacent to the Pre- School access to supervise any potential contacts.
- The children are reminded frequently not to speak to adults attending Pre-School, even parents or relatives during break or lunch times.
- The fitness trail is cleared during the times that the parents access the school yard area, this is usually 11.55am to 12.05pm and from 12.45pm to 1pm.
- The Pre-School staff control the gate onto the field and lock it during times when access is not required.
- These arrangements strive to manage any potential contact with an adult who may not have been DBS screened.
- Any breach in these procedures will be reported to the Head Teacher or Duty Person

## **Safeguarding Education**

In line with guidance in Keeping Children Safe, Greenhill School will also ensure that children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (SRE) and group sessions.

## **Online Safety**

Greenhill School will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the schools Online Safety Policy.

The use of mobile phones by staff and children is closely monitored by the school, in accordance with the Acceptable use of IT and Internet policy.

The school will ensure that the use of firewalls, filtering and monitoring systems do not cause "over blocking" which may lead to unreasonable restrictions as to what children can be taught regarding online teaching.

## **Additional Information and Guidance**

Greenhill School recognises that for a number of children there may be additional risk factors that increase a child's likelihood of suffering significant harm. Greenhill School also recognises that there are links between the vulnerabilities below and strives to provide an overarching safeguarding procedure.

## **Particular Practices**

Some members of our communities hold beliefs that may be common within particular cultures but which are against the laws of England. Greenhill School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

### **Forced Marriage**

A 'forced marriage' is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK

Greenhill School does not support the idea of forcing someone to marry without their consent.

Staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

The Force Marriage Unit has published Multi-Agency guidelines. ([Ref Q](#))

If advice or information is required contact 020 7008 0151 or email [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk).

### **Honour Based Violence**

Honour based violence 'is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert for signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home.

All forms of HBV are forms of abuse, and will be treated and escalated as such. Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise

### **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Staff will report any signs of Ritualistic abuse, including concerns that a child is at risk of ritualistic abuse, or has already suffered from Ritualistic Abuse and will activate local safeguarding procedures if concerns arise.

## **Trafficked Children**

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where Greenhill School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

## **Female Genital Mutilation (FGM)**

Within Education there is now a mandatory duty on teaching staff to report cases of FGM directly. The local process to report cases of FGM is to contact the MASH and complete an intra agency referral form. This will then be escalated to the Police via the MASH.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the children may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

Teachers and school staff will not examine children, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

FGM is also included in the definition of "honour-based" violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

## **Specific Procedures**

The following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency.

### **Domestic Abuse**

The Government defines domestic abuse as *"Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality."*

Within school the Team Bury flow chart 'How to help a young person reporting domestic violence and abuse' will be displayed for an immediate point of reference to all staff members to support staff in referring children and families in cases where domestic abuse has been reported. ([Ref C & D](#))

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than a parent, a person who is not a parent but has parental responsibility, a close relative or a Local Authority for more than 28 days and where the care is intended to continue.

It is a statutory duty for us at Greenhill School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

### **Children Missing from Education**

Greenhill School recognises that a child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation

Staff will monitor children that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures

Greenhill Primary will inform the LA Admissions Team of any children who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

The school has clear procedures for monitoring attendance and follows the Bury Local Authority guidance on Children Missing in Education.

## **Neglect**

The local authority has recently published the 'Multi Agency Neglect Strategy- Professional Responses to Neglect'. (Ref F) The strategy specifically outlines the increased number of neglect cases in the local area and professional responses. Staff will be made aware of the key issues within this document, disguised compliance and parental non-compliance as identified in 'Ofsted (2014) 'In the Child's time'. (Ref G)

## **Peer on Peer Abuse:**

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others. Allegations of peer abuse will be taken as seriously as allegations of abuse perpetrated by an adult.

Peer on peer abuse can manifest itself in many ways. Some forms of peer on peer abuse are:

## **Sexting :**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Guidance on how to deal with sexting can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

## **Initiation/Hazing :**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

## **Prejudiced Behaviour :**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

## **Teenage relationship abuse :**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

## **Sexually Active under Eighteen years old**

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Greenhill School we will ensure our policy for managing this issue links to the available protocol. ([Ref E](#))

## **Safeguarding Children Special Educational Needs and Disabilities (SEND)**

Greenhill School recognises that children with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of children. The school has a clear SEN policy in operation to support for the school also.

Greenhill School will ensure that our children with SEND are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child with SEND.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to a child's disability without further exploration
- Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers
- When reporting concerns or making referrals for children with SEND, the above factors will always be taken into consideration
- Greenhill School will also utilise the Children and Young People in Care policy and children premium policy to support work in this area

Disabled children require additional action because they experience greater risks and 'created vulnerability' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment.

## **Young Carers**

A young carer is defined as a child under 18 years old who has a responsibility for caring on a regular basis for a relative who has an illness or disability. Many young carers experience low school attendance,

some educational difficulties, social isolation and conflict between loyalty to their family and their wish to have their own needs met.

The school will have regard to BSCB guidance on Young Carers. (Ref I)

The DSL and Deputy will refer to the Young Carers Service as indicated; **Bury Young Carers can be contacted on 0161 253 5144/6902**

### **Looked After Children (CYPIC)**

The DSL and Deputy will have a working knowledge of the local authority document 'policy and statutory guidance for the education of Children and Young People in Public Care' (Ref H & Ref R)

The DSL and Deputy will have a working knowledge of the guidance within the Children's Act, 2004 and actively contribute to the statutory reviews for children who are looked after within the school

### **Child Sexual Exploitation (CSE)**

"Child sexual exploitation" is defined as: a form of sexual abuse where children are sexually exploited for money, power or status.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse

The following are possible indicators of CSE and school will be aware of these:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the MASH as outlined in the document BSCB, 2015. (Ref E)

### **Anti-Radicalisation and Extremism (Prevent Strategy)**

Protecting children from the risk of radicalisation is an essential part of the school's wider safeguarding duties. This is our duty under Section 26 of the Counter Terrorism and Security Act 2015 and the statutory guidance in The Prevent Duty DfE document June 2015. (Ref S)

Greenhill School will actively assess the risk of children being drawn into terrorism reflecting that Prevent covers religious extremism, the far right movement, animal rights and vivisection and certain pro-life activities:

- Staff will be alert to changes in children's' behaviour which could indicate that they may be in need of help or protection
- Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the BSCB as appropriate
- The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns, and provide information for support mechanisms

- Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result
- The DSL, Deputy will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance

## Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable children is at risk of being involved in terrorist activities.

- In cases where the school believes a children is potentially at serious risk of being radicalised, the head teacher or DSL will contact the Channel programme
- The DSL will also support any staff making referrals to the Channel programme
- The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity
- The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Greenhill Primary
- The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services
- Greenhill School prevents speakers who may promote extremist views from using the school premises
- Alongside the BSCB resources for referral and recognition, Greenhill School staff will utilise support from the MASH team and also the 101 police number for non-emergencies. As indicated the DSL will also utilise the DFE helpline 020 7340 7264 and the Education Against Hate website.

## Note

*The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Department for Education Bury Safeguarding Children Board and Local Authority.*

## Appendices

- [Appendix 1](#) Useful Contacts
- [Appendix 2](#) SAFER Guidelines for contacting MASH
- [Appendix 3](#) Inter Agency Referral Form, Early Help Support Plan, Team around the Family Form
- [Appendix 4](#) DfE (2015) Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers – Seven Golden Rules of Information Sharing
- [Appendix 5](#) References List

## Appendix 1: Useful Contacts

### **Multi-Agency Safeguarding Hub**

Bury Police Station  
Dunsters Road  
Bury  
BL9 0RD

Tel: 0161 253 5678

Email: [Childwellbeing@bury.gcsx.gov.uk](mailto:Childwellbeing@bury.gcsx.gov.uk)

### **Emergency Duty Team (Outside Office Working Hours)**

Tel: 0161 253 6606

### **For referral/consultation about allegations against people working with children and young people:**

Mark Gay  
LADO  
Safeguarding Unit  
18/20 St Mary's Place  
Bury BL9 0DZ  
Tel: 0161 253 5342/0161 253 6168  
E-mail: [M.Gay@bury.gov.uk](mailto:M.Gay@bury.gov.uk)

### **Team Oasis:**

Early Help Consultants & Early Help Team  
Redvales Children's Centre  
25 Dorset Drive  
Redvales  
Bury  
BL9 9DN

Tel – 0161 253 5200

Email: [Childwellbeing@bury.gcsx.gov.uk](mailto:Childwellbeing@bury.gcsx.gov.uk)

### **Police Public Protection Investigation Unit (PPIU):**

0161 856 8185 – Child Protection

0161 856 8063 – Domestic Abuse

**Appendix 2 – SAFER Guidelines**

These guidelines are to support staff when contacting the Multi-Agency Safeguarding Hub (MASH) on 0161 253 5678 to ensure that all relevant information is communicated

<p><b>S</b></p>	<p><b>Situation</b>                  This is (give name &amp; designation) for Greenhill Primary School. I am calling about (child's names(s) and address)                  I am calling because I believe this child is at risk of significant harm                  The parents are/aren't aware of the referral</p>
<p><b>A</b></p>	<p><b>Assessment and actions</b>                  I have assessed the child personally (and started/done a CAF) and the specific concerns are....provide specific factual evidence, ensuring the points in Section A are covered)                  Or:                  I fear for the child's safety because...(provide specific facts – what you have seen, heard and/or been told and when you last saw the child and parents)                  A CAF has/hasn't been followed                  This is a change since I last saw him/her (give number) of days/weeks/months ago                  The child is now....(describe current condition and whereabouts)                  I have not been able to assess the child but I am concerned because.....                  I have....(actions taken to make the child safe)</p>
<p><b>F</b></p>	<p><b>Family factors</b>                  Specific family factors making this child at risk of significant harm are....(base this on the assessment of need framework and cover specific [points in Section A)                  Additional factors creating vulnerability are...                  Although not enough to make this child safe now, the strengths in the family situation are....</p>
<p><b>E</b></p>	<p><b>Expected response</b>                  In line with Working Together to Safeguard children, NICE guidance and Section 17 and/or Section 47 of the children act I recommend that a specialist social care assessment is undertaken (urgently?)                  Other recommendations                  Ask: Do you need me to do anything now?</p>
<p><b>R</b></p>	<p><b>Referral and recording</b>                  I will follow up with a written referral and would appreciate it if you would get back to me as soon as you have decided your course of action                  Exchange names and contact details with the person taking the referral                  Now refer in writing as per local procedures and record details and time and outcomes of telephone referral</p>

## Appendix 3 – Intra Agency Referral Form, CAF, TAC Forms

The **Inter Agency Referral Form** forms can be found on the Bury Safeguarding Children Website at: <http://www.safeguardingburychildren.org> under the heading 'Procedures and useful documents'

The **CAF Record Form** can be found on the Bury Safeguarding Children Website at: <http://www.safeguardingburychildren.org> under the heading 'Procedures and useful documents'

The **Team Bury TAF Review Record** is stored on the school server within:  
Head's Data/Pupils/Pupil support/CIN & EHFSP Meetings/TAF

## Appendix 4 – Golden Rules of Information Sharing

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with 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, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions
6. **Necessary, proportionate, relevant, 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 people 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 not to share, then record what you have shared, with whom and for what purpose

## Appendix 5 - References List

(BSCB, 2015) Referral and Recognition Handbook  
(BSCB, 2016) Thresholds for Intervention Document  
(BSCB, 2012) Practice Guidance for Using Chronologies within Case Records  
(BSCB, 2012) Safeguarding Children at risk of Sexual Exploitation  
Bury Metropolitan Council, Policy and Guidance for the Education of Children and Young People in Public Care  
The Children Act 2004  
CPHVA (2010) Safer Guidelines, DOH  
(DFE, 2016) Keeping Children Safe in Education, HMSO  
HM Government (2015) Working Together to Safeguard: A guide to inter-agency working to safeguard and promote the welfare of children, HMSO

Further policies can be obtained from [www.safeguardingburychildren.org](http://www.safeguardingburychildren.org)

### **School Procedures - Specific References within this Policy**

Ref A BSCB (2016) Thresholds for Intervention Document  
Ref B BSCB (2015) Practice Guidance for use of Chronologies within case records  
Ref C Team Bury Flow Chart, How to help a young person reporting domestic violence and abuse  
Ref D Bury Partnership -Domestic Abuse Risk Assessment and Referral Form  
Ref E BSCB (2015) Safeguarding Children at Risk of Sexual Exploitation, BSCB Safeguarding Children at risk of Sexual Exploitation – The Role of Schools, Colleges and School Support Teams – Sexual Active  
Ref F BCSB (2016) Multi Agency Neglect Strategy – Professional Responses to Neglect  
Ref G Ofsted (2014) In the Child’s time, professional responses to neglect  
Ref H DfE (2014) Promoting the Education of Looked After Children  
Ref I BSCB (2014) Guidance on Young Carer’s  
Ref J Safer Recruitment Consortium (2015) Guidance for Safer Working Practices for those working with Children and Young People in Education Settings  
Ref K (BSCB, 2015) Referral and Recognition Handbook  
Ref L BSCB (2014) Confidential Reporting (Whistleblowing) Policy  
Ref M DfE (2015) Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers  
Ref N DfE (2015) What to do if you’re worried a child is being abused?  
Ref O BSCB (2015) ‘Now you are a Member of a Core Group’  
Ref P DfE (2012) Dealing with Allegations of Abuse against Teachers and other Staff  
Ref Q HM Government (2014) The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage  
Ref R GPS (2016) Promoting the education of Children and Young People in Care (Looked After Children)  
Ref S DfE (2015) The Prevent Duty  
Ref T Team Bury (2015/18) Bury Children’s Trust: Children & Young People’s Plan  
Ref U Team Bury (2015) Inter Agency Referral Form  
Ref V Team Bury (2015) Early Help Support Plan, Team around the Family Form