



Bury and Whitefield
JEWISH PRIMARY SCHOOL

Bury & Whitefield Jewish Primary School
Safeguarding Policy

APPROVED	31 st August 2016	REVIEW CYCLE: ANNUALLY	
REVIEW DATE	September 1 st 2017		
SIGNED BY HEADTEACHER		PRINT NAME	Claire Simon
SIGNED BY CHAIR OF GOVERNORS		PRINT NAME	Avrohom Jaffe

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RATIONALE:

This policy is reviewed annually and the procedures and implementation are updated and reviewed regularly with the governing body to ensure that they carry out their statutory duties. This safeguarding policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of Bury & Whitefield Jewish Primary School. In particular, this policy should be read in conjunction with:

- Positive Behaviour for Learning Policy
- Attendance and Punctuality Policy
- Anti-Bullying Policy
- Professional Relations Policy
- E-Safety Policy
- Health and Safety Policy
- Prevention of Radicalisation and Extremism Policy
- Bury LA Anti-Fraud and Corruption Strategy – Part 2 Confidential Reporting (Whistleblowing) Policy
- Safeguarding Children and Young People : Good Practice Guide for Recruitment and Selection School Model – Bury Council Management Handbook
- DfE Teachers’ Standards 2012

THE POLICY TAKES FULL ACCOUNT OF AND REFLECTS CURRENT STATUTORY GUIDANCE FOUND IN:-

- DfE Keeping Children Safe in Education - Information for all Schools and colleges (September 2016)
- DfE Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges (September 2016)
- DfE Working Together to Safeguard Children (Published March 2015, updated Feb 2017)

SAFEGUARDING MISSION STATEMENT

Bury & Whitefield Jewish Primary School is a learning community in which all members can thrive, regardless of culture, gender or individual need. We hope to inspire and challenge all to succeed in learning for life; to know and care for each individual; and create a safe supportive community, working to educate the citizens of today.

AIMS OF THE POLICY

To inform staff, parents, volunteers and governors about Bury & Whitefield Jewish Primary School's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

CONFIDENTIALITY

We believe in open and honest communication and will always share with parents/carers any information or concerns that they have about their children at the earliest opportunity, provided it doesn't compromise the child's safety. If a child is felt to be in need of protection and becomes the subject of a child protection plan, parents/carers should regard our school as a source of help and support.

ROLES AND RESPONSIBILITIES

The Senior Designated Person (SDP) and SLT Lead for Safeguarding:

Mrs Simon.

If on occasion Mrs Simon is not on site, then any concern must be given to Mrs Southward.

The role of the Senior Designated person is to: -

- Manage referrals;
- Refer all cases of suspected abuse to the LA Children's Social Care and;
- Refer to Police if a crime has been committed;
- Liaise with Governors to keep every level of governance abreast of concerns and actions regarding our children, whilst respecting the need for confidentiality;
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

TRAINING

The SDP, Mrs Simon, receives training every 2 years in order to;

- Understand the assessment process in providing early help and intervention, for example through locally agreed, common and shared assessment processes such as early help assessments;
- Have a working knowledge of how Bury and other LA's conduct a CP conference and a CP review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's Safeguarding policy and procedures;
- Be alert to the specific needs of the children in need, working in liaison with our SENCO addressing the needs of children with special education needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and make pupils aware of any measures the school may put in place to protect them;
- Ensure that the leadership team is made aware of trends in behaviour that may affect pupil welfare and if necessary arrange appropriate training;
- Ensure the Safeguarding policy is available publically and parents are aware of the fact that referrals about suspected abuse or neglect may be made and that the school works in conjunction with Bury Safeguarding Children Board (BSCB) to make sure that staff are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave Bury & Whitefield Jewish Primary School to ensure their Child Protection file is copied for any new school or college as soon as possible but transferred securely and separately from the child's main file (as per Barnardo's guidance, CP records are held within school for four years on exit from school).

SCHOOL STAFF AND VOLUNTEERS

It is the responsibility of all staff at Bury & Whitefield Jewish Primary School to provide a safe environment in which learners can learn. This includes any adult who works at the school whether in the classroom or as a member of the

support staff or as governors. Any staff member who is placed in the classroom is particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

Training - All staff receive appropriate safeguarding children training (detailed training every 3 years and on-line updates each year), so they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.

When is the policy applicable? - The policy is applicable during all on and off-site activities undertaken by learners whilst they are the responsibility of Bury & Whitefield Jewish Primary School staff including when involved in alternative provision.

Guidance for staff if taking photographs of children & young people

The majority of occasions when people take photographs of children and young people are valid and do not provide any cause for concern

Unfortunately, however, there are occasions when this is not the case and these are some of the risks associated with photographing children:

- The collection and passing on of images which may be misused;
- The identification of individual children to facilitate abuse;
- The identification of children in vulnerable circumstances.

Please refer to APPENDIX 14 – Page 45-47 for further guidance issued by Greater Manchester Safeguarding Partnership (June 14).

Reporting Safeguarding Concerns - All adults working at Bury & Whitefield Jewish Primary School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the **Designated Person with responsibility for Safeguarding (Mrs Simon)**. All staff who work with children have a responsibility to refer safeguarding concerns to the Senior Designated Person for Child Protection in the first instance. However if they feel that concerns are not taken seriously or actions to safeguard a child are not taken by professionals and the child is considered to be at risk of harm then staff should speak to Mrs Southward immediately and in extreme cases contact Bury Safeguarding Children Board (Lesley Davidson 18/20 St. Mary's place, Bury, BL9 0DZ 0161 253 5884 Email:L.Davidson@bury.gov.uk ,or MASH Team (social care referrals) 0161 253 5678, The safeguarding unit 0161 253 5465, Mark Gay LADO 0161 253 5465). (If the pupil does not live in Bury please seek support from the relevant Social Services Authority).

(Concerns should always lead to help for the child at some point, refer to Keeping Children Safe in Education part 1 'Information for Staff' DfE 2016 – Appendix 2)

Awareness with Learners - Learners are made aware that there are adults in school whom they can approach if they are worried. This information is provided through whole school assemblies, form tutor delivery and opportunities within the curriculum. There are many ways in which learners can raise any safeguarding concerns:

- Face to face;
- Text;
- E-mail;
- Safe box.

SUPPORTING VULNERABLE LEARNERS AND THOSE ON A CHILD PROTECTION (CP PLAN)

Careful attention will be paid to monitoring the attendance, welfare and progress of any child about whom the school has concerns or who has been identified as a subject of a CP plan and a written record will be held securely. If a pupil who is or has been subject to a CP plan changes school the SDP will inform the social worker responsible for the case and transfer the appropriate records to the SDP at the receiving school in a secure manner and separate from the child's academic file.

PROCEDURES TO FOLLOW IN THE CASE OF A REFERRAL

1. When the SDP has been informed of a case of suspected abuse, or of a young person who may be at risk of abuse, he/she will straight away refer the matter to Social Services. Social Services will then advise the Designated Person regarding any contact with the family, as it is the responsibility of the Social Services Department to inform the parents if the allegation involves a member of the child's family. Referrals must be discussed with parents unless it places the child at further risk to do so.

2. If the allegation involves someone other than a member of the child's family the matter should still be reported to Social Services but as the child may not be at immediate risk the Social Services Department may not need to respond so urgently. The child's parents/ carers must be informed and the procedure for doing this should be agreed with Social Services.

3. If the allegation of child abuse is made against a member of staff the safeguarding officer should be informed immediately and the procedures outlined in policy "*Dealing with Allegations of Abuse against Teachers and other staff- Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies*" must be followed.

4. Where it is suspected that a learner might be at risk of significant harm, nothing will be said to the learner's parent/carers without the approval of SDP

Mrs Simon and, as appropriate, the Social Services Department. Where a learner sustains physical injury or is distressed as a result of reported chastisement or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported to Social Services/police for investigation. Referrals to Social Services will be confirmed via email.

5. In circumstances where a learner has an unexplained or suspicious injury that requires urgent medical attention, the Child Protection referral process should not delay the administration of First Aid or emergency medical assistance. If a learner is thought to be at immediate risk because of parental violence, drunkenness or other incapacity or, for example, from threats to remove the learner during the school day, then urgent police intervention will be requested.

THE ROLE OF THE GOVERNING BODY:

Governing bodies must ensure that they comply with their duties under legislation. They must also have a record of this guidance to ensure that the policies, procedures and training in their school are effective and comply with the law at all times.

THE RESPONSIBILITIES PLACED ON GOVERNING BODIES INCLUDE:

- their contribution to inter agency working which includes providing a coordinated offer of early help when additional needs of children are identified;
- ensuring that an effective and up to date Safeguarding Policy is in place together with a Professional Relations policy;
- appointing a SDP who should undergo safeguarding training every 2 years;
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders of any safeguarding concerns;
- making sure children are taught how to keep themselves safe;
- receiving regular reports on Safeguarding Policy and procedures and their impact.

THE ROLE OF THE STAFF:

It is imperative that if any member of staff is concerned about a child, he or she must inform the SDP, Mrs Simon.

The member of staff must record information regarding the concerns as soon as possible and the same day using a safeguarding form. The recording must be a clear, precise, factual account of the observations. Staff should remember to record a full response about what is seen, smelt and heard along with reported speech. The SDP, Mrs Simon will decide what action, if any, should be taken and whether the concerns will be referred to Social Services. In all instances Mrs Simon will inform the concerned staff member what has been decided, though staff should appreciate that a child's confidentiality will need to be respected.

Staff must not offer absolute confidentiality. It should be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. They should be reassured that only staff who need to know about it will be told. This could result in the learner not continuing the conversation, in which case do not pursue the matter and report concerns to the Designated Person.

If a learner begins to confide any matter involving alleged abuse, whether physical, emotional or sexual, to a member of staff, they should follow the following guidelines:

- **Don't make any promises to the learner;**
- **Stay calm and reassuring;**
- **Explain that you cannot promise to keep what they tell you as a secret, in their own interest. You may have to inform the SDP Mrs Simon;**
- **Listen to the learner rather than directly question them;**
- **Do not press them for details or ask leading questions;**
- **Ask the learner if they have told anyone else. The report should state the time, date, circumstances and who else was present as well as giving exact details of what the learner said quoting the exact words used. Signs of physical injury should also be recorded and position of injury indicated on a diagram. Reports should be objective and based on evidence; they should distinguish between fact, observation, allegation and opinion;**
- **Inform the SDP and hand them the detailed account as this may be needed as evidence in court/child protection proceedings. Assure the learner that they have done the right thing and you know how difficult it is to talk about such experiences. Do not keep a copy of the form. The welfare of the learner is paramount;**

therefore all situations must be treated with sensitivity. The teacher should not reveal his/her own feelings to the learner. Decisions regarding photographic recording of evidence and full medical examinations should be left to Social Services and the police.

Please refer to APPENDIX 4 - Disclosure Check Sheet 2016

SUPPORT FOR STAFF

We also recognise that staff working at Bury & Whitefield Jewish Primary School, who have become involved with a learner who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such member of staff by providing an opportunity to talk through their anxieties with the SDP Mrs Simon and to seek further support as appropriate.

Bury & Whitefield Jewish Primary School will publish the full Safeguarding Policy on the website for information. Parents will be informed prior to referrals unless to do so would place the child at increased risk of significant harm by: the possible response from parents, leading to an unreasonable delay, leading to the risk of loss of evidential material, placing a member of staff from any agency at risk.

ALLEGATIONS AGAINST STAFF/VOLUNTEERS

We understand that a learner may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform a senior leader, preferably the SDP. If the allegation concerns the Headteacher, the Chair of Governors should be informed directly.

Bury & Whitefield Jewish Primary School will follow the procedure outlined in the school's Policy "*Dealing with Allegations of Abuse against Teachers and other staff - Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies*" (Dept for Education 2012), a copy of which will be readily available to all staff on the Safeguarding board in the staffroom. The flow diagram of the procedures regarding this is there also.

WHISTLEBLOWING

We recognise that learners cannot be expected to raise concerns in an environment where staff fails to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Bury & Whitefield Jewish Primary School will follow the procedure outlined in the school's policy for whistleblowing which is readily available for staff.

PHYSICAL INTERVENTION

Our policy of physical intervention by staff is set out in the separate "*Health and Safety Policy*" and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times, it must be the minimal force necessary to prevent injury to another person. All incidents of physical restraint are recorded as per Bury Guidelines and our school Health and Safety Policy.

We understand that physical intervention of a child, which causes injury or distress, may be considered under safeguarding or disciplinary procedures.

Bullying: Our anti-bullying policy is set out in a separate document and acknowledges that to bully any learner or allow or condone bullying may lead to consideration under safeguarding procedures.

Racist incidents: Our policy on racist incidents is set out in a separate document and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

Attendance: Please refer to Bury & Whitefield Jewish Primary School Attendance and Punctuality Policy for further details.

Learners not attending school and where we have received no communication from a parent or carer regarding the absence will be followed up with a first day text/email. If no further information is received regarding the absence and the learner remains absent for a further 2 days, a home visit will ensue. The School Attendance Team (SAT) will be informed and subsequent follow up will then be actioned.

In the cases of Alternative Provision, protocol will be followed in accordance with the local authority guidance. Mrs Simon will pursue Safeguarding policy for each agency providing alternative provision. Welfare calls and visits are also completed at appropriate points to ensure that we comply with all of the necessary components of health and safety, learner welfare checks and staff/parent contact for absent learners.

Alternative Provision: Bury & Whitefield Jewish Primary School has copies of all Safeguarding Policies for alternative providers.

Prevention We recognise that Bury & Whitefield Jewish Primary School plays a significant part in the prevention of harm to our learners by providing learners with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Bury & Whitefield Jewish Primary School will therefore:

- Establish and maintain an ethos where learners feel secure and are encouraged to talk and are always listened to.

- Establish a pastoral system which will encourage learners to seek help when they are worried or have concerns.
- Ensure, to the best of our ability, that all computer equipment and Internet access within school will be subject to appropriate 'Parental Controls' and Internet Safety Rules. Please refer to the school's E safety Policy.

CURRICULUM

Bury & Whitefield Jewish Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our learners for the responsibilities of adult life and citizenship. It is expected that all subject leaders will consider the areas that exist in their area of responsibility for addressing personal safety issues. The PSHCEE and Citizenship curriculum will be used, to inform learners how to keep safe and to know how to ask for help if their safety is being threatened. As part of developing a healthy, safe lifestyle, learners will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly;
- To judge what kinds of physical contact are acceptable and unacceptable;
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being, including knowing when and where to get help;

RADICALISATION AND EXTREMISM

As of 1st July 2015 Schools are required to play their role in tackling radicalisation and extremism. Schools must provide information and act if they are concerned about these issues. Please refer to Radicalisation and Extremism Policy.

Channel forms a key part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

Please refer to the Prevent Duty Guidance published by the Government, under section 26 of the 2015 Counter Terrorism and Security Act for more information.

PREVENT DUTY GUIDANCE

In response to the new government changes from 1st July 2015, Bury & Whitefield Jewish Primary School has included this additional section to the safeguarding policy. This is a direct response to the growing concern of radicalisation and extremism in Britain.

As of 1st July 2015 Schools are required to play their role in tackling radicalisation and extremism. Schools must provide information and act if they are concerned about these issues.

Indicators that an individual is engaged in an extremist group, ideology or cause, include:-

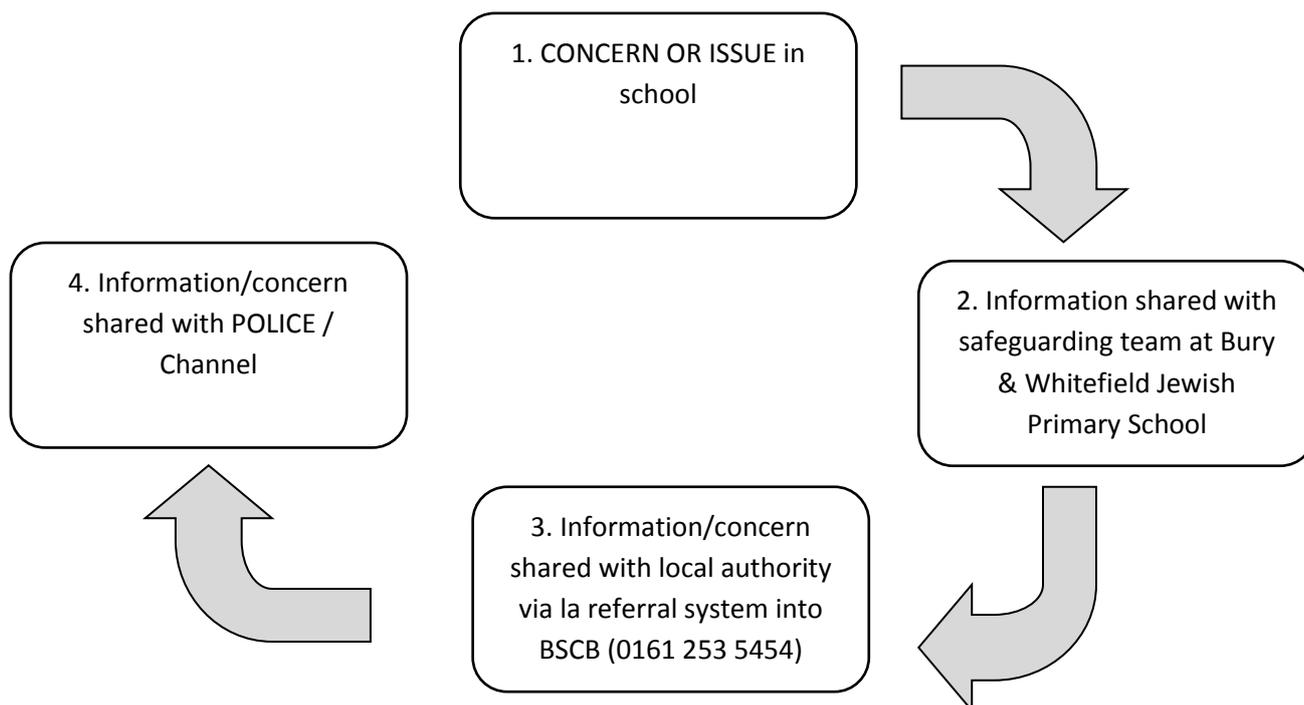
- Spending increased time in the company of other suspected extremists
- Changing their style of dress or personal appearance in accord with the group;
- Loss of interest in other friends and activities not associated with the extremist ideology or cause;
- Possession of material or symbols associated with an extremist cause.

FABRICATED OR INDUCED ILLNESS

A rare form of child abuse which may include parents/carers fabricating signs and symptoms of illness/falsifying medical records, letters or documents or inducing illness. Signs can include:-

- Frequent and unexplained absences from school/PE lessons
- Regular medical appointments / visits for second opinions
- Repeated claims that a child is unwell but is vague with symptoms and / or symptoms not recognised by the teacher/support staff

CONCERNS OR ISSUES REGARDING RADICALISATION AND EXTREMISM



MONITORING, EVALUATION AND REVIEW

This policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme and as part of day to day practice. Compliance with the policy will be monitored by the SDP and through staff performance measures. In order to safeguard and promote the welfare of children, Bury & Whitefield Jewish Primary School will act in accordance with the following legislation and guidance:-

- The Children Act 1989;
- The Children Act 2004;
- Education Act 2002 (section 175);
- BSCB Guidance;
- Keeping Children Safe in Education – Information for all school and college staff (DfE September 2016);
- Keeping Children Safe in Education – Statutory guidance for school and colleges (DfE September 2016);
- Working Together to Safeguard Children (DfE 2017);
- The Education (Pupil Information) (England) Regulations 2005

Appendix 1: Useful Contacts

REFERRALS

MASH Team 0161 253 5678

Out of Hours / Emergency Duty Team (EDT) 0161 253 6606

Schools Safeguarding

Leslie Davidson 0161 253 5884

(Schools Safeguarding Lead for schools)

Allegations about professionals

Mark Gay

(Local Authority Designated Officers)

0161 253 5342

CONCERN

If you have a concern about a student or staff member that specifically relates to extremism or terrorism, discuss it with the Safeguarding Lead within school

- At this point, based on the concern raised, options are to:
- Have an informal chat with a Single Point of Contact (Bury contacts - Paul Cooke, Lisa Bell or Mark Burke) or
- Have an informal chat with Prevent/Channel staff (DC Jane Wilcock, DC Mujammil Hussain)

CHANNEL

- At this point, based on the concern raised, the Prevent/Channel staff will ask you to:
- Monitor the situation (with the possibility of referral to another service) or
- Make a referral to MASH, who will make the referral to Channel

Bury Contacts

Paul Cooke - Head of Strategic Planning and Management Service – 0161 253 5674

Lisa Bell – Team Manager Multi-Agency Safeguarding Hub (MASH) – 0161 253 5362

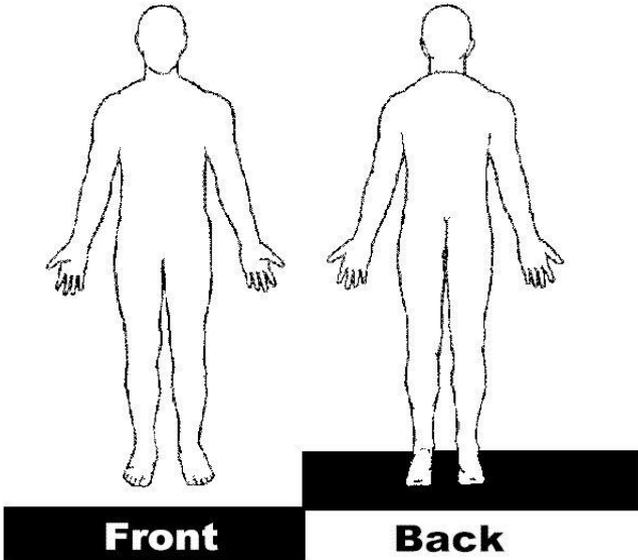
Mark Burke – Community Cohesion Officer – 0161 253 5588

GMP Prevent Team – 0161 856 6345/ 6362

APPENDIX 2

SAFEGUARDING REFERRAL FORM FOR STAFF

Safeguarding: Child Protection Concern		
Child's Name:	Date:	Time
<p>Record what the child has said using their words - You may wish to use the acronym 'TED' as a reminder that you can ask the child to 'Tell', 'Explain' and 'Describe' the concern. If it is necessary to seek further clarification, keep to open question processes, such as: What? When? Who? How? Where? Making no suggestion of response to the child and remembering that you only ask questions which will help to clarify whether the child is at risk of harm and once clarification is achieved, stop asking questions. If concerns were raised by a third party, add their details (name, contact number etc.) and record what was said with equal detail. If concerns are raised because of your observation/actions give details. Give the name, role, relationship to the child and contact details (if known) of any alleged perpetrator(s): Do not promise to keep anything secret – explain that you must pass on the information. If you believe the child is at SERIOUS risk of harm you must pass this information immediately to the SDP</p>		
ANY OTHER COMMENTS YOU THINK ARE RELEVANT:		



Information given to: 	At : specify time 	Staff name: Signature
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APPENDIX 3

'*Keeping Children Safe in Education*' DfE 2016 - Safeguarding information for staff

SUMMARY

Keeping Children Safe in Education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Governing bodies of maintained (including maintained nursery schools), non-maintained special schools, and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) and management committees of pupil referral units (PRUs), further education colleges and sixth form colleges are asked to ensure that all staff read at least part one of the guidance.

PART ONE: SAFEGUARDING INFORMATION FOR ALL STAFF

WHAT SCHOOL SHOULD KNOW AND DO

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: 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.
2. Children includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

THE ROLE OF THE SCHOOL

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance '*Working Together to Safeguard Children 2017*'. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

THE ROLE OF SCHOOL STAFF

6. 'The Teacher Standards 2012' state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

(The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations).

7. All school staff have a responsibility to provide a safe environment in which children can learn.

8. All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

WHAT SCHOOL NEED TO KNOW

10. All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the designated safeguarding lead.

11. All staff members should also receive appropriate child protection training which is regularly updated.

WHAT SCHOOL STAFF SHOULD LOOK OUT FOR

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

13. Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the **NSPCC website**. Types of abuse and neglect, and examples of specific safeguarding issues, are described in pages 21-22.

15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the Designated Safeguarding Lead **Mrs Simon**

WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

16. If staff members have concerns about a child they should raise these with the school's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

17. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

18. Staff should be aware of new reporting requirements with regards to known cases of female genital mutilation (FGM) and breast ironing. If a teacher discovers that an act of female genital mutilation or breast ironing appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

20. The Department for Education has produced advice *What to do if you are worried a child is being abused 2016 – Advice for practitioners* to help identify child abuse and neglect and take appropriate action in response.

WHAT SCHOOL SHOULD DO IF THEY HAVE CONCERNS ABOUT ANOTHER STAFF MEMBER

21. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of the Keeping Children Safe in Education guidance.

WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICES WITHIN THE SCHOOL

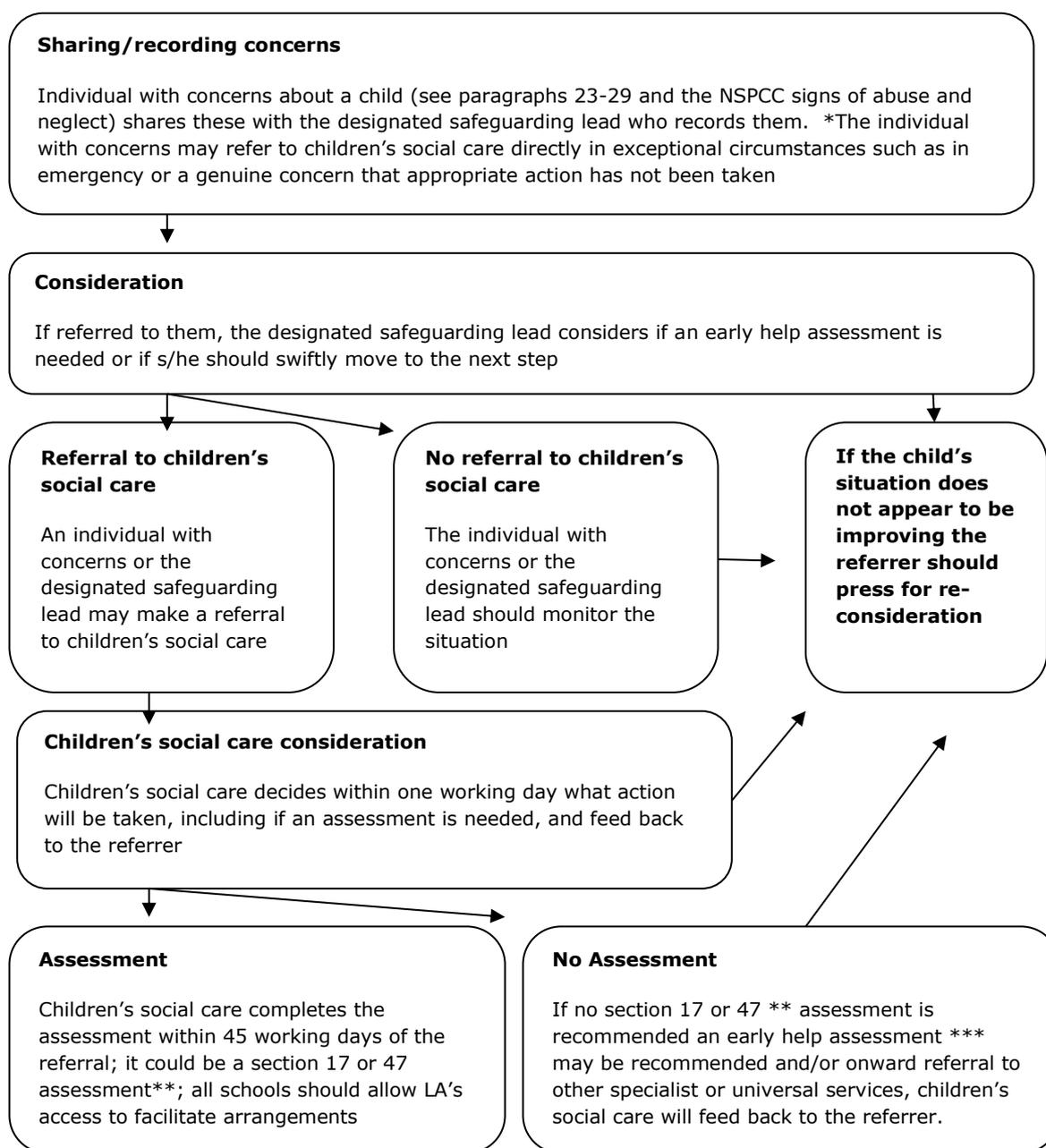
22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.

23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

The NSPCC Whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 and email: help@nspcc.org.uk

ACTION WHEN A CHILD HAS SUFFERED OR IS LIKELY TO SUFFER HARM

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to the children's social care immediately. **Anybody can make a referral.**



*In cases which also involve an allegation of abuse against the staff member, see part four of the Keeping Children Safe in Education guidance which explains action the school or college should take in respect of the staff member)

**Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 or the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information)

TYPES OF ABUSE AND NEGLECT

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

24. **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. They may be abused by an adult or adults or another child or children or more rarely by others (e.g. via the internet).

25. **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.

26. **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.

27. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

28. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of

maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Risk Assessment 'Checklist'**

- Does/could the suspected harm meet the BSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs and wishes?
- Parent / carers attitudes
- How willing are they to cooperate
- What does the child mean to the family
- What role does the child play
- Possible effects of intervention
- Protective factors and strengths
- Familial strengths and weaknesses
- Possibilities
- Probabilities
- When and how is the child at risk
- How imminent is any likely risk
- How grave are the possible consequences
- How safe is the child?
- What are the risk assessment options
- What are the risk management options
- What is the interim plan?

SPECIFIC SAFEGUARDING ISSUES

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

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including

cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

29. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the www.nspcc.org.uk TES website and also on its own website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child missing from education - see below
- Child missing from home or care
- Child Sexual Exploitation (CSE) – see below
- Bullying including Cyberbullying
- Domestic Violence – see below
- Drugs
- Fabricated or induced illness – see below
- Faith Abuse
- Honour Based Violence encompassing Female Genital Mutilation (FGM) and Breast Ironing – see below
- Forced Marriage
- Gangs and Youth Violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental Health
- Private Fostering
- Preventing Radicalisation – see below
- Sexting
- Relationship Abuse
- Trafficking
- Hate
- Missing children and adults
- E-Safety
- Peer-on-peer abuse

FURTHER INFORMATION ON A CHILD MISSING FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools that put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat

occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be return to school at the end of that period; or,
- Have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority or in default of such agreement, at intervals determined by the Secretary of State)

E-Safety

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such,

governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

FURTHER INFORMATION ON CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE), involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on so-called 'honour based' violence

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

INDICATORS

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

ACTIONS

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of **HBV** appears to

have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

MANDATORY REPORTING DUTY

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers¹¹, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Further information on when and how to report can be found at –

Link to LSCB FGM procedures;

<http://www.safeguardingburymchildren.org> Procedures & useful documents

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

FURTHER INFORMATION ON PREVENTING RADICALISATION

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

PREVENT

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the

Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

CHANNEL

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing

support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

The full detail of the Prevent duty guidance that has recently been issued by the Home Office as it relates to schools. The full guidance is available at the following internet address:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Department for education has published The Prevent duty Departmental advice for schools and childcare providers
www.gov.uk/Prevent_Duty_Guidance_England_Wales.pdf

PEER-ON-PEER ABUSE

Education settings are an important part of the inter-agency framework, not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (eg age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

Peer-on-peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional, and can include gender-based violence/sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service may be used to help professionals assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at: www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

SEXTING

Guidance on responding to and managing sexting incidents can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439 KG NCA Sexting in Schools WEB 1 .PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_PDF)

<https://www.parentsprotect.co.uk/files/Sexting%20in%20Schools%20eBooklet%20FINAL%2030APR13.pdf>

Cyberbullying and Online abuse

At BWJPS we recognise the benefits and opportunities which new technologies offer to teaching and learning. We encourage the use of technology in order to enhance skills and promote achievement. Mobile phones, laptops, iPads, and other online type products are integrated into all our lives. However, there are those that seek to use these for their own or others' gratification. Online safety issues include:

- Bullying – including online bullying and prejudice-based trolling, radicalisation and/or extremist behaviour.
- Grooming – including child sexual exploitation and trafficking.
- Impact of new technologies on sexual behaviour, eg sexting and revenge pornography.
- We ensure appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. We also teach children and adults how to keep themselves safe online. To find out more, please read our school's E-Safety Policy.
- Any concerns about Safeguarding or Child Protection issues arising from the improper use of technology, should be brought to the immediate attention of the Headteacher.

APPENDIX 4

Disclosure Check Sheet 2016

Upon disclosure, listen, do not make promises. Check your understanding. Ask questions, but never ask why. If physical marks are evident, note where they are.

Record verbatim, what is said by the child as soon as the disclosure has been made. If you have seen marks, record on a body scan sheet where they were seen.

Pass to Mrs Simon, the Designated Safeguarding Lead. Mrs Simon will investigate further with the child. If Mrs Simon is not on site, pass to Mrs Southward. With all cases, bar allegations of sexual abuse we have to discuss with parents the disclosure. The reaction of parents are then recorded. If in doubt ring A&A on the number below.

Mrs Simon will seek advice from A&A on 0161 253 5454. This help line is open from 9am through to 5pm. A&A will give a decision there and then about involvement or need according to risk.

The A&A team may know the child already and will then ask you to ring it to the Multi Agency Advice Team (MASH). You can call them directly on 0161 2535878. Mrs Simon has a list of all learners who have a social worker attached to them with the relevant numbers.

RECORD, RECORD, RECORD any action points or advice given over the phone. Push for support to ensure the safety or acceptance of responsibility. Note names of any staff at A&A that you have spoken to. Mrs Simon will try and return to you with information about advice or concerns within 24 hours. Pursue this to keep your mind at ease.

APPENDIX 5

Quick Guide to Self Harm and Self Injury

What are self-harm and self-injury?

Self-harm and self-injury are ways that some young people respond to difficult and distressing feelings. They can take a variety of forms including young people putting themselves in risky situations; injuring themselves (e.g. cutting, burning or taking an overdose of tablets); or excessive use of drugs or alcohol.

Young people may experiment in risk taking behaviours such as using drugs and alcohol and they may not see this as self-harm or self-injury. Such behaviour is not always a sign of difficult and distressing feelings. So it is important to recognise when behaviour is motivated by the negative thoughts and feelings of the young person. Self-harm is not usually about ending their life, however sometimes young people feel unsure whether they want to die or not. Some young people do have suicidal thoughts and feelings and sometimes they harm themselves in ways that are very dangerous, and it is possible that they could accidentally kill themselves. Self-harm may be on-going and some young people feel they manage this well with behaviour which is less physically dangerous. One example of this is superficial cutting. This may not require an immediate response but it is still likely to be a sign of emotional distress and the young person still needs support. As a practitioner you may wish to get advice and support to help you work with the young person to access suitable services.

Why do young people self-harm?

There are many different reasons why young people self-harm. Some young people describe self-harm as a way of:

- Having a break from difficult things in life;
- Controlling one aspect of their lives;
- Getting rid of big emotions that feel overwhelming;
- Punishing themselves – they may feel so bad about themselves and their current life; and
- Communicating to other people how much emotional pain they feel – perhaps because they cannot find the words to describe all their thoughts and feelings.

What should practitioners do?

Often young people find talking about self-harming can feel harder than talking about other risk taking behaviours such as unsafe sex or alcohol use.

Practitioners need to:

- Listen and explain the limits to confidentiality;
- Reassure the young person it is ok to talk about it; and
- Stay calm and don't judge the young person for their actions.
- Ask them: What is happening for you? Is this affecting you? What help do you need? What would you like to happen next?

Responding to self-injury

If someone has seriously injured themselves or taken an overdose it is important that they get immediate medical treatment from the Emergency Department (or A&E). The young person's GP can offer confidential and regular support for a wide range of health problems including psychological distress and the physical consequences of self-harm. Quick access to advice and, if necessary, an appointment should usually be available for urgent matters.

Overdosing is always dangerous and someone might have taken the same tablets before and thought they were unharmed. There can be unseen damage inside the body, so it is always important to treat this seriously - even if the young person feels ok. The staff at A&E will be able to talk to the young person about what they have taken and provide any treatment needed to avoid long term damage.

Cutting can be very dangerous, especially if the young person cuts deeply or cuts certain parts of the body such as the forearm or thighs. If the bleeding cannot be stopped or it is deep enough to need stitches then practitioners must support the young person to go to A&E. For changing dressings or an infection it may be more suitable to see the young person's GP.

Want to know more?

More information on self-harm and a range of emotional issues is available on www.MindMate.org.uk . Other useful contacts are included below:

School Nurses can help support practitioners to work with the young person. They can be accessed through the young person's school.

If the young person is using alcohol or drugs you can contact Early Break Drug & Alcohol Service on tel: 0161 723 3880

Healthy Young Minds provide assessment and therapy to children and young people up to the age of 18 who have emotional or behavioural problems or other mental health difficulties.

Discuss with the young person's GP.

The Education psychology team can support practitioners to work out how to respond to self-harm.

APPENDIX 6

Quick Guide to Radicalisation

What is radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Radicalisation is usually a process not an event. During this process, there will inevitably be opportunities to intervene in order to reduce the risk of the individual being attracted to extremist ideology and causes and safeguard him/her from the risk of radicalisation. It is important to be able to recognise the factors that might contribute towards the radicalisation of an individual. Indeed, some of the factors that lead an individual to becoming radicalised are no different to those that might lead individuals towards involvement with or being vulnerable to other activity such as gangs, drugs and sexual exploitation for example.

Who does it affect?

Those involved in extremist activity come from a range of backgrounds and experiences. There is no single profile of what an extremist looks like or what might drive a young person towards becoming radicalised. It can affect impressionable young boys and men and also impressionable young girls and women.

What factors might contribute towards radicalisation?

Below are some of the factors that might contribute towards an individual becoming radicalised. These are included in the Channel Vulnerability Assessment Framework. This is not an exhaustive list and the presence of any of these factors does not necessarily mean that he/she will be involved in extremist activity. However, a combination of many of these factors may increase the vulnerability to extremist activity:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- Opportunistic involvement
- Susceptibility to indoctrination
- Attitudes that justify offending
- A need to dominate and control others
- Harmful means to an end
- A desire for political or moral change
- Harmful objectives
- Family or friends' involvement in extremism
- Being at a transitional time of life
- Being influenced and controlled by a group
- Relevant mental health issues
- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy

What does the law say about radicalisation and extremism?

The Prevent Strategy 2011 aims to stop people becoming terrorists or supporting terrorism. It tackles all forms of extremism including Al Qaida influenced extremism and far right extremism. From 1 July 2015, statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 requires a range of specified authorities to have 'due regard to the need to prevent people from being drawn into terrorism'.

This duty is known as the Prevent duty. The specified authorities include those judged to have a role in protecting vulnerable children and young people and adults.

What should staff do?

Notice - staff should make themselves aware of the factors that might drive somebody towards extremism so they are able to notice them should they present themselves. However, staff using their skill, expertise, and professional judgement is crucial in not stigmatising individuals that may display some of the vulnerability factors highlighted.

Check – if a practitioner is concerned about an individual (child or adult) who is being drawn towards extremist activity, they should check their concerns with the safeguarding lead officer

Share where it is recognised that an individual is indeed at risk of radicalisation and involvement in extremist activity, a referral should be made to Bury MASH team by LE. If as part of this identification a child or young person is put at risk (either through their own direct involvement or that of someone else e.g. parent / carer), practitioners should share their concerns with the MASH team.

Channel is a multi-agency partnership that develops a proportionate package of support and interventions to draw a vulnerable individual away from becoming radicalised and involved in extremist activity.

Key contacts Bury MASH team 0161 252 5678

Out of hours/emergency Duty Team (EDT) 0161 253 6606

National guidance: The Prevent Strategy The Prevent Duty Channel Programme

You can also read the duty guidance in the Counter-Terrorism and Security Act 2015

APPENDIX 7

Quick Guide to Domestic Violence

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who have been intimate partners or family members, regardless of sexuality or gender. It can involve but it not limited to:

- Psychological abuse
- Physical abuse
- Sexual abuse
- Financial abuse
- Emotional abuse

Staff should remain mindful that domestic violence ***is part of our toxic trio (along with mental health issues and substance abuse)*** that greatly increases the probability of children reaching the remit of 'significant harm'.

What is Domestic Violence?

Domestic Violence (also known as domestic abuse) refers to any incident or pattern of incidents of controlling, coercive or 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.

Most reported incidents relate to women and girls but this is not always the case.

Domestic Violence can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial

Emotional Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage. Victims are not confined to one gender or ethnic group.

Responding to domestic violence incidents Children's Services become involved in cases of domestic violence where the household includes a pregnant woman and or children

are present or members of the household and they are at risk of significant harm. **Domestic violence is one of our TOXIC TRIO.** In schools we hear about instances by disclosure from the children or a DVR when the police have been called to the house. There can be a time lag from the incident to the report being placed.

When the Police are called to a household because of a reported domestic violence incident, the attending officer completes a DASH (Domestic Abuse, Stalking & Honour Based Violence) risk assessment. When a pregnant woman or a child (or children) are present, Children's Social Work Service is notified and the DASH risk assessment. The focus remains on whether a child/children or unborn child is at risk of significant harm or there is the likelihood of significant harm. They consider the detail of the presenting incident and the DASH risk assessment along with historical information. Where there is high risk to the adult, consideration may be given to a referral to a Multi-Agency Risk Assessment Conference (MARAC).

What should staff do? We should be mindful of the possibility of domestic violence when working with families.

You should contact the Designated Safeguarding Lead (Mrs Simon) if you are aware of an incident of domestic violence where a pregnant woman or a child is present or members of the household and they are at risk of harm.

In emergencies or where a crime is suspected, the police should be contacted. Police emergencies tel: 999

National Domestic Violence Helpline tel: 0808 2000 247

APPENDIX 8

Quick Guide to Female Genital Mutilation

What is Female Genital Mutilation?

Female Genital Mutilation (FGM) refers to procedures that intentionally alter, mutilate or cause injury to the female genital organs for non-medical reasons. FGM is medically unnecessary and can have serious health consequences, both at the time it is carried out and in later life. FGM is prevalent in 28 African countries and areas of the Middle and Far East, but it is increasingly practiced in the U.K. in communities with larger populations of first-generation immigrants, refugees and asylum seekers.

Due to the hidden nature of FGM, it is difficult to estimate how many girls and women it actually affects in the U.K and worldwide, but it is generally recognised to be more common than previously thought. FGM is deeply embedded in some communities and is performed for cultural and social reasons. It is usually carried out on girls before they reach puberty, but in some cases it is performed on new-born infants or on women before marriage or pregnancy. It is often justified by the belief that it is beneficial for the girl or woman, but FGM is an extremely harmful practice which violates basic human rights. The most significant risk factor for girls and young women is coming from a community where FGM is known to be practised and/or where a mother, sister or other female family member has been subjected to FGM.

What are the main types of female genital mutilation? The World Health Organisation classifies FGM into four major types:

- Type 1: Clitoridectomy: removing part or the entire clitoris.
- Type 2: Excision: partial or entire removal of the clitoris and the inner labia with or without removal of the outer labia.
- Type 3: Infibulation: narrowing of the vaginal opening through the creation of a covering seal, formed by cutting and reforming the labia with or without removal of the clitoris
- Type 4: Other: harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and burning.

Short effects & and long term consequences of FGM Short term effects include; severe pain, shock, bleeding, wound infections, inability to urinate, damage to other organs & possibly death. Long-term consequences include: vaginal & pelvic infections; menstrual problems; difficulties passing urine & persistent urine infections; kidney damage & possible failure; cysts & abscesses; infertility, complications during pregnancy & childbirth; the need for later surgery. Girls and women who have been subjected to FGM may also suffer psychological harm, including depression, anxiety, flashbacks, substance misuse and/or self-harm.

What does the law say about FGM and what should schools do?

FGM is illegal in the UK and has been a criminal offence since 1985. The Female Genital Mutilation Act 2003 strengthened existing law to make it an offence to arrange for a child to be taken abroad for FGM, and for UK nationals or permanent UK residents to abet, counsel, procure or undertake FGM abroad, even in countries where the practice is legal. The Serious Crime Act 2015 (guide) extends this protection to girls under the age of 18 who are 'habitually resident' (or on short temporary stays) such as students and

refugees. The Serious Crime Act also creates a new offence of failing to protect a girl from FGM. If an offence of FGM is committed against a girl under the age of 16, each person who is responsible for the girl at the time the FGM occurred will be liable under this new offence where the maximum penalty is seven years imprisonment, a fine, or both. The 2015 Act also enables the high court or family courts to make a FGM Protection Order for individuals who are victims or at risk of FGM (similar to forced marriage protection orders. Victims or those at risk, or relevant third parties (including local authorities) can apply for the orders which set restrictions to protect an individual. In addition, under the new Act, practitioners in regulated professions (health, teaching, social work) now have a mandatory duty to notify the police when they identify that an act of FGM appears to have been carried out on a girl under the age of 18. The duty applies when the practitioner is either informed by the girl or where the practitioner has observed physical signs. Failing to comply with the duty will be dealt with through existing disciplinary measures which may include referral to the relevant professional regulator. Practitioners, particularly those working in schools and in health services should be aware of and consider potential indicators that FGM may be, or has already taken place, e.g.

- Preparations for the child to take a long holiday - arranging vaccinations or planning an absence from school;
- A change in the child's behaviour after a prolonged absence from school, including; being withdrawn; crying or being away from class for long periods;
- and/ or the child has bladder or menstrual problems, and/ or may have difficulty walking, sitting or standing.

If staff becomes aware of a FGM risk to a child they must discuss their concerns with the designated safeguarding lead (Mrs Simon), who may, in partnership with the Police, undertake Section 47 (safeguarding) enquires, and liaise with health services regarding medical assessments. Practitioners should also be aware that children who are at risk of serious harm through child sexual exploitation), trafficking, forced marriage), honour based violence and female genital mutilation are often 'hidden' and may be also missing from view).

Key contacts: Bury Advice and Assessment 0161 253 5678

Forward UK (Foundation for Women's Health, Research and Development) you can look at Petals—an app to help protect young girls and women from FGM

Female Genital Mutilation practice guidelines A Statement Opposing Female Genital Mutilation

APPENDIX 9

Quick Guide to Child Sexual Exploitation (CSE)

What is Child Sexual Exploitation?

Who does it affect and what are the signs and symptoms?

Children and young people aged up to 18 can be at risk of child sexual exploitation. This includes both girls and boys, and young people from any community regardless of ethnicity or religion. Whilst all young people can be targeted, some are more vulnerable than others.

In Bury the Phoenix Team work predominantly with girls, age 14-16 (with an overall range of 11-17 and the age is getting younger). Most are White British and living at home, with a small number of looked after children who live in Bury under the Care of another Local Authority (known as COLA). Substance misuse features in a large number of referrals and the Team are seeing an increase in the number of young people who have been groomed on the internet and by social media.

Indicators that a young person may be a victim of Child Sexual Exploitation include:

- Being sexually active with a significantly older partner
- Associating with peers and adults known to be involved in CSE
- Missing from home episodes and/or missing from school or being excluded
- Increased access to alcohol and other substances/drugs
- Unexplained gifts, money, mobile phone
- Increase in secretiveness and isolation from family
- Self-harming, poor eating patterns, low self esteem and decrease in self care
- Overtly sexualised dress and sexualised risk taking
- Chronic fatigue
- Sexually transmitted infections and/or pregnancy
- Unexplained injuries

Summary of Topic

Sexual exploitation of children and young people **under 18 years old** involves exploitative situations, contexts and relationships where young people (or a third person or persons) **receive "something"** (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, **sexual activities**.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have **power** over them by virtue of their age, gender, intellect, physical strength and/or economic or other

resources. **Violence, coercion and intimidation** are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

What is your responsibility and what support is available in Bury?

Everyone who works with children and young people has a responsibility to ensure that they are safe. This includes the responsibility to:

Be alert to the possibility that a child is being sexually exploited

Discuss with your agency's lead for safeguarding

Seek advice/guidance from Bury Phoenix Team

In the event of a child making a disclosure:

Recognise, Respond, Report, Record and Refer

Be aware that children and young people who are victims of CSE may not see themselves as 'victims' and perpetrators target young people who do not understand they are being exploited and perceive the perpetrator as a friend, acquaintance or partner.

The **Bury Phoenix Team** is a multi-agency specialist service for Child Sexual Exploitation based in Bury Police Station. Referrals to the Phoenix Team should be made via the MASH (Multi-agency Safeguarding hub).

The It's Not Okay website <http://www.itsnotokay.co.uk/> contains information for young people, professionals, parents and carers.

A very useful website providing guidance for parents and professionals for keeping children safe on line is: <http://www.internetmatters.org/>

See the BSCB Training webpages for information about forthcoming training on Child Sex Abuse and other training courses

<http://buryscbglobal.net/AvailableCoursesList.asp>

Also see the Children's Trust factsheet 2 on E-safety and Social Media

See the Bury Directory www.theburydirectory.co.uk for information about services

Go to Bury Directory for information about services

What makes children and young people more vulnerable to Child Sexual Exploitation?

There are a number of factors which can 'push' children and young people towards being sexually exploited. These include:

- A history of sexual, physical or emotional abuse and neglect
- Rejection, loss and abandonment
- Over-strict parenting, over-controlling parenting and low-warmth parenting
- Feeling different, identity confusion and feeling isolated
- Self harming
- Going missing, and
- A need for affection

Factors which 'pull' children and young people towards CSE include:

- Rebellion
- Peer pressure and copying peers or older siblings
- The 'kudos' of having an older boyfriend
- A need for approval
- Affection
- Gifts and Money
- In some cases a feeling of control, eg, they could say where and when

Key contacts

Bury Phoenix Team are based at Bury Police Station, Dunster Road, Bury, telephone 0161 253 5678 or 0161 856 8002. E-mail is Buryphoenix.cse@gmp.pnn.police.uk
Or via the MASH on 0161 253 5678

Guidance provided by Bury Phoenix Team May 2016

STAFF SHOULD REMEMBER THAT:

- A child under 13 is not legally capable of consenting to sex or sexual touching
- Sexual activity with a child under 16 is an offence
- Non-consensual sex is rape whatever the age of the victim

Staff should report any suspected CSE to Mrs Simon the SDP immediately who will initiate local safeguarding procedures.

APPENDIX 10

Greater Manchester Safeguarding Partnership Guidance updated August 2014

The majority of occasions when people take photographs of children and young people are valid and do not provide any cause for concern

Unfortunately, however, there are occasions when this is not the case and these are some of the risks associated with photographing children:

- The collection and passing on of images which may be misused;
- The identification of individual children to facilitate abuse;
- The identification of children in vulnerable circumstances.

1. Consent and permission;

The consent of parents/carers (and children/young people of appropriate age) should be sought and permission given before any photograph of a child or young person is taken;

An organisation may seek overall consent from its members for photographing children and young people and any such consent should be in writing; however the organisation's guidelines should be clear about the reason and purpose for seeking consent and how the overall consent will be used, i.e. the context in which such photographs will be used;

If photographs of children are taken for a specific event, campaign or project, which is outside the terms of the general consent, or if photographs are going to be published in different ways from those for which consent has been given, then additional consent is required.

Children and young people should be made aware of the dangers that can arise from people taking photos or filming them. It is key that children and young people feel happy with their achievements and have visual aids to reinforce their special moments.

2. Reason and purpose;

Photographs should only be taken by an authorised person who has a suitable reason related to the child or organisation i.e. they are a parent, a relative, a club member, and a member of staff;

Unless photographs are taken as part of school activities such as sports day, plays, concerts, they should be used for an individual purpose not a public purpose e.g. not posted on the internet and not passed on to others unconnected with the child;

In relation to schools' photographs at school events, parents/carers should be made aware that photographs are being taken at these events and that they may be displayed on a school's notice board;

Parents must be aware of these policies and consent to them ideally at the beginning of each academic year or at the point when the child is admitted to the school.

There should be clear written expectations of professional photographers or the press who are invited to an event, making clear the organisations expectations of

them in relation to safeguarding children and the use of any images. Such photographers should not be allowed unsupervised access to any child.

3. **Appropriateness of images;**

No images should be taken of children that capture them in what are commonly understood as non-public activities like toileting or changing clothes, or which show body parts not usually visible in public settings or related to the particular activity e.g. a swimming gala, athletics, gymnastics etc;

Images involving groups should be about the activity, not the individual child and close-up images should be avoided.

4. **Identification of subjects;**

Any photograph should not allow an unauthorised person to identify a child or their whereabouts. So, if using a full name, have no photograph or, if using a photograph, have no full name. Particular care should be taken when photographing children in vulnerable circumstances, e.g. Looked After children or victims of parental violence. Risk in each individual case should be assessed and managed appropriately, with due regard to the child's wishes and feelings. Whoever is responsible for taking photos on the day should be made aware of any requirements or restrictions;

Personal details such as email addresses or home addresses and telephone numbers should never be revealed.

5. **Photography for public display;**

You can decide whether you want publicity photographs and if so you should inform the press of your policies before they arrive. It is worth noting that it is not illegal to take photographs at a public event even if asked not to do so, but if your event is private then you can insist that your own policy is followed. Photographs of children in activities should try to include a wide range of types of children, and not show them in breach of rules, or behaving in a reckless or dangerous fashion;

Images should never be stored in personal computers - they must be stored in a secure location to protect them from damage or being misused. This will ensure that no one can accidentally use them without being clear who they belong to and the context in which they may be used.

6. **Use of Mobile phones;**

Mobile phones are easily used without the subject being aware and their main function is to transmit images to others not to be retained by an authorised person as a keepsake;

Their use should be discouraged - however the spread of this technology does make this difficult. This is something to be aware of when hosting any event. You may choose to ban the use of photographing on mobile phones at your event but this is difficult to police.

Where mobile phone use is permitted, users should be strongly encouraged to turn off their location settings.

3. The Legal Position

Photographs and video images constitute "personal data" and the processing of such data is subject to the requirements of the Data Protection Act 1998. Therefore using such images for school or other publicity purposes will require the consent of either the individuals concerned and in the case of children, those with Parental Responsibility.

It is a statutory requirement for childcare settings and childminders delivering EYFS (Early Years Foundation Stage) to cover the use of cameras and mobile phones in their safeguarding policies and procedures.

It is therefore recommended that explicit written consent is always obtained from the parent and child where photographs are to be used, in order to comply with these legal requirements.

Please note that separate consent is required if data is placed on a website

4. Looked After Children

The photographing, video recording and filming of Looked After Children taking part in family activities, school events and other occasions should be seen as a normal and essential part of their childhood.

Where the intention is that these photographs are to be stored and or published, parental consent is essential for all Looked After Children including those accommodated under Section 20. All requests for images to be taken or recorded of Looked After Children should be referred to the Social Worker responsible for the child in question.

5. Useful References

The Child Protection in Sport Unit

UK Safer Internet Centre

South West Grid for Learning Trust

Safe Network

Early Years Foundation Stage Framework Statutory Guidance – effective from September 2014

Bury & Whitefield Jewish Primary School

Safeguarding Policy

Name: Claire Simon
Role in School: Headteacher
Date: 31 st August 2017

Governors will receive annual training and regular updates.

Acknowledgement Slip:

- I have read and understood Bury & Whitefield Jewish Primary School's Safeguarding Policy;
- I understand my role and responsibilities with regard to keeping children safe;
- I understand how to keep myself safe as outlined in the Professional Relations Policy
- I understand that if I have any safeguarding concerns I must in the first instance inform Mrs Simon or in her absence Mrs Southward.

Signed:
Printed Name: Claire Simon
Date: 31 st August 2017