



SAFEGUARDING, CHILD PROTECTION AND EARLY HELP POLICY

Version and Date	Action / Notes
1.0	July 2021 New policy in line with statutory and Trust guidance
1.1	November 2021 Update with additional protocol for response to Child on Child abuse and bullying. Additions to the roles and responsibilities for staff (online safety).
1.2	April 2022 Addition of guidance when dealing with a sexting incident.
2.0	September 2022 <u>KCSIE 2022 Updates</u> Disclosures – pupils might not feel ready Domestic Abuse – New para Safer Recruitment – Online searches Reporting concerns about staff – To HT or DSL for low level Peer on Peer has changed to Child on Child LGBT (Trusted Adult, increased risks) SHSV or Sexting flowchart added Prevent and the link with curriculum Addition of R + R flowchart Definitions updated
2.1	February Updated with Wigan Partnership hub changes and added new Safeguarding poster
2.2	March Updated of staffing roles within DTW
2.3	April Staff update and Policy updated
2.4	June Update of Bullying procedure
2.5	July KCSIE 2023 updates New LA CME procedures
Policy Reviewed :	September 2023- DRAFT
Policy Review Frequency :	Annual
Next Review :	September 2024

Signature of Head of School:	Signature of Chair of Local Governing Body:
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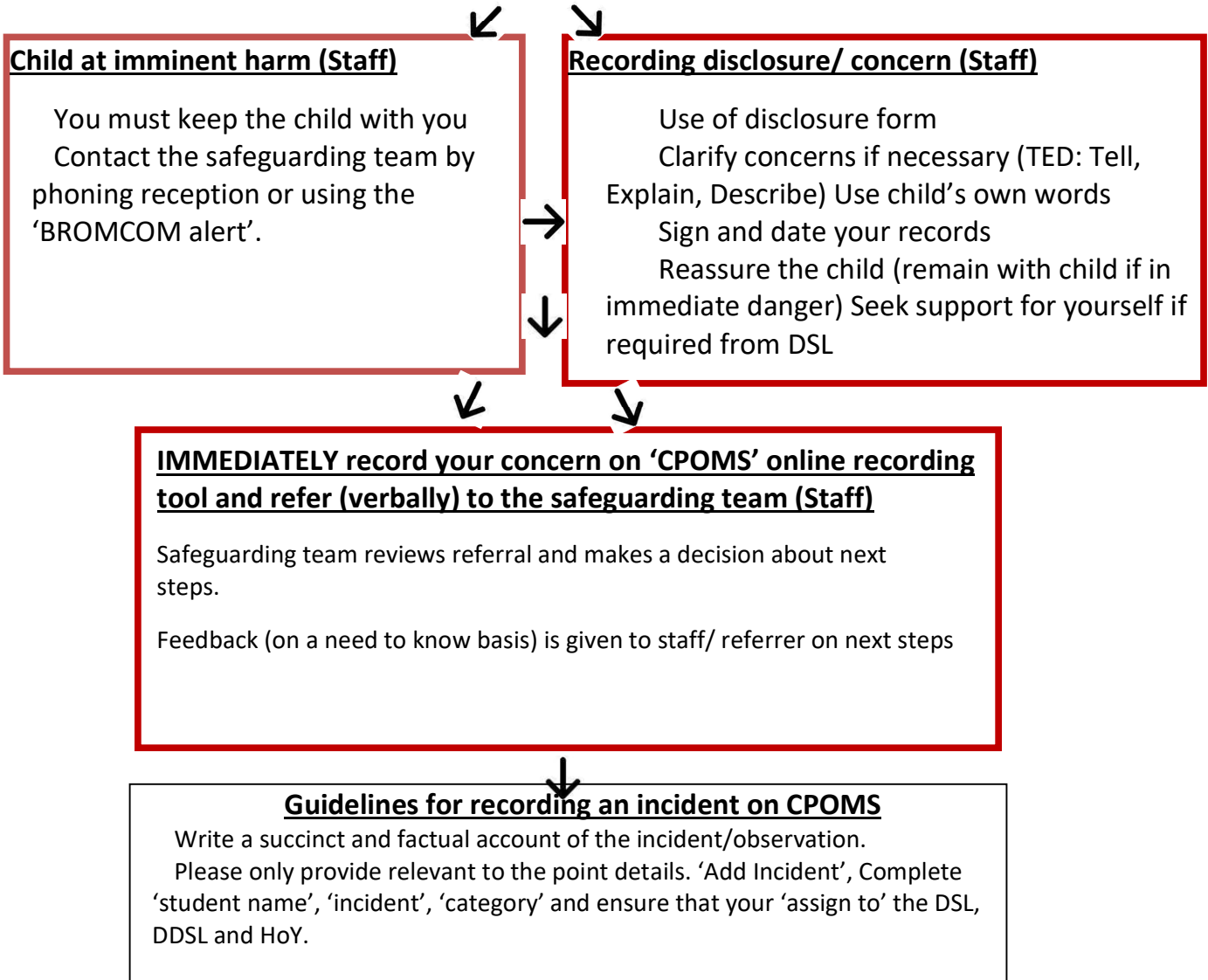
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What to do if you have a safeguarding concern at Dean Trust Rose Bridge

Recognise, Respond, Record, Refer and Support Examples may include
Disclosure - Child's appearance - Behaviour change - Witnessed concerning behaviour



Referral /Further discussion (SG Team)

Consider whether child is at immediate risk of harm e.g. unsafe to go home

Discussion/refer to other agencies as appropriate e.g. Inter-agency referral

If your concern is about a staff member or visitor, you should report this to the Designated Safeguarding Lead (DSL) or the Headteacher.

If your concern is about the Headteacher, you should inform the Chair of Governors.

In School Monitoring/ Support Process by identified person or DSL (SG Team)

What you are monitoring – Behaviour, trends, appearance etc.

How long will you monitor? Timeline

Where, how and to whom will you feedback? Staff/referrer/SLT

Record on CPOMS

Inform parent/carer of support provided? Meetings/Support Plans

Record decision (SG Team)

Child deemed at risk of significant harm or the likelihood of danger of harm and or risk.

Decision made to refer to Children’s social care (MASH/EARLY HELP/CAMHS)

At all stages the child’s circumstances will be kept under review

The DSL/Staff will re-refer if required to ensure the child’s safety is

Logging an incident using CPOMS and following up on

A safeguarding concern

DSL/Safeguarding (SG) team decides if correctly categorised, whether action needs to be taken, whether situation needs monitoring and allocates to member of staff.



Action Required

DSL/ SG team consults/makes judgement to ascertain what further action is required
Internal or external (agency) intervention?

No Action Required

DSL/ SG team logs on CPOMS that no action is required, and whether or not the situation needs to be monitored
This action is 'assigned to' staff concerned.

Internal or external (agency) intervention?



Internal – Repeat until resolved

Incident referred to relevant staff within the school using "Assign to"
All staff log their actions on CPOMS until they believe the situation is resolved. When this is the case, they inform the DSL/ SG team.



External - Repeat until resolved

Incident referred to relevant external agency
New incident logged in CPOMS with all correspondence from external agency logged on new incident, including scanned letters
DSL/ SG team to revisit case once agency work done.



DSL/ SG team logs on CPOMS and assigns to staff concerned that no further action is required, and whether situation should still be monitored.

What to do if you witness or suspect Child on Child abuse at Dean Trust Rose Bridge

At Dean Trust Rose Bridge there is a zero-tolerance approach to any form of Child on Child abuse, it is never acceptable, and it will not be tolerated.

Child on Child abuse is most likely to include, but may not be limited to:

- **Bullying:**
 - The main forms of Bullying are: Racist, Homophobic, Transphobic, Sexist, Sexual, Prejudicial, Relational, Socioeconomic.
 - Through the following mediums: Verbally, Physically, Emotionally, Online (Cyber)
- **Physical abuse**, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- **Abuse in intimate relationships between peers**
- **Sexual violence and sexual harassment**
- **Causing someone to engage in sexual activity without consent**
- **Upskirting**, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- **Consensual and non-consensual sharing of nude and semi-nude images and/or videos** (also known as sexting or youth produced sexual imagery)
- **Initiation/hazing type violence and rituals**, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

Pupils who are being abused may show changes in behaviour, such as: Becoming shy and nervous - Feigning illness - Taking unusual absences - Clinging to adults - Change in attitude - Loss of concentration - Truancy from school.

Recognise, Respond, Record, Refer and Support

Parent/ Carer Communication

Parents and Carers of both victim and perpetrator are contacted (if appropriate) by the HoY/PSM and are updated throughout investigation

Investigation

The victim, alleged perpetrator and witnesses are all interviewed separately (written record obtained if appropriate).

Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication (A private room used and witness if necessary).

Premature assumptions are not made, as it is important not to be judgmental at this stage.

Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete.

Dean Trust Rose Bridge will respond in line with statutory guidance **Working Together to Safeguard Children**

Dean Trust Rose Bridge will be supported by other agencies, such as local authority children's social care and the police as required.

A graduated approach – Bullying concerns

Bullying is a type of harassment which involves personal abuse and/or persistent actions which have the intent to humiliate, intimidate, frighten or demean a person or group.

Bullying is acted out through the following mediums – Verbally, Physically, Emotionally, Online (Cyber).

The main forms of bullying include – Racist, Homophobic, Transphobic, Sexist, Sexual, Prejudicial, Relational, Socioeconomic.

Pupils who are being bullied may show changes in behaviour, such as: Becoming shy and nervous - Feigning illness - Taking unusual absences - Clinging to adults - Change in attitude - Loss of concentration - Truanting from school.

At each stage one or a selection of actions and sanctions may be selected depending upon the nature, seriousness and frequency of the bullying occurring. Support for the victim will be evident from stage 1 and throughout the process.

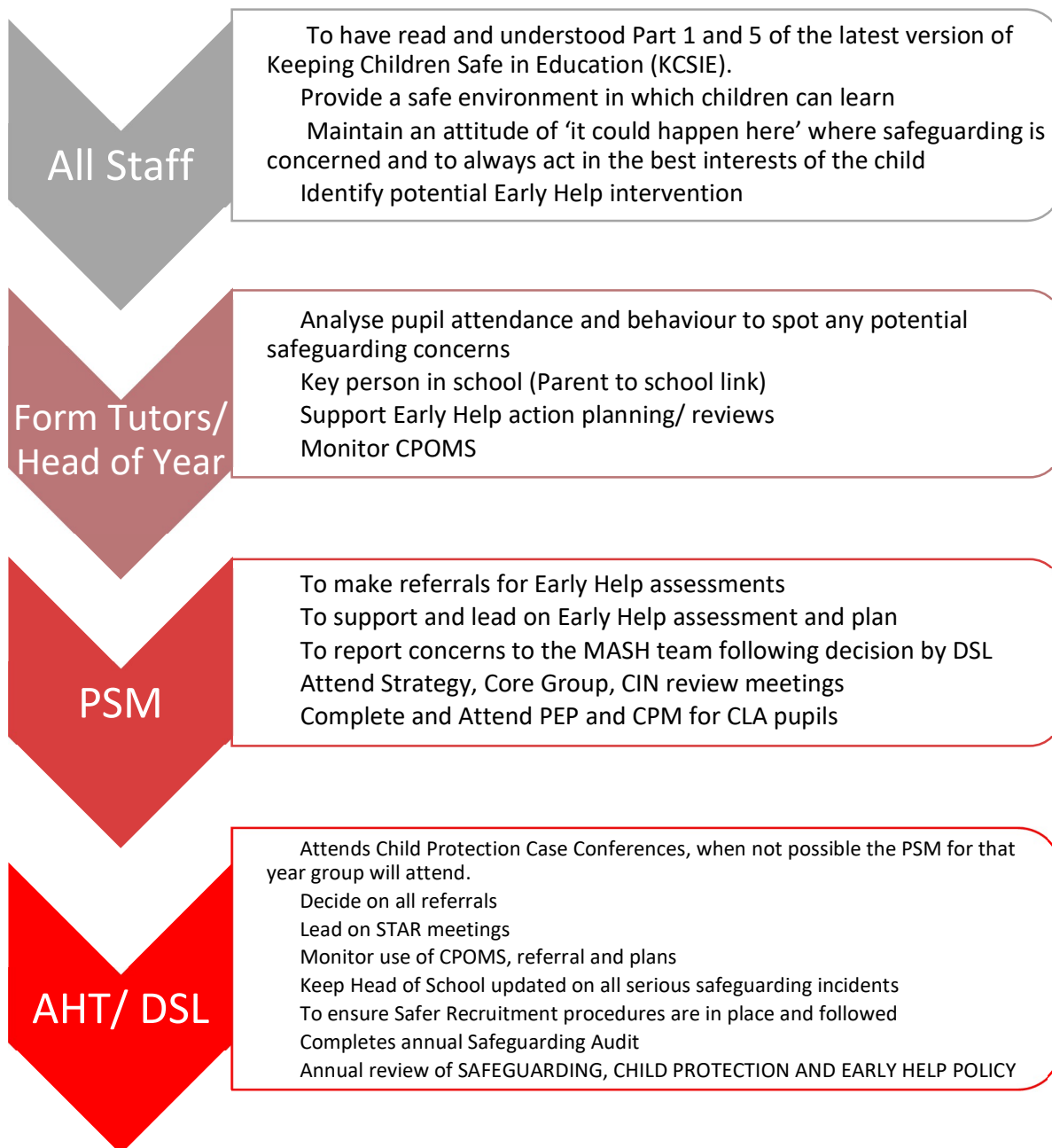
Resolution

Parents/ Carers continue to be updated and decisions are made using the Graduated Approach template. Progress will continue to be monitored following the resolution.

<u>Stage</u>	<u>Perpetrator - Action /consequence</u>	<u>Victim - Action/Support</u>
Stage 1	<ul style="list-style-type: none"> ● Perpetrator spoken to regarding behaviour. ● Contact made with home. ● Restorative justice / Repair and rebuild. ● Perpetrator pupil meeting after school/break/lunch. ● More significant perpetrator pupil meeting after school/break/lunch. 	<ul style="list-style-type: none"> ● Contact made with home. ● Restorative justice / Repair and rebuild.
Stage 2	<ul style="list-style-type: none"> ● Perpetrator and parent meeting. ● Time in Intex for perpetrator. ● 1:1 or small group work on positive relationships and choices. ● Extended time in Intex for perpetrator. 	<ul style="list-style-type: none"> ● Support delivered in school either 1:1 or as part of small group work.

<p>Stage 3</p>	<ul style="list-style-type: none"> ● Perpetrator pupil and parent meeting/contact. ● Step out for the perpetrator. ● Extended period of Step out for perpetrator. ● Suspension for perpetrator. ● Extended suspension for perpetrator. 	<ul style="list-style-type: none"> ● Support delivered in school either 1:1 or as part of small group work. ● Signposted to external support agencies if required: <ul style="list-style-type: none"> ● Kooth ● NSPCC ● Young minds
<p>Stage 4</p>	<ul style="list-style-type: none"> ● Perpetrator pupil and parent meeting/contact. RESPITE for the perpetrator. ● Governors panel meeting for perpetrator. ● Potential permanent exclusion for perpetrator or further extended suspensions. 	<ul style="list-style-type: none"> ● Ongoing support from DTRB either 1:1 or as part of small group work. ● Signposted to external support agencies if required: <ul style="list-style-type: none"> ● Kooth ● NSPCC ● Young minds

Safeguarding – Roles and Responsibilities



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

Key Safeguarding Personnel			
Role	Name	Telephone	Email
Headteacher	Miss Lucy Cropper	01942 510712	LucyCropper@deantrustrosebridge.co.uk
MAT Safeguarding lead	Mr Barry Bridden		bbridden@lordderbyacademy.co.uk
Designated Safeguarding Lead (DSL), Prevent and Chanel officer	Mrs Usma Agha	01942 510712	UsmaAgha@deantrustrosebridge.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Mr Andrew Cunningham/Miss Jill Raughter	01942 510712	AndrewCunningham@deantrustrosebridge.co.uk JillRaughter@deantrustrosebridge.co.uk
Nominated Governor/Trustee	Mr Conor Davis	01942 511987	Email for Clerk to Governors Elishasweeney@deantrustwigan.co.uk
Chair of Governors/Trustees	Mr Conor Davis	01942 511987	Email for Clerk to Governors Elishasweeney@deantrustwigan.co.uk
Designated Teacher for Looked After Children	Mrs Ruth Kelly/Miss Jill Raughter	01942 510712	JillRaughter@deantrustrosebridge.co.uk RuthKelly@deantrustrosebridge.co.uk
Special Educational Needs Co-ordinator	Mrs Ruth Kelly	01942 510712	RuthKelly@deantrustrosebridge.co.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education.			
Agency Contact Details			
Local Authority Designated Officer	Andrew Chisnall	01942 486042	lado@wigan.gov.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-Sarah Davies	01942 486262	EHH@wigan.gov.uk
Wigan Safeguarding Children's Board	01942 828300 (Child), 01942 828777 (Adult), 0161 834 2436 (out of hours)		wscb@wigan.gov.uk
Link Social Worker			N/A
CAMHS Link worker	Maria McNulty	01942 775400	Lisa.bradley@NWBH.nhs.uk
School Nursing / Health Visiting service	Jan Fisher	01942 482111	j.fisher4@nhs.net
Virtual School Head	Jennifer Mills Michelle Amberry		Jennifer.mills@wigan.gov.uk m.amberry@wigan.gov.uk
Wigan Safeguarding Children's Board Learning and Development			https://www.wiganlscb.com/home.aspx
If you believe a child or young person is at immediate risk of significant harm or injury, contact the Police on 999			

Section 1 - School commitment, creating a safe and supportive environment

1. INTRODUCTION

1.1 Dean Trust Rose Bridge Child Protection and Safeguarding Policy provides an overview of how the school ensures the safeguarding of pupils in their care, and meets the requirements with regards to current statutory and local guidance, Wigan Safeguarding board. Links within the policy provide more detail about the guidance, procedures and arrangements in place to secure the safety and welfare of pupils at Dean Trust Rose Bridge.

1.2 At Dean Trust Rose Bridge it is everyone's responsibility to safeguard its pupils. As a school community all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Dean Trust Rose Bridge recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work and work on the basis of 'it could happen here' and all reports are dealt with in line with policy and procedure. Staff at DTRB understand that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care.

2. RESPONSIBILITIES

2.1 At Dean Trust Rose Bridge we have a Designated Safeguarding Lead (DSL), Usma Agha, who is a member of the Senior Leadership Team (SLT), a number of Deputy DSL, Andrew Cunningham and a link Safeguarding and Prevent Governor, Mhairi Birchall. In addition to these staff we also have a Safeguarding Team of staff who work closely with the DSL and DDSL's to ensure that staff and pupils are fully safeguarded and supported.

2.2 If staff, pupils or visitors have any concerns whilst on site then they should ensure that they see a member of the Safeguarding team and refer to the DTRB poster which is displayed in school, in each classroom and in offices. A copy of which is also included within this document as follows; *'Who pupils, staff or visitors should see if they have a concern'*

2.3 If staff, pupils or visitors have any concerns whilst on site then they should

ensure that they see a member of the Safeguarding team and refer to the DTRB poster which is displayed in school, in each classroom and in offices. A copy of which is also included within this document as follows; *'Do you know who to see regarding Child Protection and Safeguarding?'*



Do you know who to see regarding Child Protection and Safeguarding?

**Designated Safeguarding Lead
LEAD**



Mrs Agha
Assistant Headteacher

Deputy Safeguarding Leads



Mr. Cunningham
Assistant Headteacher



Ms. Raughter
Pastoral and Mental Health Lead

**Child Protection Officers
OFFICERS**



Mr. Shepherd
Head of Year



Mrs Coulton
Inclusion Manager



Miss Hill
Pupil Support
Manager



Mrs Evans
Pupil Support
Manager



Miss Brindle
Pastoral Admin



Miss Peake
Pastoral Admin



Miss Taziker
Education Welfare
Officer



Miss Kirkpatrick
Inclusion LSA

If you have any concerns, please see a member of staff or e-mail office@deantrustrosebridge.co.uk

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3.0 ROLES AND RESPONSIBILITIES

3.1 The Dean Trust provides information within the Dean Trust Child Protection and Safeguarding policy; page 1 which Dean Trust Rose Bridge also adheres to. The Designated Safeguarding Lead (DSL) and members of SLT take the lead responsibility for safeguarding and child protection as summarised in the schools' policies and stated in their job descriptions. The DSL, deputies and other Safeguarding officers within school receive updated relevant training at a minimum every two years and attend local authority briefings and conferences whenever possible; they also receive regular supervision throughout the year.

3.2 Included in this section are the specific roles and responsibilities for staff at Dean Trust Rose Bridge.

3.3 Executive Headteacher/ Head of School

The Executive Headteacher / Head of School will:

- Ensure that the policies and procedures adopted by the Dean Trust Board and Local Governing Body associated with protecting children are fully implemented, understood and followed by all staff and adhered to at all times
- Ensure that the DSL and DDSLs are properly supported in this role with adequate time, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensure their school maintains up to date records of all safeguarding concerns, using CPOMS as their sole recording tool for concerns, LADO referrals physical restraint incidents and first aid incidents.
- Ensure their school maintains secure monitoring and filtering solutions for its school's devices that can alert the DSL as soon as a problem emerges.
- Act as the 'case manager' in the event of an allegation of abuse made against another member of staff, volunteer or supply teacher, where appropriate and that the Designated Safeguarding Lead is emailed to inform about any LADO referrals.

The Head of School and the DSL are responsible to ensure that children are taught about safeguarding including online safety, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationship and Sex Education which may be delivered through PSHE lessons and form tutorials.

Where alternative provision is in place, the Head of School is responsible for obtaining written confirmation from that provider that appropriate safeguarding checks have been carried out on individuals working in the provision, i.e. those checks that the school would otherwise perform in respect of its own staff.

The Head of school and DSL are responsible for communicating this policy to parents when a child joins Dean Trust Rose Bridge and via the school website.

3.4 Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL)

The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL's training will be updated formally every two years but may have refresher training at regular intervals, at least annually, to keep up with any developments relevant to their role.

Additionally, DSLs knowledge and skills will be updated regularly through a variety of other methods, e.g. e-bulletins and briefings, organising and participating in conferences, local meetings, other identified training, supervision, Dean Trust Rose Bridge network training and Dean Trust Rose Bridge DSL hub meetings.

The school has appointed additional staff to deputise for the DSL. The Deputy DSLs have attended appropriate training, which enables them to be fully conversant and to fulfill this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential electronic recording system for safeguarding and child protection concerns. CPOMS online system is Dean Trust Rose Bridge's mandatory system for safeguarding recording.
- Keep their Head of School informed of any serious safeguarding issues relating to children and staff, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult present.
- Coordinate safeguarding action for individual children. In the case of Children in Care, the DSL will ensure that the designated teacher for CLA maintains the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (DSL liaising closely with the designated teacher).
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children.
- Ensure that locally established procedures are followed and make referrals to other agencies, including Early Help, LA multi agency safeguarding hub (MASH) and CAMHS as necessary.
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences).
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection/TAC/ TAS plans.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2023).
- Ensure that child protection information is transferred to the pupil's new school
- Be aware of pupils who have a social worker

- Help promote educational outcomes, academic progress by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.
- The Designated Safeguarding Lead and the DSL undertake a safeguarding audit on an annual basis, which is communicated with the Safeguarding Link Governor.
- Contributing to the review of records relevant to subject access requests. The aim of this review is to determine the risks of disclosure of any safeguarding record.

Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2023, Annex B.

3.5 Local Governing Body (LGB)

The LGB, have read and will follow KCSIE 2023 and will provide independent advice and oversight to their school.

The LGB performs a vital role in monitoring compliance and challenging the academy to ensure that best practice is followed. Therefore, all governors must recognise their safeguarding duties towards children in their school. GB governors are required to sign in acknowledgement of this responsibility upon joining their LGB and this is to be reviewed annually

The LGB has nominated a governor for safeguarding named on the front of this document. The nominated governor will undertake independent oversight of school level delivery in safeguarding by having termly meetings with the DSL, being part of the school safeguarding audit process and presenting the audit and end of year reports to the LGB.

3.6 Members of Staff

All members of staff have a responsibility to:

- To have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSIE).
- Provide a safe environment in which children can learn
- Maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
- Ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
- All staff should be prepared to identify children who may benefit from early help
- Recognise and know what to do if they identify a safeguarding issue or a child who may be in need of extra help or if a child tells them they are being abused or neglected, or a child who is suffering or are likely to suffer significant harm including specific issues, such as CCE/County lines and use the in school referral process
- Recognise the signs of different types of abuse and neglect, as well as specific forms of abuse and safeguarding issues such as child sexual exploitation (CSE), FGM, county lines and radicalisation.
- Provide the appropriate safeguarding response to pupils who go missing from education.

- Understand the early help process and their role within it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals and relevant agencies to support early identification and assessment
- Take appropriate action to prevent safeguarding concerns escalating and work with other services as needed to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- Recognise safeguarding incidents and/or behaviour can be associated with factors outside school/ home and can/or occur between children outside of these environments. These are the contextual factors i.e. Wider environmental factors that are present in a child's life that are or may be a threat to their safety and or welfare. Any assessment should consider wider family and environmental factors.
- Be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy and or procedure for managing allegations against staff)
- Respond to and refer any concerns about children or other members of the community in accordance with this policy contribute towards, read and adhere to the school policies
- Follow safer recruitment practices of staff involved in recruitment
- To record concerns by alerting a SG officer followed up by promptly making an entry in the electronic recording system – CPOMS. Staff can access a paper based CP and SG referral sheet from reception, reprographics, DSL office and a copy should be present in each classroom.

All members of staff at Dean Trust Rose Bridge know what to do if a child tells them he/she or that another peer or sibling is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

THE WELFARE AND SAFETY OF CHILDREN ARE THE RESPONSIBILITY OF ALL STAFF IN SCHOOL AND ANY CONCERN FOR A PUPIL'S WELFARE MUST ALWAYS BE REPORTED TO THE DESIGNATED SAFEGUARDING LEAD OR A MEMBER OF THE SAFEGUARDING TEAM.

If outside of school hours you have concerns about a child or if you're worried a child in the community is being radicalised, is involved in or at risk from gangs or any other child safety concern (as opposed to a child being in immediate danger or harm) the NSPCC has a dedicated helpline you can contact: 0800 800 5000 or you can contact the charity at: help@NSPCC.org.uk. If a child is in immediate danger, call the police on 999 straight away or call 101 for non-emergency concerns.

3.7 Children and young people

Children and young people (pupils) have a responsibility to:

- contribute to the development of school safeguarding policies
- read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
- seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online
- follow the schools behaviour policy
- follow the school's acceptable IT use policy when at school and using equipment

3.8 Parents and Carers

Parents/carers have a responsibility to:

- Read the relevant school policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their child/ren, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child/ren is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child/ren encounters any safeguarding concern
- Contribute to the development of the schools safeguarding policies

Dean Trust Rose Bridge will undertake appropriate discussion with parents/carers prior to any proposed interagency involvement unless the circumstances preclude this action. If we believe that notifying the parents would increase the risk to the child, or exacerbate the situation, we will seek advice from the three local safeguarding partners.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Dean Trust Rose Bridge will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers plus one other in case of emergencies. Parents should remember to update the school as soon as possible if the numbers change.

Parents can obtain a hard copy of the school Safeguarding and Child Protection Policy and other related policies on request to the school and can view them via the school website.

Dean Trust Rose Bridge recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly about anything that worries them; and enable them to feel confident that they will be listened to. Adults in our school take all welfare concerns seriously and are alert to the signs of abuse and neglect; and follow our procedures to ensure that children receive effective support, protection and justice.

4 AIMS OF THE POLICY

4.1 To demonstrate Dean Trust Rose Bridge's commitment and dedication to safeguarding the welfare of children and protecting them from harm.

5 WHO THE POLICY APPLIES TO

5.1 The policy applies to all Dean Trust Rose Bridge's staff, local governing bodies and Trustees.

5.2 Visitors, pupils and parents are also made aware of the arrangements set out in the policy, which is available on the school's website.

6 PRINCIPLES AND VALUES

6.1 Any employee or governor of Dean Trust Rose Bridge believes that the welfare of all pupils is paramount. We endeavor to provide a safe and welcoming environment at Dean Trust Rose Bridge where children are respected and valued, feel safe, and where their health and well-being is a priority.

6.2 We believe that safeguarding and promoting the welfare of all children is everyone's responsibility.

6.3 We believe in treating all pupils equally, and that they have the right to protection from abuse without exception, regardless of age, gender, gender reassignment, ethnicity, disability, sexuality, sexual orientation, religion or beliefs.

6.4 British values are promoted and applied at Dean Trust Rose Bridge.

7 LEGISLATION

7.1 All Dean Trust schools are committed to fulfilling requirements as specified in Section 175 of the Education Act 2002 and 2011, requiring Local Authorities and governors of schools to make arrangements to ensure the safeguarding and promotion of the welfare of children. School policies set out how they will fulfill this function and have regard to the following safeguarding legislation and statutory guidance:

- [The Children Act 1989 and 2004](#)
- [Education Act 2002 and 2011](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Protection of Freedoms Act 2012](#)
- [Working together to Safeguard Children \(DfE, 2018\) Working together to Safeguard Children July 2018](#)
- [Keeping Children Safe in Education \(2023\)](#)
- [What to do if you are worried a child is being abused \(March 2015\)](#)
- [Information Sharing Advice for practitioners DfE \(July 2018\)](#)
- [Safer Working Practice for Adults who Work with Children and Young People in Education Settings](#)
- [Use of reasonable force: advice for head teachers, staff and governing bodies \(July 2013\)](#)
- [Statutory guidance on the Prevent duty, which explains schools' duties under the Counter- Terrorism and Security Act 2015.](#)
- [The Equality Act 2010 and the Special educational needs and disability \(SEND\) code of practice: HM Government 2014](#)

- [The Data Protection Act 2018 and General Data Information Protection Regulations](#)
- [Sexual violence and sexual harassment between children in schools and colleges DfE \(May 2018\)](#)
- [The Serious Crime Act 2015](#)
- [Relationship's education, relationships and sex education \(RSE\) and health education](#)
- [Education Inspection Framework \(Sept 2019\)](#)
- [DfE's Data Protection: A Toolkit for Schools \(2018\)](#)
- [The Children and Families Act 2014](#)
- [SEND code of practice: 0 to 25 years \(DfE 2017\) Mental Health & Behaviour in Schools Nov 2018](#)
- [Disqualification under the Childcare Act \(DfE, 2006\)](#)
- [School attendance](#)
- [School Suspensions and Permanent Exclusion](#)
- [Criminal Exploitation of children and vulnerable adults: County Lines guidance \(July 2017\)](#)
- [Safeguarding and Remote Education](#)
- [Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children](#)
- [The Data Protection Act 2018 and General Data Information Protection Regulations](#)
- [The Voyeurism \(Offences\) Act, 2019 \(which is commonly known as the Upskirting Act\)](#)
- [Wigan Threshold of Need](#)
- [Children missing education](#)
- [WSP Bereavement Policy](#)
- [Qualified teacher status \(QTS\)](#)
- [Elective home education: departmental guidance for local authorities](#)
- [Elective home education: guide for parents](#)
- <https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>
- [When to call the police](#)
- [Wigan Safeguarding Adults Board and Partnership - Resolution Protocol](#)
- [Child Missing in Education](#)

7.2 Section 175/157 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to arrange to safeguard and promote the welfare of all children who are pupils at a school, or who are Pupils under 18 years of age, such arrangements will have regard to any guidance issued by the Secretary of State.

8 CHILD PROTECTION STATEMENT OF INTENT

8.1 Staff at Dean Trust Rose Bridge have a commitment and statutory responsibility to safeguard and promote the welfare of all pupils. All staff are alert to the signs of abuse and neglect, and take any concerns and allegations seriously with appropriate response, following school procedures to ensure pupils receive effective support, protection and justice.

8.2 Dean Trust Rose Bridge policies are revised and updated annually according to any changes in legislation and statutory guidance. We ensure that all stakeholders are informed of the policy and procedures as appropriate, and that our staff receive annual training and regular updates. School policies are published on each of the schools'

websites.

8.3 We contribute to inter-agency working to ensure best provision and communication regarding the safeguarding of children in line with statutory guidance Working Together to Safeguard Children 2018. Schools comply with current legislation and their Local Safeguarding Children Board's procedures.

8.4 PSHE (personal, social, health and economic) is delivered to all pupils at Dean Trust Rose Bridge. PHSE incorporates all statutory content under three core themes: Living in the wider world (radicalisation, respect, cultures, careers, finance etc), Health and Wellbeing (physical, mental and emotional health, Safety including online etc) and Healthy Relationships (RSE).

9 STAFF INDUCTION, AWARENESS AND TRAINING

9.1 All Dean Trust Rose Bridge staff, including the Head of School and governors receive regular safeguarding training and updates from their DSLs. New staff receive training as part of their induction. Training will enable all staff to:

- **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with the school policies
- **Refer** concerns to the DSL and be able to seek support external to the school if required

9.2 The DSLs update their training every two years at the level for their role and responsibility, currently 'level 3'.

9.3 All staff have been issued with Part one and Annex one of Keeping Children Safe in Education (2023).

9.4 Dean Trust Rose Bridge makes arrangements for the training of supply staff, temporary staff and volunteers.

10 WORKING TOGETHER IN THE TRUST

10.1 Designated Safeguarding Leads from each of the Trust schools meet termly to discuss a range of safeguarding related topics and policy. These meetings enable the schools to share best practice and gain support from each other, as well as developing consistency of policy and practice across the Trust.

11 RECORD KEEPING AND INFORMATION SHARING

11.1 Dean Trust Rose Bridge keeps up to date and accurate records of all concerns, which are stored confidentially using CPOMS.

11.2 Dean Trust Rose Bridge confidentially shares information of a child protection nature when pupils transfer between schools. DTRB follows the new 5 day window.

11.3 School policies make clear that any safeguarding concerns are shared with the DSL or Safeguarding Team immediately, that promises of confidentiality can never be made to pupils, and should not be discussed with other staff except on a need to know

basis as advised by DSL.

11.4 Where children leave the school or college, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. This will be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

11.5 The responsibility for the transfer of records lies with the original setting, as the receiving setting may not otherwise know that child protection concerns exist. It is important that all child protection records are transferred at each stage of a child's education up until the age of 18 years and includes a child's transfer into post-16 education.

11.6 All child protection files will be stored securely on CPOMS and will be destroyed once the retention period has expired. It is recommended that child protection records are retained until a child's 25th birthday (6 years after the subject's last contact with the Authority).

11.7 Where children are dual registered (e.g. on roll at a mainstream school, but receiving education in another establishment, such as a Short Stay School or a Specialist Resource Base), details of any existing child protection records will be shared with the new establishment prior to the agreed start date to enable them to support the child appropriately.

12 PREVENTING ABUSE

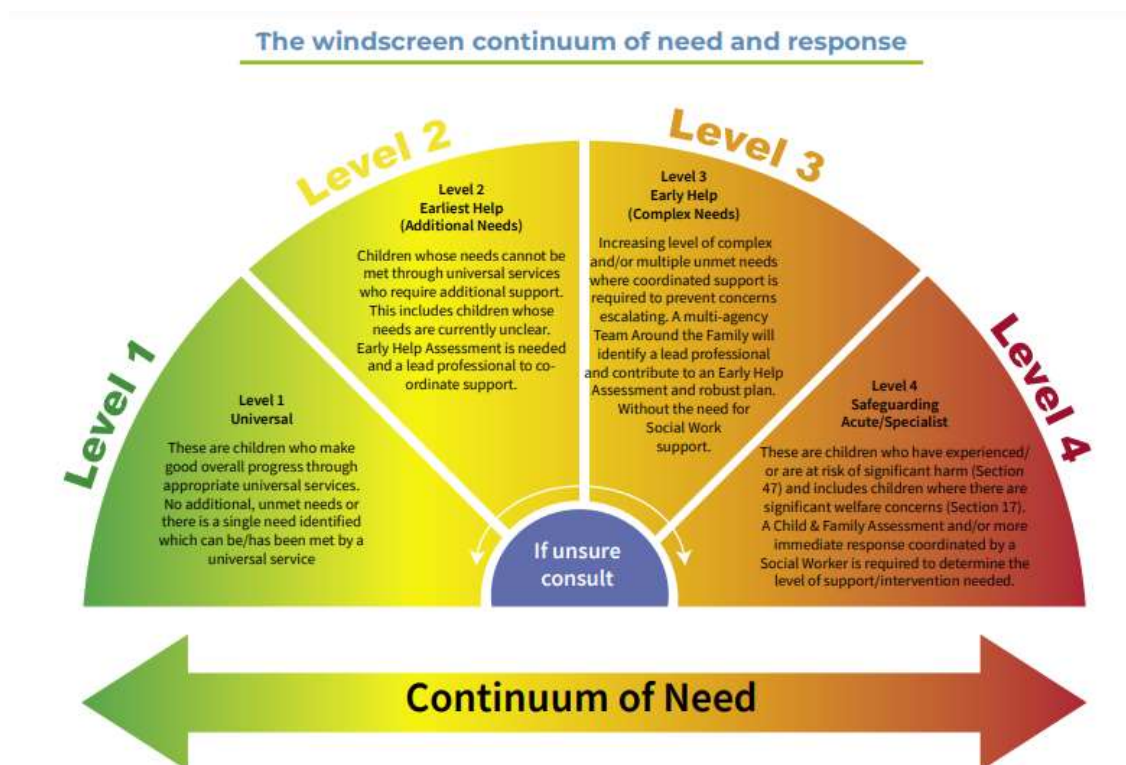
12.1 Dean Trust Rose Bridge is committed to providing early intervention to prevent abuse. We ensure an outstanding all-round education is delivered, which prepares all pupils for life in modern Britain. This includes providing a curriculum which promotes health and well-being and addresses key safeguarding issues; it also means providing opportunities for pupils of all ages and abilities to be reflective and inquisitive learners who are confident to ask questions and discuss controversial issues.

12.2 Dean Trust Rose Bridge ensures that pupils know where to find information and advice and who they can speak to.

12.3 Dean Trust Rose Bridge ensures that vulnerable pupils can fully benefit from the curriculum, support, information and opportunities provided to enable them to become confident and self-assured individuals, able to protect themselves from harm.

12.4 Dean Trust Rose Bridge is committed to working closely with parents and carers to prevent any concerns escalating to more serious safeguarding matters. School provides an 'Early Help Offer' to parents and carers which outlines what the school does to promote the welfare of pupils and how the school works with families to prevent escalation of concerns.

12.5 Dean Trust Rose Bridge works closely with their local Early Help Team and Children's Social Care, together with other agencies as appropriate.



13 TYPES OF ABUSE AND REPORTING PROCEDURES

13.1 All Dean Trust Rose Bridge staff, including temporary, supply and voluntary workers, follow the 'What to do if you have a safeguarding concern' flow chart (Page 5). All staff know the 4 categories of abuse and specific safeguarding issues within these categories. Through training staff know the signs of abuse and what to do if they have a concern.

13.2 Dean Trust Rose Bridge staff and pupils are fully aware of safeguarding issues to which all children are vulnerable especially in today's world of technology, such as Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Child on Child abuse, Youth Produced Sexual Imagery (YPSI or sexting/sharing nudes or semi-nude images/video), radicalisation and extremism, domestic abuse, gangs and youth violence. Other safeguarding issues such as Female Genital Mutilation (FGM) and Honour - based Abuse (HBA) and their effects on a child or young person's mental health as per KCSIE 2023 should also be addressed in all Trust schools although the risks of these abusive practices is likely to be higher in some schools than others due to the demographic of those schools.

13.3 Parents and carers are made aware of the school's stance on abuse and how the school will take action if they have concerns.

13.4 Dean Trust Rose Bridge 'What to do if you have a safeguarding concern' flow chart (Page 5) clearly states what to do if anyone has a concern about the safety of a child.

14 SAFER WORKING PRACTICES

14.1 Teachers are expected to meet the Teacher Standards 2012 and all staff should fulfill their obligations to comply with their school's Staff Code of Conduct.

14.3 Dean Trust Rose Bridge has a complaint and disciplinary procedure. We take seriously any concern raised by parents, staff or pupils regarding poor practice towards pupils. Staff are made aware of what to do if they have a concern about another member of staff.

14.3 Dean Trust Rose Bridge operates a filtering and monitoring system which identifies any online activity and data storage connected to pupils or staff which raises concerns. All staff are required to follow the Trust's Acceptable Use Policy and parents are required to complete an agreement form on their child's entry to school to comply with the school's IT policy.

14.4 Dean Trust Rose Bridge ensures only appropriate images of pupils are used for school publication purposes after gaining consent from parents. Dean Trust Rose Bridge follows the terms and guidelines set out in the Data Protection Act 1998 and GDPR 2018.

15 SAFER RECRUITMENT

15.1 Dean Trust Rose Bridge ensures a secure recruitment process and pre-employment vetting in accordance with statutory guidance. DTRB may conduct online searches as part of their due diligence during the recruitment process, with the aim that it "may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview."

15.2 Dean Trust Rose Bridge ensures that the Single Central Record is accurate and complete.

15.3 Dean Trust Rose Bridge ensures that all new staff undertake safeguarding training upon induction and are provided with the following policies:

- a copy of the school's staff handbook
- a copy of the school's Child Protection policy
- the Staff Code of Conduct
- a copy of the School's Acceptable Use policy (AUP)
- the identity of the DSLs and information about their role
- a copy of Part 1 Keeping Children Safe in Education (September 2023)
- the Trust's Whistleblowing Policy.

15.4 Dean Trust Rose Bridge ensures that visitors working directly with pupils should meet with a member of SLT prior to the visit to discuss format and content of delivery, and that a staff member is present at the event to intervene if necessary.

16. SITE SECURITY, AFTER SCHOOL AND OFF-SITE ARRANGEMENTS

16.1 Dean Trust Rose Bridge ensures that regular security checks of the building and health and safety checks are conducted.

16.2 Dean Trust Rose Bridge conducts regular fire evacuation and lockdown drills (see lockdown policy) and that procedures are efficient and maximise the safety of everyone in the school.

16.3 Dean Trust Rose Bridge operates a secure system when welcoming visitors into schools, including contractors and parents. Visitors, including governors, wear easily identifiable lanyards which are recognisable by all staff and pupils.

16.4 Dean Trust Rose Bridge provides a wealth of after school activities and as such safeguards are in place to ensure pupils' safety after school hours. Pupils are always supervised, registers are taken of pupils present, and access to the building is restricted to ensure their safety at all times.

16.5 Dean Trust Rose Bridge pupils have opportunities to learn outside the classroom. To ensure safety of pupils on school trips and visits, robust risk assessments and safety checks are completed prior to any activity.

17. MULTI AGENCY SAFEGUARDING ARRANGEMENTS

17.1 Dean Trust Rose Bridge recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018). Dean Trust Rose Bridge must ensure children's needs are met and to protect them from harm. All staff will endeavor to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

17.2 Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise that a crucial part of this may be in supporting the child while these take place.

17.3 Dean Trust Rose Bridge recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child/ Family. The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

18. CONFIDENTIALITY, INFORMATION SHARING AND GDPR

18.1 Dean Trust Rose Bridge recognises that all matters relating to child protection

are confidential. The Head of School/ DSL/ SENCo will only disclose information about a pupil to other members of staff on a 'need to know basis'.

18.2 All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues, which they have access to because of their role confidential, they also have a professional responsibility to share information if it is necessary and proportionate with other agencies in order to safeguard children.

18.3 These organisations include the three local safeguarding partners:

- The local authority;
- A clinical commissioning group for an area within the local authority; and
- The chief officer of police for an area (any part of which falls) within the local authority area.

18.4 The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

18.5 All staff are directed for further information to the July 2018 Government guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, which includes "seven golden rules for sharing information", as set out below:

- 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.
- 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.
- Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
- 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.

- 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.
- 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.

18.6 All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.

18.7 Dean Trust Rose Bridge ensures that policies, training and practice give staff the confidence to know when, how and to whom they can share sensitive information when dealing with a safeguarding concern. The annual safeguarding training also covers how to record that information in a neutral and professional manner, focusing on what is necessary for the safeguarding purpose.

18.8 Data protection - School must appoint a Data Protection Lead to be responsible for guiding the school on data protection matters.

- Senior leaders who manage the 'data ecosystem' should be aware of the content of GDPR in order to oversee how the school is complying with data protection legislation and risks involved
- Training and guidance are available with regards to what information can be shared and withheld when managing any data subject request (for example when an individual exercises an individual's right to access, amend, delete or restrict processing of their peers.
- Staff who influence how data is used, processed and secured should be involved in creating high-level data maps and be aware of lawful reasons for processing data and minimising risks.
- All staff should be aware of what personal data is, how it can be used, and anonymise data.

19. COMPLAINTS

19.1 The school has a Complaints Procedure available to parents, pupils and members of staff who wish to report concerns. This can be found in the school office and on the school website.

19.2 All reported concerns must be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff, volunteer, supply teacher or professional will be dealt with under the specific 'Procedure for Managing Allegations of abuse made against teachers, and other staff including supply teachers and volunteers'.

Section 2 - Ensuring children are safe at home and at school

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. Definition, 'Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.'
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> • Repetition: Incidents are not one-offs; they are frequent and happen over a period of time. • Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental. • Targeting: Bullying is generally targeted at a specific individual or group. • Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.
Child Missing Education (CME)	The definition of Children Missing Education refers to all children of compulsory school age that are not on a school roll, nor being educated otherwise (e.g., privately or in alternative provision).
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 through the use of 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 neighborhoods, schools and online can feature violence and abuse.
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 violence/ 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 together 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).
Hate	Hostility or prejudice based on one of the following things: <ul style="list-style-type: none"> ● disability ● race ● religion ● transgender identity ● sexual orientation.
Honour-based violence	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.
Neglect	Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: <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.
Operation Encompass	Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at the

	school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.
Child on child Abuse	Child on child 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 child on child abuse is under the age of 18.
Physical Abuse	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.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. 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.
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 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.

Upskirting	Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment
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20. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

20.1 All members of staff are expected to be aware of and follow the approach '[What to do if you have a safeguarding concern](#)' (Dean Trust Rose Bridge procedure on pg 5). Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

20.2 When following the safeguarding approach staff MUST 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.
- 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, e.g. Say you will keep 'the secret'.
- Approach or inform the alleged abuser.

20.3 All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the agreed procedure on pg 3. 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 directly from Children's Social Care. In some circumstances, the D/DSL or member of staff seeks advice by ringing Children's Social Care. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have

concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

20.4 During term time, the DSL and / or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. 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.

20.5 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.

21. THE ROLE OF THE SCHOOL IN SITUATIONS WHERE THERE ARE CHILD PROTECTION CONCERNS ARE NOT TO INVESTIGATE BUT TO RECOGNISE AND REFER.

21.1 It is the responsibility of the education setting to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision s/he may choose to consult with the LA multi agency safeguarding hub (MASH) / social care duty team/ Early Help team.
- Advice may also be sought from Dean Trust Rose Bridge Designated Safeguarding Lead.
- Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

21.2 All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

21.3 If an Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will consider making a referral to Social care if the situation does not appear to be improving for the child. New referrals to services will be made using the agreed LA multi agency referral form.

22. WHEN TO CALL THE POLICE (NPCC)

22.1 Dean Trust Rose Bridge follows the advice 'When to call the police' which covers incidents on school premises where pupils have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police and aims to support schools and college to make defensible decisions when considering whether to involve the police.

This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons.

22.2 In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to the LA social care team being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so or it will place the pupil at further harm or risk.

23. USE OF FORCE TO CONTROL OR RESTRAIN PUPILS.

23.1 All staff are regularly updated with regard to the regulations regarding the use of positive handling, physical intervention and duty of care as set out in the 'School discipline chapter of Education and Inspection Act 2006' and the 'Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008)'. Staff will be updated of any changes made by the government relating to the Use of Force.

23.2 Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder. Teachers will physically separate pupils found fighting. If a pupil refuses to leave a room or area of school when instructed to do so they may be physically removed.

23.3 The actions of staff will always be in the best interest of the child and are in line with the government guidelines on the Use of Force. Under no circumstances will physical force or restraint be used as a form of punishment.

24. PEER ON PEER /CHILD ON CHILD ABUSE (*Allegations of abuse made against t other children*)

Staff are reminded to follow the separate [Sexual Violence and Sexual Harassment guidance](#). Staff are taught to assume that sexual harassment, online sexual abuse and sexual violence are happening at Dean Trust Rose Bridge.

At Dean Trust Rose Bridge there is a whole school approach to address SHSV.

Appropriate sanctions, pastoral support and a carefully planned PSHE curriculum are in place to support staff and pupils if/when SHSV occurs.

24.1 Staff should be aware that safeguarding issues can manifest themselves via peer on peer /child on child abuse. This is most likely to include, but not limited to:

- [bullying \(including cyberbullying\)](#);
- [physical abuse](#) such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- [sexual violence and sexual harassment](#)
- [gender based violence/violence against women and girls \(VAWG\)](#)
- [Sexting](#) (also known as youth produced sexual imagery/sharing nudes or semi-nude images/video); [Guidance](#)
- Initiation-type violence and rituals
- abuse in intimate personal relationships between peers
- sexual activity without consent
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

24.2 Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with Child on Child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

24.3 At Dean Trust Rose Bridge we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

24.4 We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

24.5 Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this Pupil
- indicates that young people outside the school may be affected by this Pupil

24.5 At Dean Trust Rose Bridge, we will support the victims of peer on peer /child on child abuse.

25. SEXTING

25.1 In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible_.pdf

Further information about the school's response to sexting can be located in the school's Behaviour Management, Anti-bullying, and Online Safety Policies.

26. Anti-Bullying – Please refer to the Trust Anti-Bullying policy

The Dean Trust believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about the celebration of diversity as part of the Trust's curriculum, aim to promote an inclusive, tolerant and supportive ethos at our schools.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of each school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at all Trust schools.

26.1 Prevention – Please refer to the Trust Anti-Bullying policy and Page 7-8 within this policy

26.1. All members of the school are made aware of this policy and their responsibilities in relation to it.

26.2. All staff members receive training on identifying and dealing with the different types of bullying.

26.3. The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.

26.4. All reported or investigated instances of bullying will be investigated by a member of staff.

26.5. Staff will encourage pupil cooperation, respect for others and the development of interpersonal skills.

26.6. All types of bullying will be discussed as part of the PSHE and health education curriculum, in line with the RSE and Health Education Policy. Diversity, difference and respect for others is promoted and celebrated through various lessons.

26.7. Seating plans will be organised and altered in a way that prevents instances of

bullying. Potential victims of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.

26.8. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

26.9. A safe place, supervised by a teacher, is available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

26.10. All staff will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

26.11. Before a vulnerable pupil joins the school, the pastoral team will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy and an adult point of contact, to help integrate them into the school.

26.12. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

26.13. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

27. UP-SKIRTING

The school recognises 'Up-skirting' as a criminal offence under changes to the Voyeurism (Offences) Act 2019 which criminalise 'up-skirting'. This refers to the act of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission.

28. SEXUAL VIOLENCE and SEXUAL HARASSMENT BETWEEN CHILDREN in SCHOOLS and COLLEGES

27.1 Dean Trust Rose Bridge recognises, that the DfE Advice on Sexual Violence and Sexual Harassment between Children in Schools and Colleges (SVSH). Schools must protect all pupils and engage social care, support services and the police as required. The guidance also makes it clear that whilst the criminal age of responsibility is ten, schools should nonetheless report incidents of peer-on-peer abuse involving children younger than ten to the police where appropriate, who will adopt a welfare rather than a criminal response.

27.2 All staff must recognise that a child abusing another child may have been abused themselves; therefore, the need may be to support the alleged perpetrator.

27.3 Staff are aware that children and young people may not always make a direct report and information may come from overheard conversations or observed behaviour changes.

27.4 All staff should ensure victims are taken seriously, supported and kept safe. A victim will never be made to feel that they are creating a problem and will never be made to feel ashamed for making a report. Staff are trained on how to handle SVSH.

27.5 Full advice and guidance can be found in: Sexual Violence and Sexual Harassment between Children in Schools and Colleges (SVSH), which was published in December 2017, has also been updated in May 2018.

27.6 DTRB will follow the [Handling a SHSV incident guidance](#)

29. SERIOUS VIOLENCE

29.1 All staff must be aware of warning signs which indicate that a child may be at risk of or involved in serious violent crime. KCSIE 2023 expects schools and colleges to be aware of the risks associated with serious violence (including involvement in criminal networks or gangs) and the measures in place to manage them.

29.2 Dean Trust Rose Bridge protocols and training have been updated to ensure staff are able to spot indicators which may signal a child's involvement with violent crime and are aware of the Home

Office guidance about how to respond appropriately.

30.SAFEGUARDING CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)

30.1 Dean Trust Rose Bridge acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening.

30.2 Dean Trust Rose Bridge will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

30.3 Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

30.4 Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

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

30.5 At Dean Trust Rose Bridge we identify pupils who might need more support to be kept safe or to keep themselves safe.

31.MENTAL HEALTH AWARENESS

31.1 All staff at Dean Trust Rose Bridge are 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, exploitation or other potentially traumatic adverse childhood experiences that can leave them vulnerable to further harm.

31.2 School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

31.3 Exam or assessment time can also be a time when children experience increased levels of stress and may need extra emotional support; as well as being educationally disadvantaged in facing barriers to attendance, learning and behaviour.

31.4 Where staff have a mental health concern about a child that may also be a safeguarding concern, immediate action should be taken in reporting this concern to the designated safeguarding lead or a deputy.

31.5 The DSL will ensure at induction and through regular training that staff are aware of the processes for reporting and escalating concerns about mental health. If a member of staff has a concern about the mental health of a pupil, they should speak to the DSL in the first instance.

31.6 The government guidance: Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools and the Rise Above resources underpin our work to safeguard our pupils' mental health.

32. ONLINE SAFETY

32.1 It is recognised by Dean Trust Rose Bridge that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

32.2 Dean Trust Rose Bridge has a Designated Lead for online safety with appropriate skills, interest and expertise regarding online safety and curriculum.

Dean Trust Rose Bridge identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes harm
- contract: party to and/or exploited by a potentially harmful content

- a. Pupils are not allowed to use their own devices whilst in school. Mobile phones must be in a bag and must not be seen or heard during the school day. This management strategy is intended to prevent any potential safeguarding concerns as a result of personal device use.

32.3 To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/ carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, pupils and parents/ carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

32.3 Dean Trust Rose Bridge ensures that monitoring and filtering is in place on school's systems, but that this should not impose "unreasonable restrictions" on what children can be taught about safeguarding and online safety. The DfE's guidance on "Teaching Online Safety in Schools" (June 2019) is included at Annex C of KCSIE 2023.

32.4 Dean Trust Rose Bridge ensures that the pupils are informed of how to access online learning safely while out of school.

32.5 Further information in relation to the school's approach to online safety/online learning while out of school can be found Annex C of KCSIE 2023.

33. MOBILE PHONES AND CAMERAS

33.1 We recognise that personal mobile phones have the potential to be used inappropriately and therefore Dean Trust Rose Bridge has developed a guidance to outline the required protocol for all employees, pupils, supply, volunteers, governors and parents/carers.

33.2 Staff, volunteers, parents **must not** use personal phones or devices to take pictures of pupils while in the school environment or on educational visits.

33.3 For further information on the use of mobile phones, cameras and sharing of images please see Dean Trust Rose Bridge IT Acceptable Use Agreement.

34. CHILDREN WITH A SOCIAL WORKER

34.1 At Dean Trust Rose Bridge we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

35. CHILDREN MISSING EDUCATION - Responsibilities for Children Missing from Education (CME):

35.1 Dean Trust Rose Bridge 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.

35.2 Dean Trust Rose Bridge must monitor pupils' attendance through their daily register.

35.3 Where it is suspected a child or children are missing education, DTRB will contact the CME team.

35.4 Dean Trust Rose Bridge will arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found with DTRB's exclusion policy.

35.5 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 a given 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.

35.6 If Dean Trust Rose Bridge believes there is a reason that a child is in immediate danger or at risk of harm, a referral will be made to children's social care (and the police if appropriate).

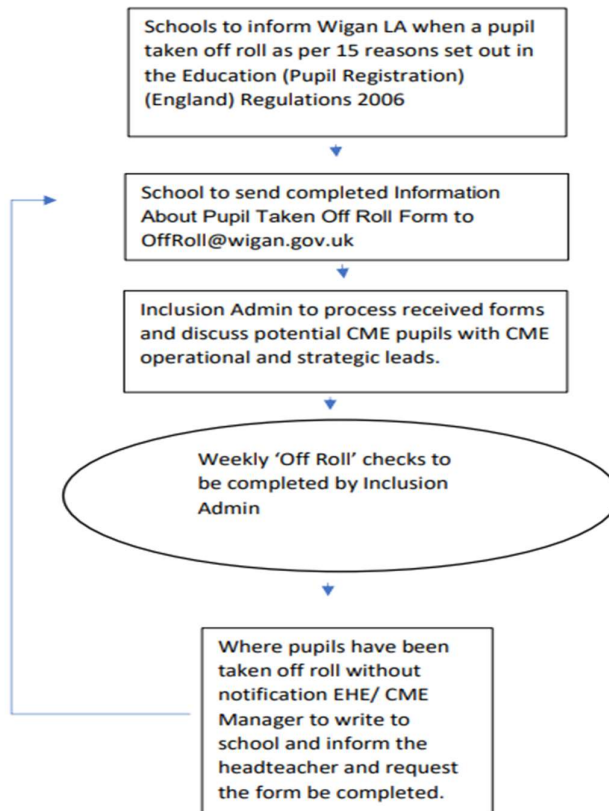
35.7 Wigan also considers the following children as CME:

- Children persistently absent from school with attendance below 90%
- Those permanently excluded from school/receiving fixed term exclusions
- Those children who have particular social and behavioural difficulties and have personalised plan which means that they do not attend school full time

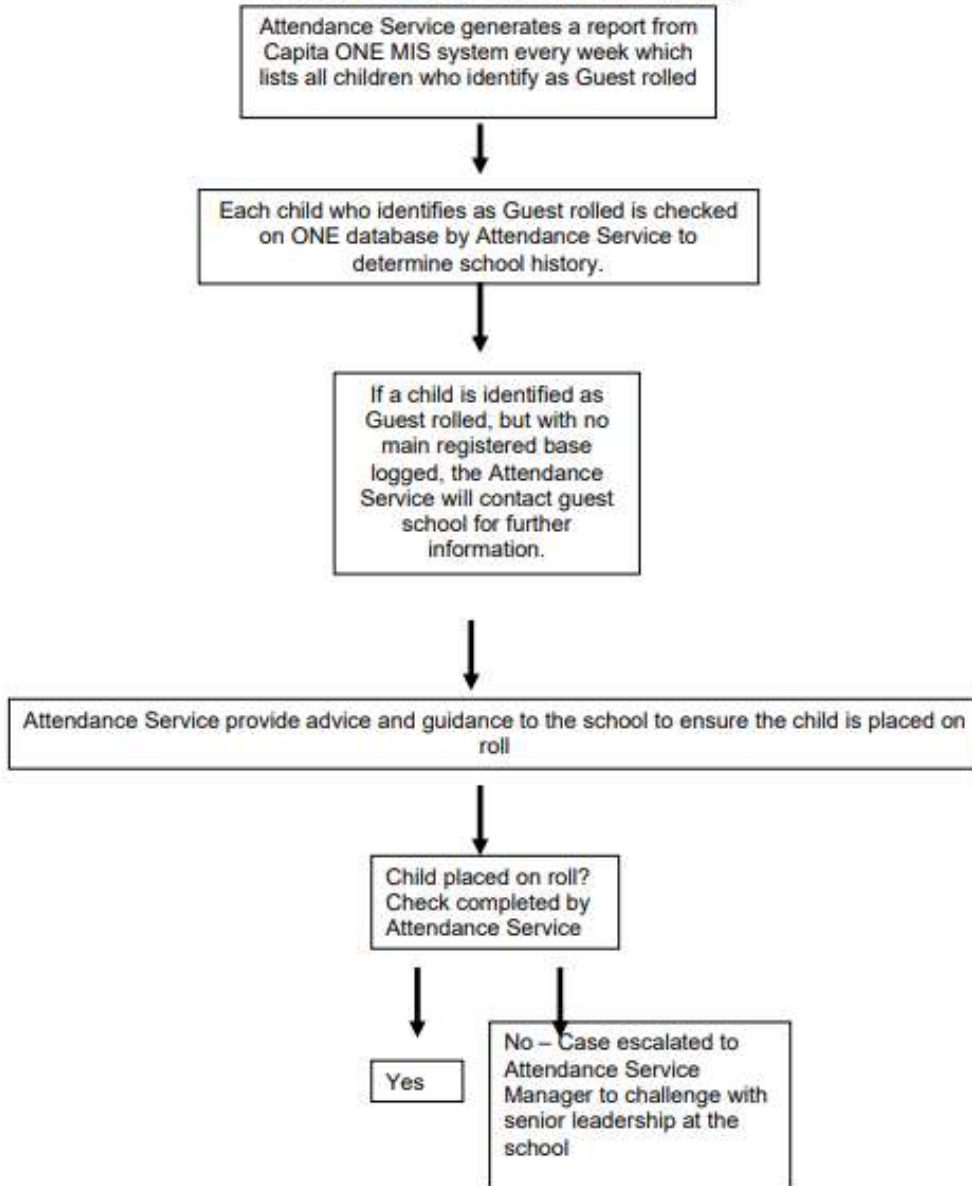
- Have medical or mental health needs
- Have complex needs including those with an Education Health Care Plan and no suitable school place is available
- Those who are pregnant or are young parents of compulsory school age
- Those who are from a Gypsy.
 - Those who are a CLA and an unaccompanied Asylum Seeker
 - Those who are LAC children

PROCEDURE FOR OFF ROLE CHECKS

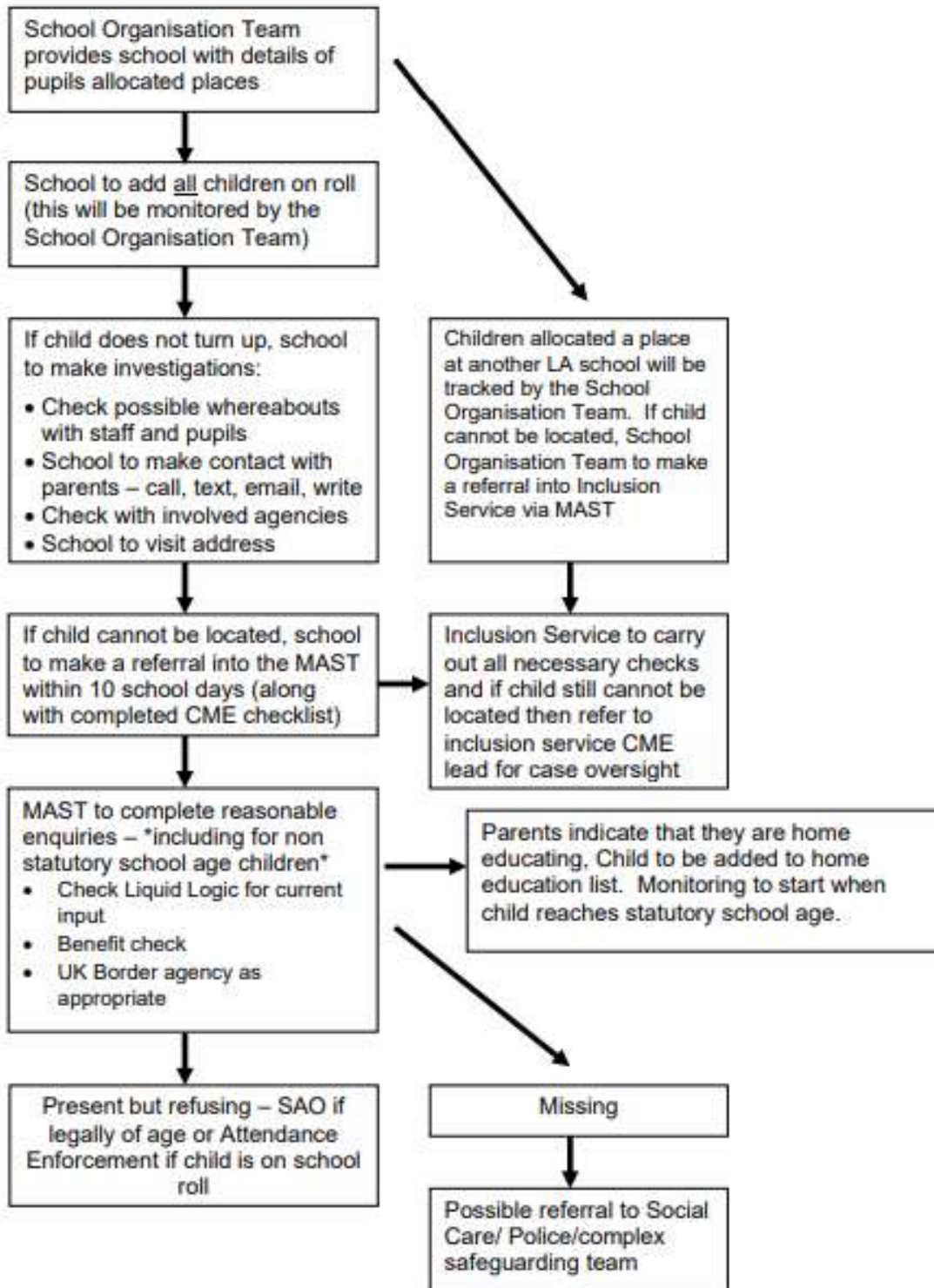
Off Roll Checks



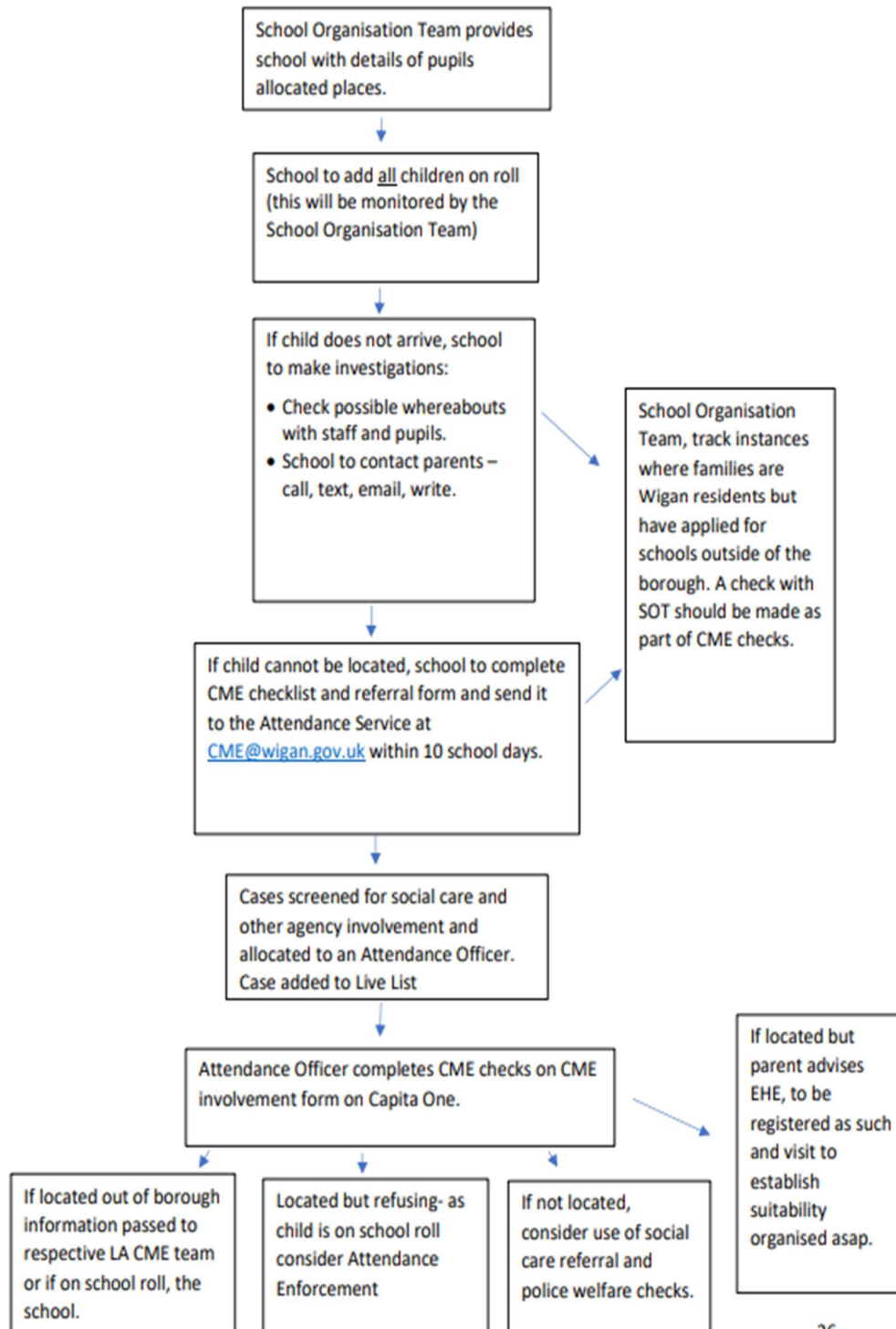
PROCEDURE FOR GUEST PUPIL CHECKS



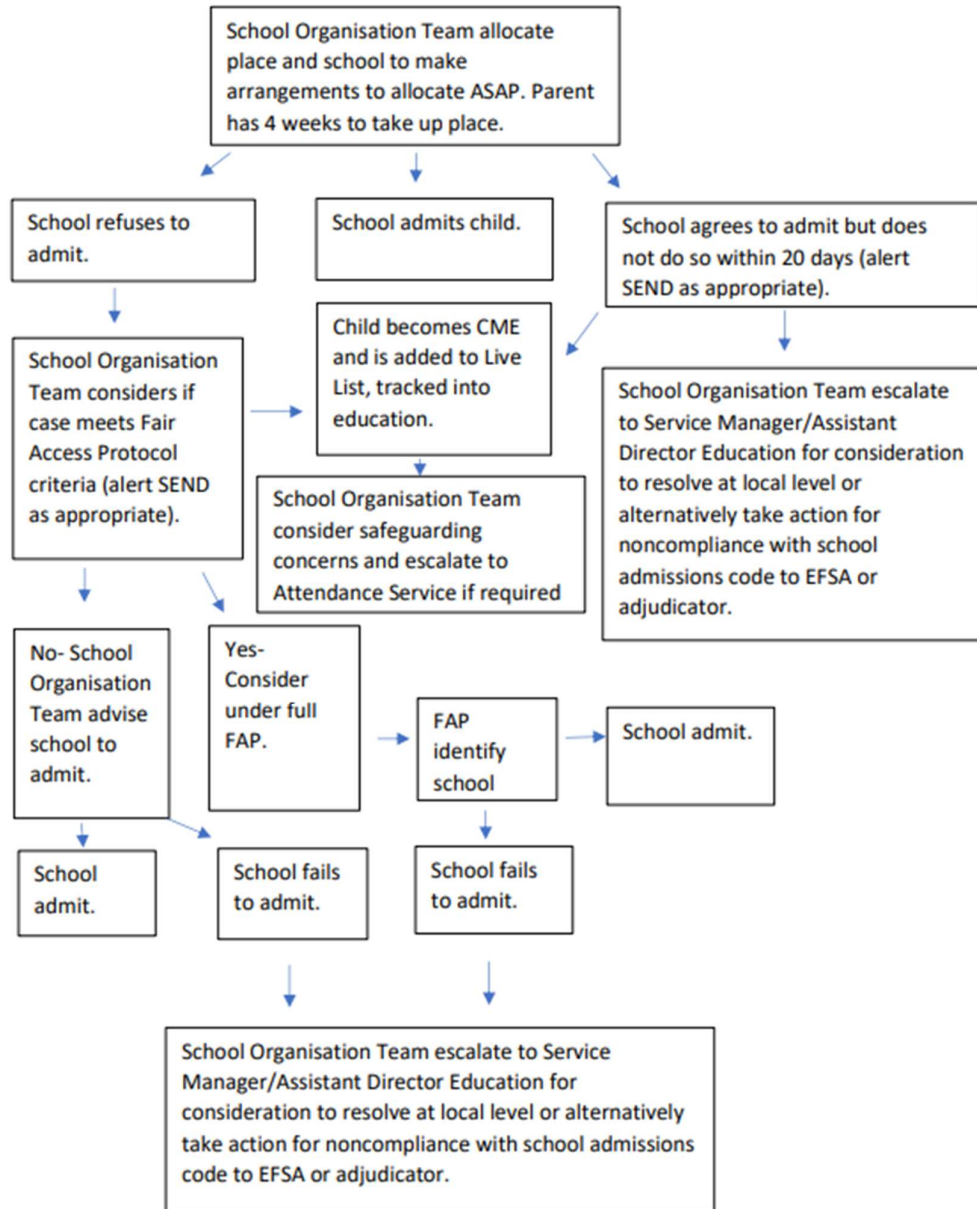
IF A CHILD DOES NOT ARRIVE IN RECEPTION



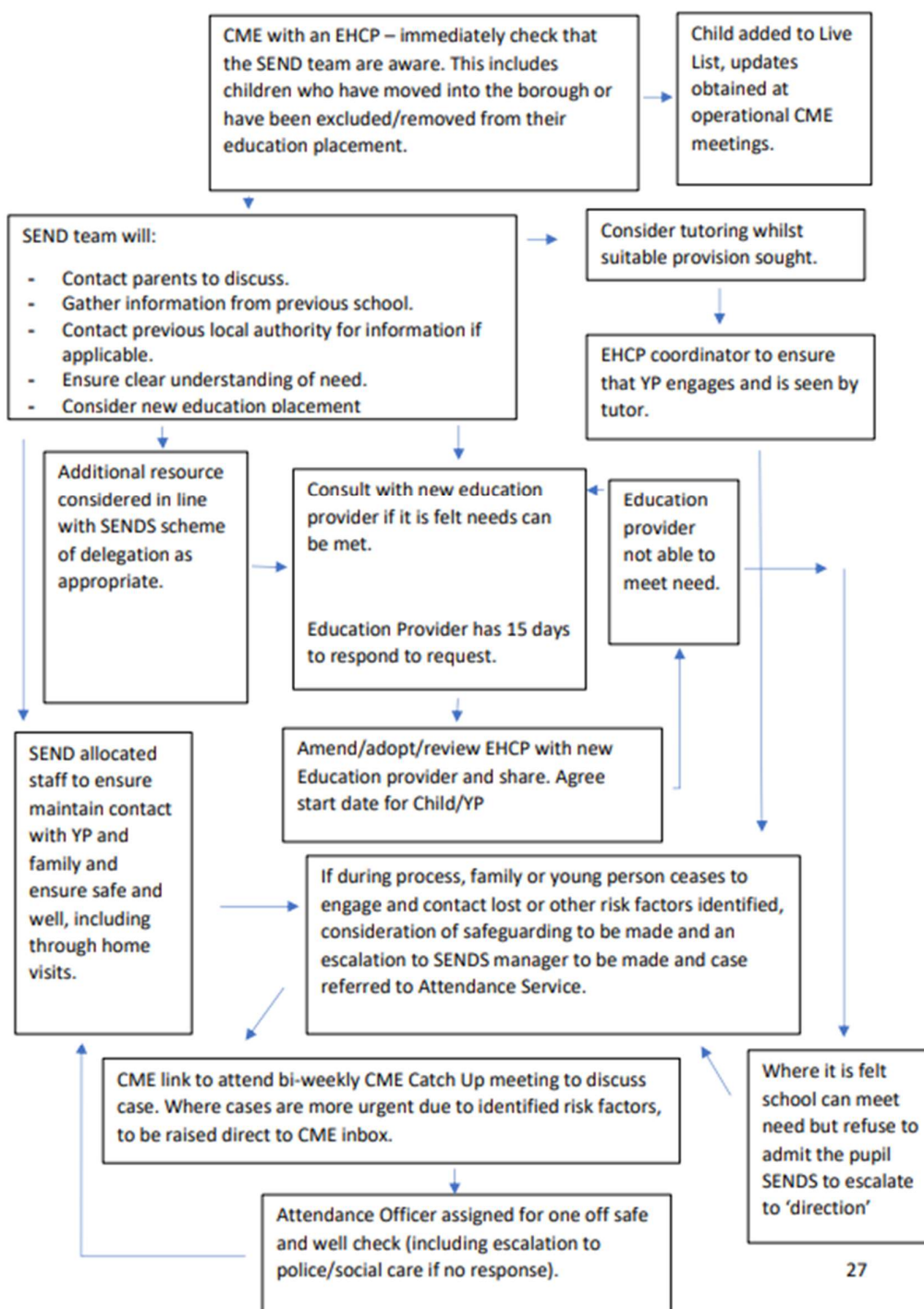
Primary to Secondary Transition



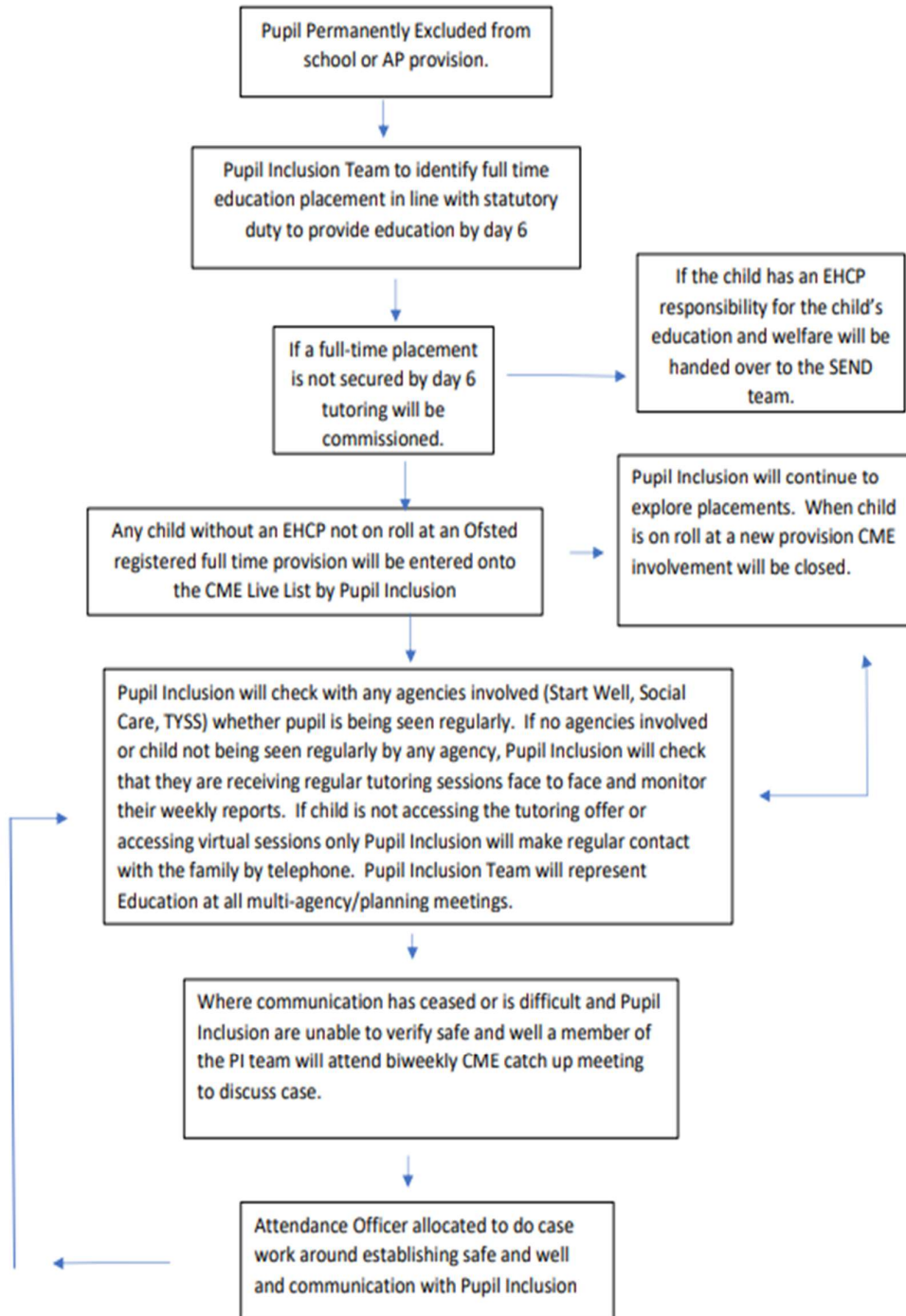
Mid-Year Admissions



Children with SEND (EHCP) process when CME

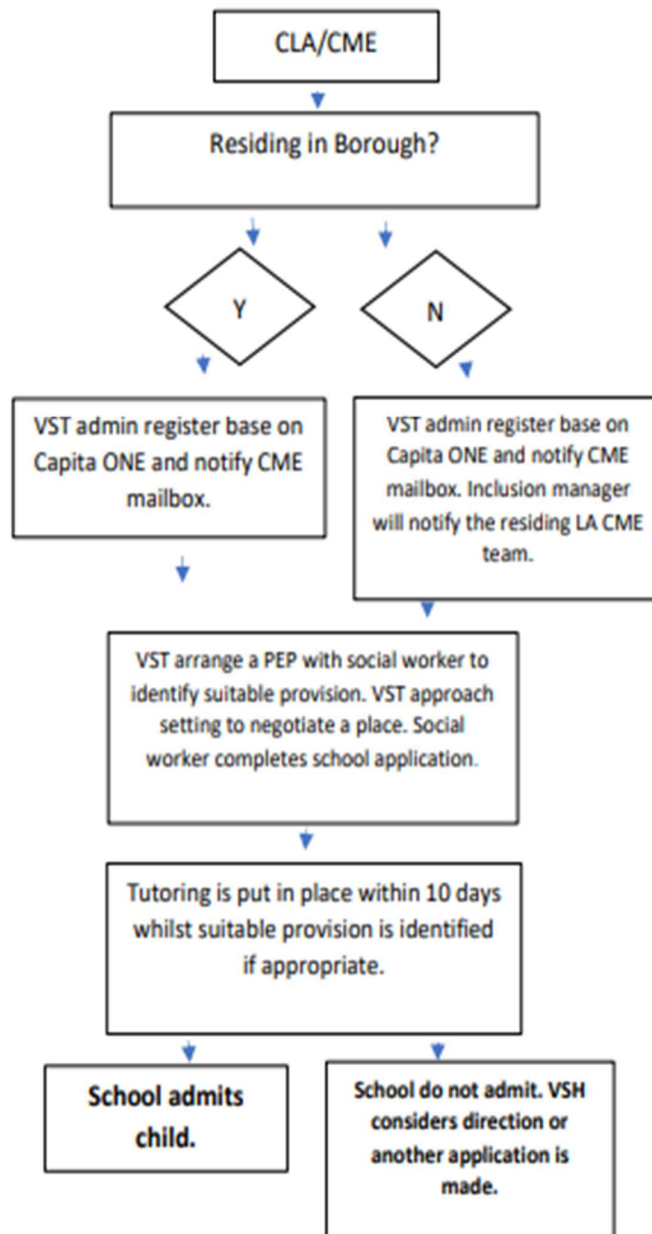


Permanently Excluded and Difficult to Place Pupils

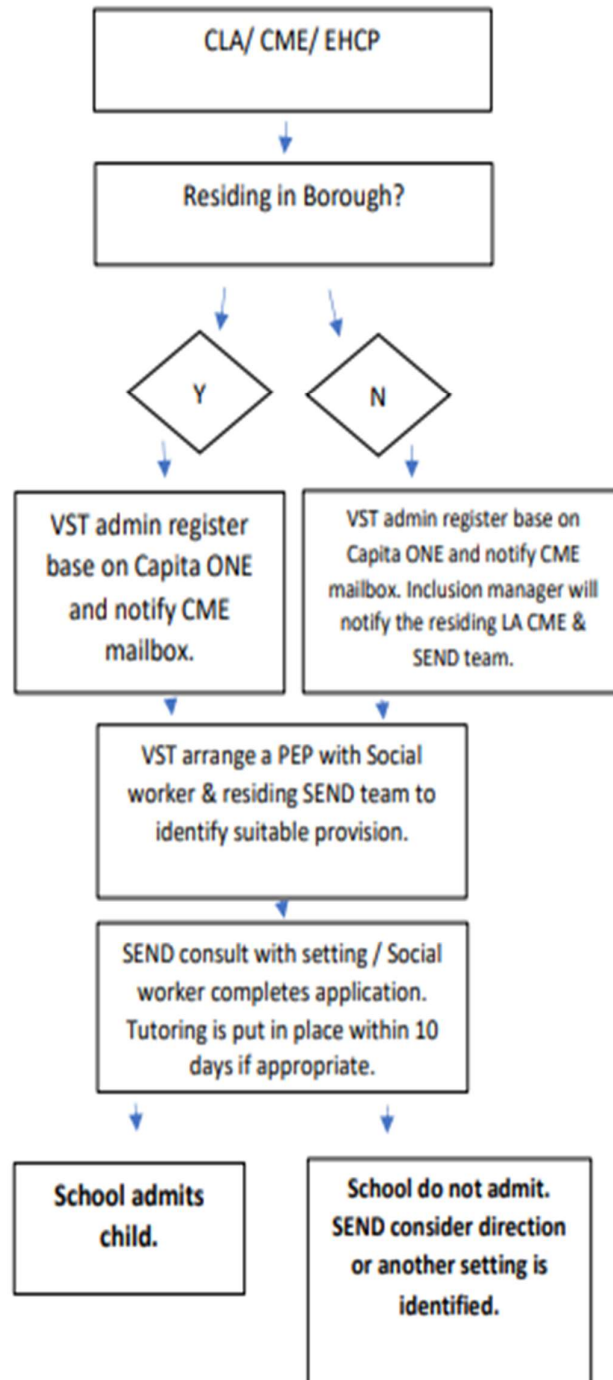


Virtual School Team Children Missing Education Procedures

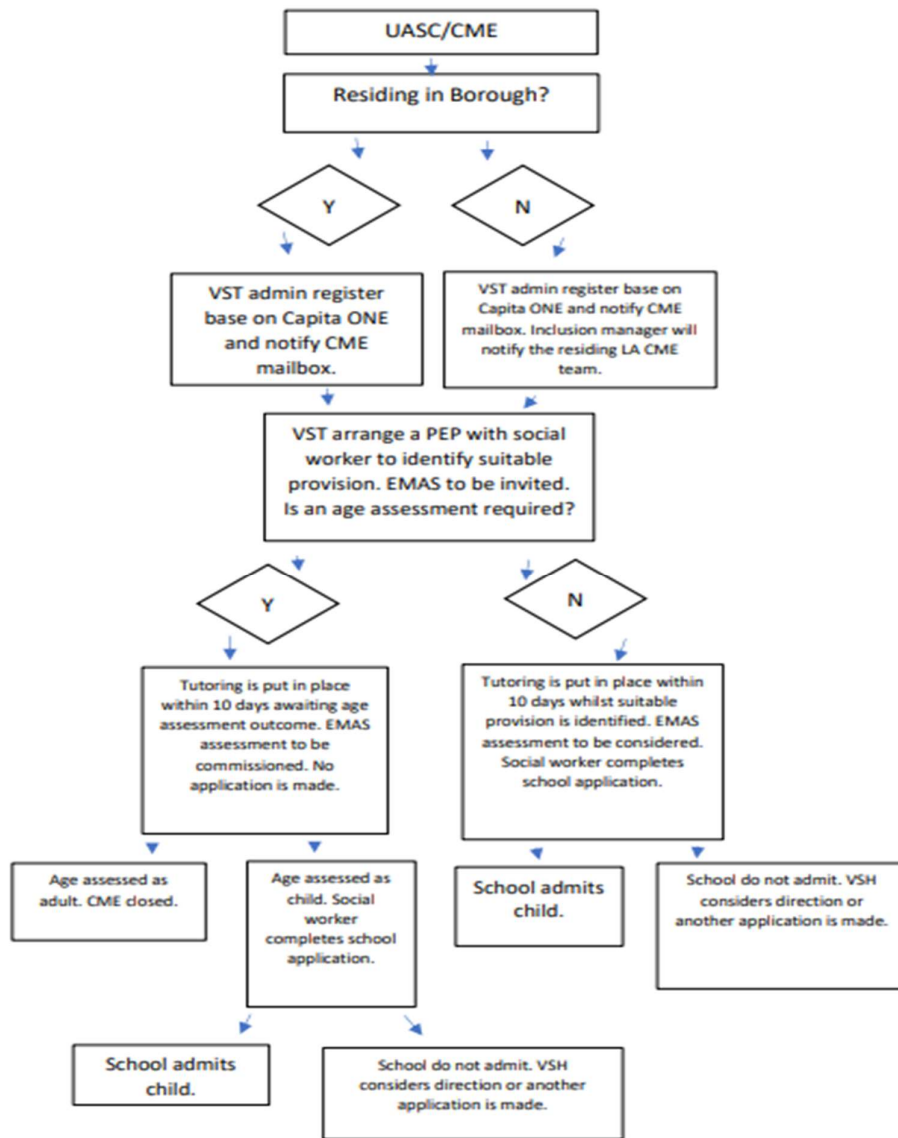
Where a child is CLA and CME



Where a child is CLA, EHCP and is also CME.



Where a child is CLA and an Unaccompanied Asylum Seeker



35.8 CHILDREN MISSING EDUCATION REFERRAL & CHECKLIST September 2022 v5

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 than 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 the 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.

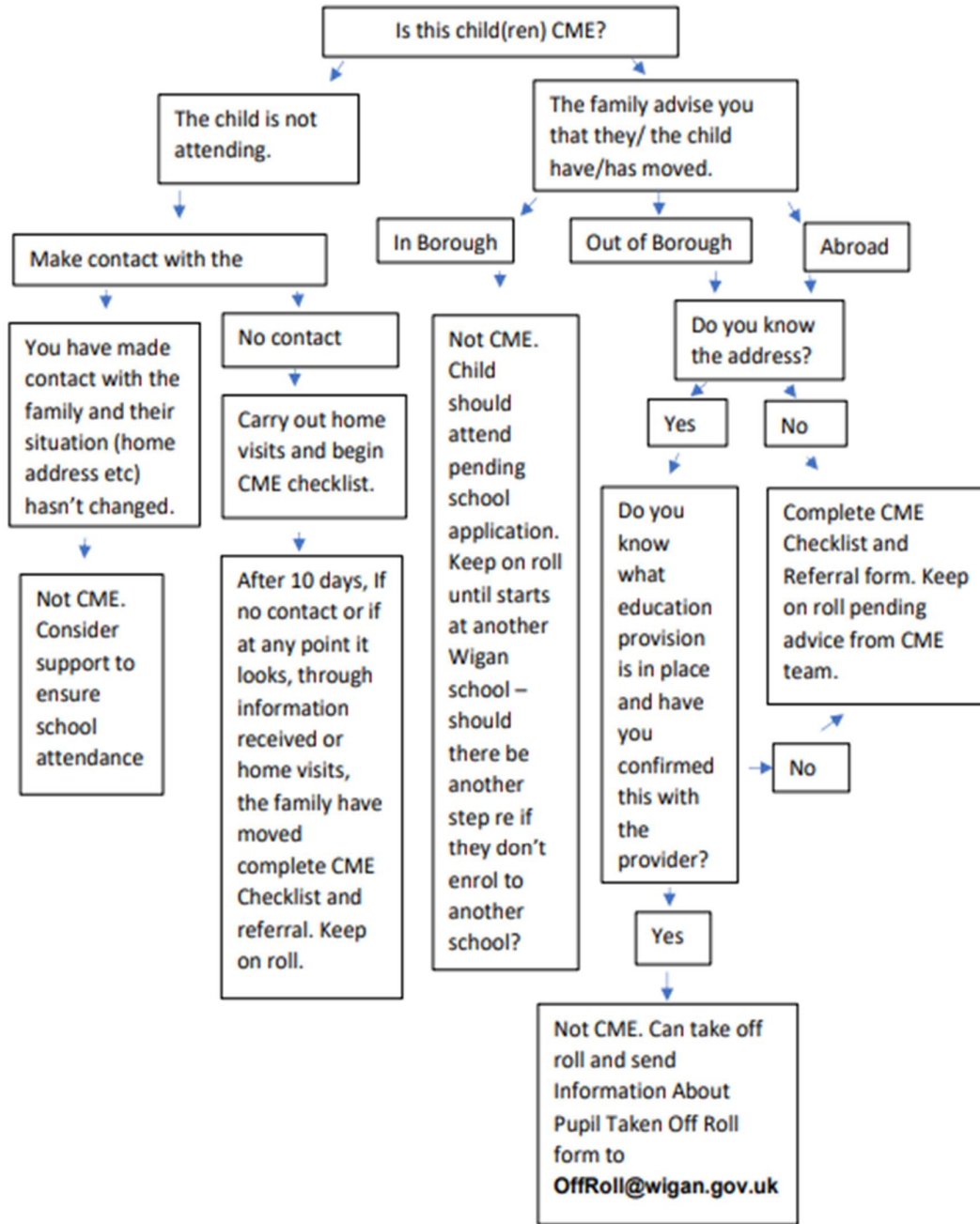
It is important that one checklist is completed for each child within the family, please do not include all children on one.

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 within 5 days or earlier if all checks have been completed.

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

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.

The following flowchart will assist in identifying if a Child Missing Education (CME) should be made:



CHILD'S INFORMATION:

Child's Name:		DOB:
Child's Address:		
Previous Address: (if known)		
School:		
Parent/carer's names:		
Parent/carer's address:		
Contact names & numbers: (include emergency)		
Any known siblings & school:		
Reason for CME checks:		
Any other agencies involved:		
Known vulnerability/risk factors Do you feel this child is at risk of harm or neglect Y/N please provide <u>detail</u> :		
Is this child Gypsy Roma Traveller? Y/N		
Is this child parents service personnel? Y/N		
Has this child had any Missing from home episodes? Y/N		
Is this child known to the Youth Justice System? Y/N		
Does this child have any SEN/learning needs? Y/N		
Are there any other vulnerabilities you are aware of? Please provide detail;		
Date:		

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

CHECKLIST:

<u>Name of Member of staff completing form</u>			
<u>School checklist</u>	<u>Dates/ Times</u>	<u>Outcomes</u>	<u>Name</u>
School to attempt to contact parent on first day of absence. This includes 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 all emergency contact numbers you hold 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, EMAS 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 Doc for advice)			

ALL BOXES MUST BE COMPLETED, IF NOT RELEVANT PLEASE ENTER N/A

Please submit this referral to
CME@wigan.gov.uk

36. YOUNG CARERS

36.1 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.

36.2 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. Wigan Safeguarding Children Board coordinates our local Young Carers Strategy.

36.3 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.

37. ELECTIVE HOME EDUCATION

37.1 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 authorities and Elective home education guidance for parents and carers . This guidance is applicable to school practice and safeguarding duty.

37.2 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."

37.3 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.

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

Elective Home Education

School information Request form

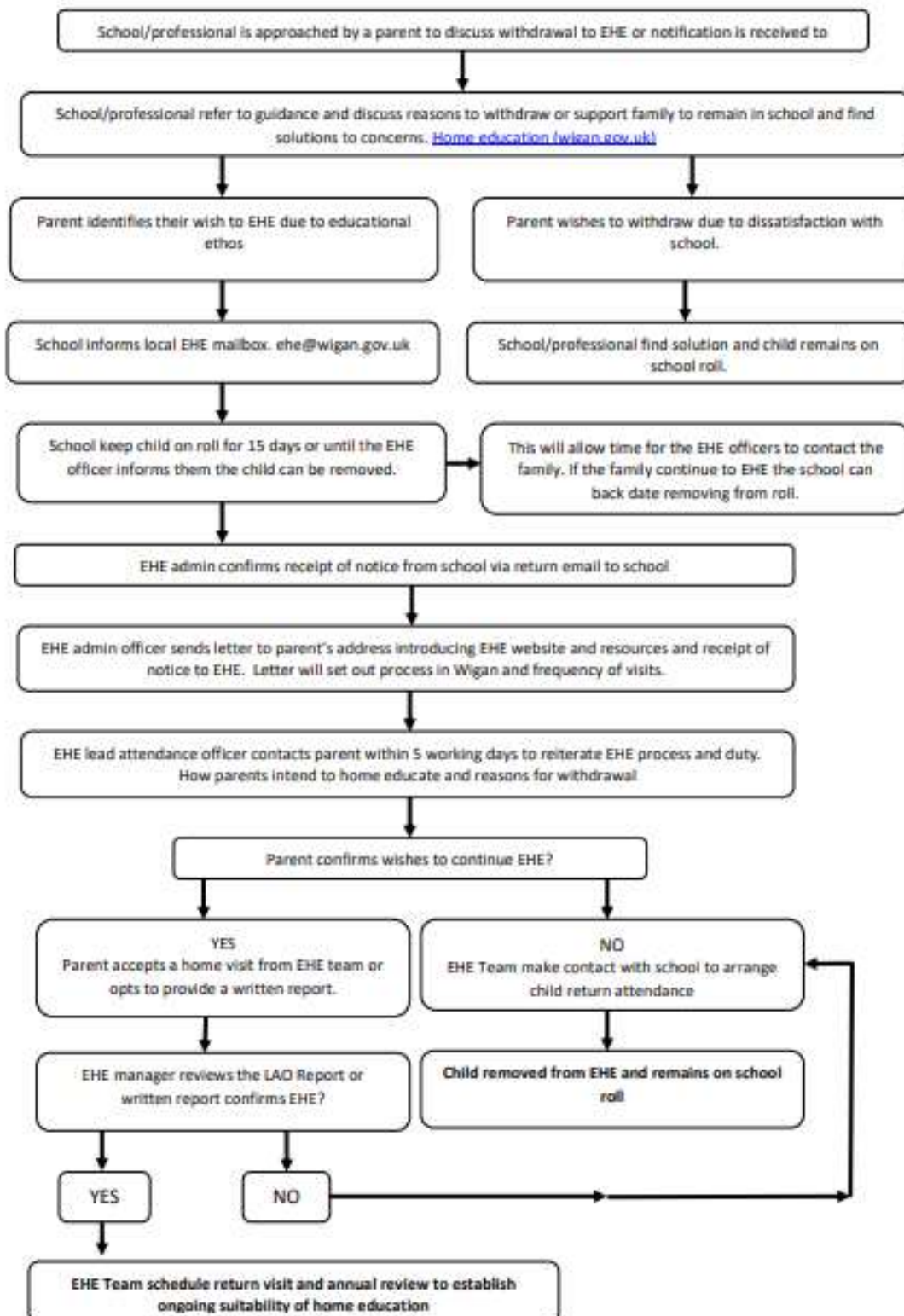
When a pupil's parent/carer has requested they be educated from home the school should complete the following information to support the LA in supporting the family withdrawing from school. Please ensure an appropriate member of staff completes this form.

Please return to EHE@wigan.gov.uk

Pupil Name		D.O.B.	
School Name		School Year Group	
Is the school named on an EHCP?	YES / NO	SEND PlanCo	
Parent/carer name		Contact Number	
Home Address			
		Please provide details and key names as appropriate.	
Communication with Parents Has the EHE document 'Policy and Notes for Parents/Carers' been shared with parents/carers?	YES / NO		
Safeguarding Are there any safeguarding concerns, including current/historical social care referrals and outcomes?	YES / NO		
Please ensure that dates of meetings already arranged are included on this form, along with the named social worker.			
		Key contact name	Phone number or email
Open to Early Help	YES / NO		
Child Looked After	YES / NO		

Child in Need	YES / NO		
Child Protection	YES / NO		
Are other agencies or services involved? Please include named worker(s) and contact details.	YES / NO		
Attendance Concerns prior to withdrawal	YES / NO		
Permanent / Fixed term exclusions prior to withdrawal	YES / NO		
Medical diagnosis/needs	YES / NO		
SEND: SEN support/ EHCP? Please give a brief summary of need and support.			
Behaviour Overview - Please give a brief description of any issues and attach behaviour logs.			
Brief description of home circumstances			
Are there considered to be any risks to a lone worker when visiting the home? Please give details, if applicable.			
Reason given by parent for choosing to home educate (if known)			
Form completed by			
Name			
Designation in school			
Contact details			
Date			

Process for a child on school roll prior to withdrawal to EHE



38. COUNTER TERRORISM AND SECURITY ACT 2015 (The Prevent Duty)

38.1 As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

38.2 Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

38.3 Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately.

38.4 The Department for Education also has a dedicated telephone helpline, 020 7340 7264 that staff and governors can call to raise concerns about extremism with respect to a pupil. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 317

38.5 At Dean Trust Rose Bridge we use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain.

39. CHILD SEXUAL EXPLOITATION (CSE)

39.1 The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

39.2 The definition, which can be found on KCSIE (2023), is:

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 through the use of technology.

40. CHILD CRIMINAL EXPLOITATION (CCE)

40.1 The definition of Child Criminal Exploitation, which can be found on KCSIE (2023) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange

for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

41. COUNTY LINES

41.1. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

41.2 Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

41.3 Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

42. DOMESTIC ABUSE

42.1. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

42.2. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

43. HONOUR BASED ABUSE (HBA)

43.1 So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must inform the Designated Safeguarding Lead as a matter of urgency.

44. FEMALE GENITAL MUTILATION (FGM)

44.1 Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

44.2 FGM typically takes place between birth and around 15 years old; however, it is

believed that in the majority of cases, this happens between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

45. PRIVATE FOSTERING - What to do if a pupil is privately fostered

45.1 We have a mandatory duty to inform the Local Authority through Children's Services if we become aware or suspect that a pupil is subject to a private fostering arrangement.

45.2 Staff should notify the DSL and record on CPOMS. The DSL will inform Children's Services who is looking after the pupil and where they live. It is an offence for the carer and parent not to notify the Local Authority; a private foster carer could be putting themselves and their family at risk and miss out on help and support.

45.3 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

46. CURRICULUM AND STAYING SAFE

46.1 We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

46.2 At Dean Trust Rose Bridge pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

46.3 Dean Trust Rose Bridge will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that Pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

46.4 Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender-based violence/sexual assaults and 'sexting'.

47. ALTERNATIVE PROVISION (AP)

47.1 At Dean Trust Rose Bridge we are responsible for the safeguarding of our pupils when they are placed in an alternative provision or arranging a managed move.

47.2 There are different situations in which pupils are placed in an alternative

provision, schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education, or to improve behaviour.

47.3 At Dean Trust Rose Bridge, when it is decided to place a pupil at an AP we will ensure:

- Non-registered provisions **should not** be used
- Carefully considering the provision for vulnerable pupils or pupils where there are any safeguarding concerns at home, pupils with an EHCP or LAC.
- To carry out a risk assessment on the alternative provisions.
- Use of the provision should be time-limited (i.e. Review regularly, clear timescales)
- To obtain written confirmation from the provider that they have completed all the vetting and barring checks that are necessary on their staff.
- To appoint designated teacher at school to track pupil progress and to make sure the pupil is attending daily, completing work and accessing tutors when necessary.

47.4 Under the Education Inspection Framework Sept 2019, school is aware that in their pre- inspection phone call, Ofsted will ask how many alternative providers does the school use, and how many children are placed there. Inspectors may visit AP's and assess their safeguarding procedures, the quality of education and how effectively the provision helps to improve pupil's behaviour, learning, attendance and safeguarding.

48. LESBIAN, GAY, BI OR TRANS (LGBTQ+)

Children who are LGBTQ+ can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. There is a greater emphasis on risks for LGBTQ+ children and/or those that are perceived to be. Children who are LGBTQ+ should have a trusted adult that they can go to in school.

49. FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one 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 a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. If staff are concerned they should report their concerns to a child protection officer, DDSL or DSL.

50. HOMELSSNESS

50.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

50.2 Referrals and/or discussion with the Local Housing Authority should be

progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

50.3 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

51. MODERN DAY SLAVERY

51.1 Child trafficking and modern slavery are child abuse. Many children and young people are trafficked into the UK from other countries but may also be trafficked within and around the UK.

51.2 Trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- sexual exploitation
- benefit fraud
- forced marriage
- domestic slavery like cleaning, cooking and childcare
- forced labour in factories or agriculture
- committing crimes, like begging, theft, working on cannabis farms or moving drugs.

51.3 Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and may be sexually exploited.

51.4 Our school will ensure that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of Child trafficking and modern slavery and work with Greater Manchester police to support and care for pupils at DTRB.

52. CHILDREN WHO HAVE FAMILY MEMBERS IN PRISON

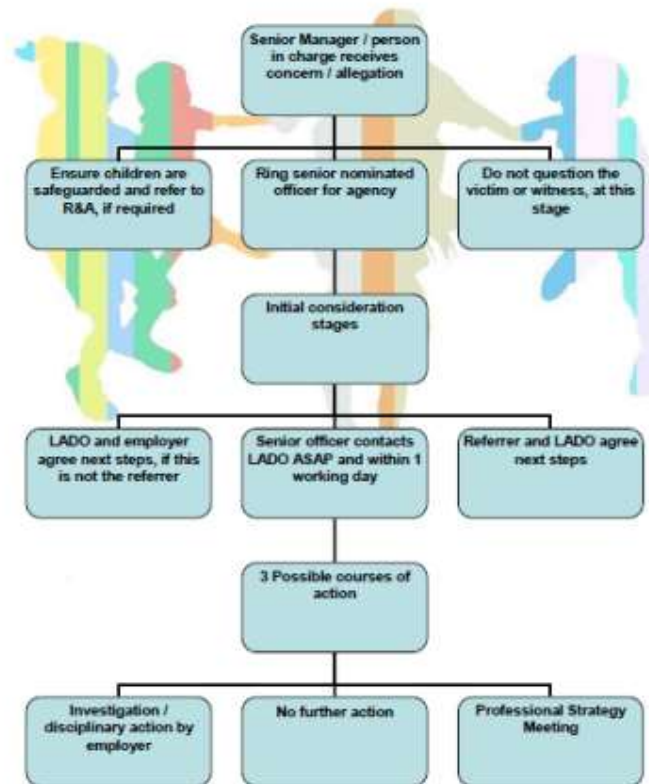
Children with family members in prison Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO, www.nicco.org.uk provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

SECTION 3 - ALLEGATIONS OF ABUSE MADE AGAINST THOSE WHO WORK WITH CHILDREN



The "First 5 Minutes"

Managing allegations against those who work with children
'The First Five Minutes'



53. Whistleblowing

In this section it will outline the procedures and provide information about what to do if you have a concern about a person who works with children (Including supply staff and volunteers) Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

53.1 Whistleblowing is the term used when a worker passes on information concerning wrongdoing. It is important that all professionals have the confidence to come forward to speak or act if they are unhappy with anything and that they will be supported by the school to do this.

53.2 Whistleblowing occurs when a person raises a concern about dangerous, illegal activity or any wrong doing within the school eg: potentially vital information about health and safety risks. possible fraud. harm of children or vulnerable adults. concerned or worried about someone's behaviour. It is essential these issues are addressed immediately, so, 'blowing the whistle' as early as possible is important in order to prevent further harm being done.

54. If you have concerns about a colleague, report this to the Headteacher in the first instances. Low level concerns can also be reported to the DSL.

54.1 Concerns relate to allegations that a member of staff has:

- Behaved in a way that has harmed a pupil, or may have harmed a pupil.
- Possibly committed a criminal offence against or related to a pupil.
- Behaved towards a pupil in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children.
- Has humiliated a pupil.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It is a concern which should be raised if a member of staff has not adhered to safer working practice guidelines which are included in the Staff Code of Conduct (see Safer Recruitment Consortium, Guidance to Safer Working Practices 2015)

54.2 All concerns of poor practice or possible child abuse by colleagues must be reported immediately to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

55. Concerns about safeguarding within Dean Trust Rose Bridge

55.1 All staff should feel they are able to raise concerns about poor or unsafe practice and potential failure in the safeguarding regime with the SLT, knowing they will be taken seriously. However, if a staff member feels unable to do this or that their genuine concerns are not being addressed, they can contact: The NSPCC whistleblowing helpline (0800028 0285) / email help@nspcc.org.uk The Local Authority Designated Officer (LADO) Sue Wharton 01942 486042.

56. Staff who are the subject of an allegation

56.1 When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretation of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. The Headteacher should ensure that the individual staff member is supported and should aim to minimise the stress, which is natural when such allegations arise.

56.2 The concerned staff member should be informed as soon as possible about the concern or allegation and given an explanation of the likely course of action. The Headteacher should ensure they provide effective support for anyone facing an

allegation and provide the colleague with a named representative if they are suspended who will keep them updated of progress of the case.

56.3 Suspension is a neutral act; it is not mandatory, nor is it automatic, and should only be used if there is no alternative, or if by keeping the staff member in school could pose further risk of harm to a child. It is essential that any allegation of abuse made against a member of staff is dealt with swiftly, fairly and consistently in a way that provides effective protection for the pupils and also supports the person against whom the allegation has been made.

56.4 It is important that the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Where an allegation is substantiated, and the individual is dismissed or resigns, the school refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order. If a case manager is concerned about the welfare of other children outside of the school community, they may report this to Children's Services. The school will preserve records for the Independent Inquiry into Child Sexual Abuse (IICSA) for the term of the inquiry in question.

[Teacher misconduct: the prohibition of teachers \(May 2020\)](#)

57. The involvement of LADO

57.1 Any safeguarding concern reported to the Headteacher about a colleague's behaviour should be discussed with the LADO by the Headteacher (or delegated to the DSL) prior to informing the member of staff about the allegation.

57.2 The LADO should be informed of all allegations that come to the school's attention which appear to meet the criteria, (i.e. where a staff member or anyone in the school working with pupils may have acted inappropriately thereby placing a pupil at risk of harm, or who has actually harmed a pupil, and where safer working practices have been ignored as specified in the Staff Code of Conduct and Safer Working Practices Guidance 2015). An initial discussion with LADO is necessary in order to consider the nature, content and context of the allegation and agree next steps such as police involvement.

57.3 Should a decision with LADO lead to no further action being taken, the decision and justification should be recorded by both school and LADO and agreement upon how the matter should be dealt with by the school.

57.4 The Headteacher (or DSL if delegated this role) should inform the accused staff member as soon as possible after consulting LADO, unless a strategy discussion with other agencies is needed, in which case it will have to be agreed first what information can be disclosed to the accused staff member. (see Working Together to Safeguard Children 2018).

58. Outcome

58.1 The outcomes of investigations should fall under the following outcomes:

- Substantiated
- Malicious
- False
- Unsubstantiated

58.2 The full procedures for dealing with allegations against staff can be found in Part 4: Keeping Children Safe in Education (2023)

- Online safety training for staff including the filtering and monitoring system
- 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. If school receive an allegation relating to an incident during the letting period, school will follow their safeguarding policies and procedures as standard, including informing the LADO.

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

Behaviour Policy - [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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	<p>Behaviour that is:</p> <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 through the use of technology.
Children with Special Educational Needs and/or disabilities	<p>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.</p> <p>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.</p>
Child-on-child Abuse	Child-on-child 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 child-on-child abuse is under the age of 18.
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.
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	<p>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:</p> <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.
Elective Home Education (EHE)	<p>When a parent exercise their right to provide their child's education via an alternative to school. This involves the parent working in partnership with the local authority to support the authority meeting their duty to ensure the education is efficient and suitable. In this case the safeguarding duty for the child rests with the parent or guardian. Although safeguarding concerns from schools and professional would continue as with any other case and should follow safeguarding referral routes into the MAST for triage and assessment</p>
Emotional Abuse	<p>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.</p> <p>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</p>

	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	<p>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 together 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.</p> <p>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.</p> <p>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).</p>
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.
Homelessness	<p>The definition of homelessness means not having a home. You are homeless if you have nowhere to stay and are living on the streets, but you can be homeless even if you have a roof over your head.</p> <p>You count as homeless if you are:</p> <ul style="list-style-type: none"> ● staying with friends or family; ● staying in a hostel, night shelter or B&B; ● squatting (because you have no legal right to stay); ● at risk of violence or abuse in your home; ● living in poor conditions that affect your health;

	<ul style="list-style-type: none"> • living apart from your family because you don't have a place to live together. <p>https://safeguarding.network/safeguarding-resources/parental-issues/homelessness/</p> <p>https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities</p>
Honour-based violence	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.
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 as a result 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 caregivers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Modern Slavery	Modern slavery is a serious crime being committed across the UK in which victims are exploited for someone else's gain. It can take many forms including trafficking of people, forced labour and servitude. Victims are often hidden away, may be unable to leave their situation, or may not come forward because of fear or shame.
Physical Abuse	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.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for

	28 days or more. (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.)
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>
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 <p>taking action to enable all children to have the best outcomes.</p>
Nudes	<p>Sharing nudes or semi nudes is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages.</p> <ul style="list-style-type: none"> ● They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Sexual Abuse	<p>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.</p> <p>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).</p>

	Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
Sexual harassment	Is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome or inappropriate promise of rewards in exchange for sexual favours. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault
Sexual Violence	Is the general term we use to describe any kind of unwanted sexual act or activity, including rape, sexual assault, sexual abuse, and many others.
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.
Upskirting	Upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

Recognising signs of child abuse

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
- ☒ Child Sexual Exploitation.

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

A large number of 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 Signs of Sexual Abuse

Boys and girls 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

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.

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 irresponsive 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

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, 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, appearing 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.

Criminal Exploitation / County Lines

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of Criminal Exploitation / County Lines

- 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 wouldn't expect them to know
- Coming home with injuries or looking particularly disheveled
- Having hotel cards or keys to unknown places.