

Irlam and Cadishead College

Safeguarding and Child Protection Policy

Key Contacts

Acting Principal – Toni Holdsworth **E:** toni.holdsworth@iccollege.org **T:** 0161 537 0660 / 1810

Designated Safeguarding Lead – Julia Sweeney, Senior Leader **E:** julia.sweeney@iccollege.org **T:** 0161 537 0660 / 1812

Deputy Designated Safeguarding Lead – Sharon Lightfoot, **E:** sharon.lightfoot@iccollege.org **T:** 0161 537 0660 / 1822

Safeguarding Officer – Sue Ashton, **E:** sue.ashton@iccollege.org **T:** 0161 537 0660 / 1823

Deputy Designated Safeguarding Officer – Andrew Brown, Assistant Principal **E:** andrew.brown@iccollege.org **T:** 0161 537 0660 / 1813

Named Governor for Child Protection – Sue Lightup **E:** sue.gwylanedd@hotmail.co.uk **T:** 0161 537 0660

The Bridge Partnership for child protection referrals – **T:** 0161 603 4500 or **E:** worriedaboutachild@salford.gov.uk

GMP Public Protection Investigation Unit (PPIU) – for referrals/consultation about crime-related safeguarding concerns – **T:** 0161 856 5171 or **E:** parklane.ppiu@gmp.police.uk

Managing allegations against an employee (or volunteer) - Local Authority Designated Officer (LADO) **E:** debbie.hawkins@salford.gov.uk – **T:** 0161 603 4350 / 4445

Worried About a Child?

All reports or enquiries concerning the welfare or safety of a child must go straight to the Bridge Partnership on 0161 603 4500 as the first port of call. This applies to reports from council staff, the public, partners and outside agencies. The email address is worriedaboutachild@salford.gov.uk

If a child is in immediate danger of being harmed, or if a child is home alone, the police should be called on 999.

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Related policies can be obtained upon request by parents or other interested parties to the College. These include:

- Medical Policy
- Behaviour Policy
- Anti-bullying Policy
- Special Education Needs Policy
- Health and Safety Policy
- E-safety Policy
- Appropriate use of technology Policy
- Educational Visits Policy
- Staff Behaviour / Code of Conduct Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Children Missing in Education Policy
- Female Genital Mutualisation FGM Policy
- Radicalisation

Policy Aims

This Policy aims to give clear direction to staff and others about expected responses to child protection issues which will ensure that child protection concerns and referrals are handled sensitively, professionally and in ways which prioritise the needs of the child.

The purpose of the policy is:

- To provide protection for the children and young people at Irlam and Cadishead College (ICC).
- To provide all staff with guidance on procedures which they should follow in the event that they suspect a child or young person may be experiencing, or be at risk, of harm.

We will do this by:

- Valuing children, listening to them and respecting them.
- Adopting child protection guidelines through procedures for staff and by implementing this policy through adherence to the procedures.
- Recruiting staff safely ensuring all necessary checks are made.
- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Providing effective management for staff through supervision, support and training.

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Salford Safeguarding Children's Board (SSCB) is a multi-agency forum that holds shared responsibility in promoting and safeguarding the children of Salford. SSCB has set out in some detail the procedures to be followed in cases of suspected Child Abuse. All reports or enquiries concerning the welfare or safety of a child must go straight to the Bridge Partnership on **0161 603 4500**. Bridge Partnership are available Monday to Friday from 8:30am - 4:30pm. Outside of these times, the Emergency Duty Team (EDT) should be contacted on **0161 794 8888**. This applies to reports from the public, council staff, partners and outside agencies. The email address is worriedaboutachild@salford.gov.uk. Irlam and Cadishead College is committed to and follows these procedures.

It is recognised that teachers and support staff may be aware of physical injuries, or develop relationships where children have sufficient trust to confide and disclose information regarding abuse. This policy is explicit in how staff identify and report possible cases of abuse which promote good levels of communication between all members of staff - Appendix 5 - Safeguarding Procedure at ICC and Recording a Safeguarding Concern at Irlam and Cadishead College.

Irlam and Cadishead College believes that it is unacceptable for a child or young person to experience abuse of any kind and recognises its statutory and moral responsibility to safeguard and promote the welfare of children within the college. We recognise that the welfare of the child is paramount and we endeavour to provide a safe and welcoming environment where children are respected and valued. All members of the college community have an equal responsibility to act on a suspicion or disclosure of abuse and will receive appropriate support. We are alert to the signs of abuse and neglect and follow our procedures - Appendix 5 - Safeguarding Procedure at ICC and Recording a Safeguarding Concern at Irlam and Cadishead College, to ensure protection and justice. All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse. Irlam and Cadishead College is committed to ensuring that the application of this policy is non-discriminatory and in line with the UK Equality Act (2010).

Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare. Some children may be especially vulnerable to abuse. Children who are abused or neglected may find it difficult to develop sense of self-worth and to view the world in a positive way. Students who have experienced abuse may display challenging behaviours. We will always take a considered and sensitive approach in order to support all of our students.

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1. Introduction

- 1.1. Irlam and Cadishead College is a secondary school based in Irlam. This policy sets out the College's commitment to safeguarding and promoting the welfare of children who attend the college.
- 1.2. The College fully recognises the contribution it can make to protect children and support pupils in school and beyond.

There are three main elements to our Safeguarding Policy.

- (a) **Prevention:**
By creating a positive college atmosphere, quality first teaching and pastoral support to pupils.
- (b) **Protection:**
By following agreed procedures and ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- (c) **Support:**
By offering support to pupils and college staff and to children who may have been abused.

This policy applies to all adults, including temporary staff¹, volunteers and governors. The policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need, and their Families' 2000, Information sharing advice for safeguarding practitioners (2015) and 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' July 2015.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

2. School Commitment

- 2.1. We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering harm from abuse or neglect.

Our college will therefore:

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

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- (a) Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to. Make certain that staff are trained in Safeguarding and foster a climate where children feel they can talk.
- (b) Ensure that children know that there are adults in the college who they can approach if they are worried or are in difficulty. This information is displayed around the College and is discussed in Safeguarding Assemblies.

SAFEGUARDING
at Irlam & Cadishead College

*Safeguarding is a priority at Irlam & Cadishead College.
Staff and students have a right to feel
happy, safe and valued*

**Are you concerned
about a child?**

*If you are concerned please refer to a member
of our Safeguarding Team ...*

Designated Safeguarding Lead
Mrs J Sweeney, Senior Leader

Deputy Designated Safeguarding Lead
Mrs S Lightfoot

Acting Headteacher
Ms T Holdsworth

Safeguarding Officer
Miss S Ashton

Deputy Designated Safeguarding Officer
Mr A Brown, Assistant Headteacher

Aspire, Work Hard & Achieve !

- (c) Include activities and opportunities for PSHE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse. Form Teachers are usually the first port of call for children to communicate any concerns. A full programme of curriculum activities for PSHE is taught during form time.
- (d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

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- (e) Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies.
- 2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. College 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 colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2015*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.' Keeping Safe in Education 2015'
- 2.3 The Education and Inspections Act 2006 states, '*all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils*'. This Act also gives head teachers the ability to ensure that pupils behave when they are not on college premises or under the lawful control of school staff.
- 2.4 Safeguarding is the responsibility of *all* adults and especially those working with children. The development of appropriate multi-agency procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Board (SSCB). The SSCB is a multi-agency forum that holds shared responsibility in promoting and safeguarding the children of Salford. SSCB has set out in some detail the procedures to be followed in cases of suspected Child Abuse. All reports or enquiries concerning the welfare or safety of a child must go straight to the Bridge Partnership on **0161 603 4500**. Bridge Partnership are available Monday to Friday from 8:30am - 4:30pm. Outside of these times, the Emergency Duty Team (EDT) should be contacted on **0161 794 8888**. This applies to reports from the public, council staff, partners and outside agencies. The email address for SSCB is <http://www.partnersinsalford.org/sscb/>. Irlam and Cadishead College is committed to, and follows these procedures.

4. Roles and Responsibilities

- 4.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within the college and the Local Authority who have specific responsibilities under safeguarding and child protection procedures. The names of those carrying these responsibilities in school for the current year are listed in the key contacts section on page 2 of this document.

Designated Child Protection Person

Governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description.

This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child

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welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

4.2 The Designated Safeguarding Officer in the college setting will ordinarily be the Principal or the Vice Principal. However, the Principal and Named Governor may appoint another member of staff to the role provided that the appointment is made in the context of:

- i. proven and documented competency on the part of the appointee
- ii. robust arrangements for the Designated Safeguarding Team to liaise directly with the Principal about child protection and safeguarding issues, including one to ones on a regular basis
- iii. sufficient direction and support given to the appointee so that they are recognised within the college community as fulfilling this role with confidence and competence
- iv. a clear college safeguarding policy that sets out for all stakeholders the respective roles and other arrangements for safeguarding in the college.

4.3 The role of the Designated Safeguarding Officer is to:

- Ensure that he/she receives SSCB refresher training at two yearly intervals to keep knowledge and skills up to date.
- Liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2015*. There should always be cover for this role.
- Ensure that he/she attends all Designated Teacher Seminars on behalf of the college (or arranges for the deputy designated Child Protection Person to attend if exceptionally unable to do so themselves).
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals.
- Ensure that new staff receive a college-based safeguarding children induction within 15 working days of commencement of their contract.
- Ensure that temporary staff and volunteers are made aware of the college's arrangements for safeguarding children within 7 working days of their commencement of work.
- Ensure that the college operates within the legislative framework and recommended guidance.
- Ensure that all staff and volunteers are aware of the Greater Manchester and Salford Safeguarding Children Procedures.

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- Ensure that the Principal is kept fully informed of any concerns. Develop effective working relationships with other agencies and services.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, or refer to the Bridge Partnership.
- Liaise and work with Salford's the Bridge Partnership over suspected cases of child abuse.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The college should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- Submit reports to, and ensure the college's attendance at, child protection conferences contributing to decision making.
- Ensure the college's delivery of actions planned to safeguard the child (e.g. through core group participation).
- Ensure that the college effectively monitors children about whom there are concerns, including notifying Salford's Referral, Investigation and Assessment Team when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

Named Governor for Child Protection

4.4 The role of the Named Governor is key to ensuring that the governing body fulfils its responsibilities in respect of safeguarding children. The Named Governor should therefore ensure that the college:

- Has an effective safeguarding children policy in place and follows local procedures. Policies should be reviewed annually.
- Recruits staff and volunteers in line with safer recruitment processes.

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- Has procedures for dealing with allegations of abuse made against staff and volunteers.
- Has a designated senior member of staff for dealing with safeguarding children issues.
- Accesses appropriate safeguarding children training for **all** staff.
- Liaises with the Principal to ensure that deficiencies in safeguarding arrangements are remedied without delay.

Principal

- 4.5 The Principal has prime responsibility for leading the college in fulfilling the ethos and policies set down by the governing body, including those set out above in the responsibilities for the Named Governor.
- 4.6 In such a role the Principal will ensure that safeguarding is central to whole college policy and practice, embedded in the delivery of the curriculum and in all systems for managing the college.
- 4.7 Part of the means of demonstrating such leadership is in attending SSCB training at least once every 3 years. Such leadership is also demonstrated by embedding safeguarding awareness into the college's organisational development and training programmes.

5. Procedures – Early Intervention

We follow the Greater Manchester Safeguarding Procedures adopted by SSCB. The procedures provide a framework within which all agencies and professionals can work together to safeguard and promote the welfare of children and young people across Greater Manchester.

<http://greatermanchesterscb.proceduresonline.com>

The college is committed to [register for alerts](#) to automatically receive notification when the manual is updated. The college is committed to [subscribe](#) to receive free Policy Briefings or Practice Guides.

We take account of local supporting pathway guidance and additional policies from Salford Safeguarding Children's Board.

www.partnersinsalford.org/sscb/pathwayguidance
www.partnersinsalford.org/sscb/policiesprocedures

- 5.1 The college intervenes as early as possible if a child or young person has additional needs and services can help in meeting these needs. Such action can help prevent problems becoming child protection concerns. The Family Assessment is a tool for the early help assessment of need at level

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2 of the Salford Thresholds of Need and Response Model
www.partnersinsalford.org/sscb/Thresholds.htm

Salford's **Early Help Strategy** sits alongside Thresholds of Need and Response. See www.partnersinsalford.org/earlyhelp

Information about the Family Assessment can be found at
<https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/family-assessment-and-taf>

Appendix 1 to this document contains a copy of the Thresholds of Need.

- 5.2 The Anti-Bullying Policy ensures that we foster a culture of safety throughout the college where children and young people are able to alert us to any incidents of bullying and be confident that they will be dealt with effectively. The Anti Bullying Policy also enables us to prevent issues escalating to safeguarding concerns.

6. Procedures – Child Protection

- 6.1 Where it is identified that a child is suffering from, or is at risk of significant harm, the college follows the child protection procedures set out by the Salford Safeguarding Children Board.
- 6.2 In implementing the ICC policies and procedures on Safeguarding and Child Protection the following points should be considered:
- The Principal will ensure that the policies relating to safeguarding will be implemented and monitored on an on-going basis with annual evaluation of effectiveness and review. The review will be presented as an annual item to the governing body.
 - All staff and governors will be kept informed about child protection procedures using a variety of means such as staff meetings, inset days, one-to-ones and briefings in various forms.
 - New and/or temporary staff will be made aware of the policy and procedures at induction within college with clarity about how safeguarding fits into whole college policy.
 - As well as teachers all other staff in college, such as teaching assistants, administrators, welfare staff, kitchen staff etc. will receive the core training on safeguarding and an induction that is specific to their role including knowing what to do if there are child protection concerns.
 - Staff will follow clear guidelines set out by the college which specify how they identify and report possible cases of abuse. This is an essential procedure which promotes good levels of communication between all

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members of staff - Appendix 5 - Safeguarding Procedure at ICC and Recording a Safeguarding Concern at Irlam and Cadishead College.

- Parents will be informed of the college's duties and responsibilities under the policy and procedures in a range of ways that reflects diverse ability to use methods of communication. Therefore as well as the use of general methods (such as a statement in the college prospectus or information pack; website features; one-to-one conversations; use of audio facilities etc.) consideration should also be given to the ability of parents to access these. For example a notice of the availability of the policy could be displayed in the reception area.

7. Training and Support

7.1. Irlam and Cadishead College will ensure that the Safeguarding Team and the nominated governor for Child Protection attend training relevant to their role' at intervals of no longer than 2 years including Multi Agency Child Protection training within this timescale.'

- All new staff receives induction training and all staff receives an update every three years. All staff complete the HAYS Education online Safeguarding Training. This is organised and delivered by the Safeguarding Team.
- All staff are kept informed on current child protection issues during staff meetings, CPD sessions and the weekly staff bulletin.
- If there are concerns or queries, staff report them directly to a member of the Designated Safeguarding Team and log on CPOMS.

Prescribed Whole College and Designated Child Protection Person and Safeguarding Training Requirements

7.2 There is an agreed set of prescribed training requirements in Salford for college staff, as follows:

7.3 All school staff who do not have designated lead responsibility for child protection are required to undertake SSCB approved training to promote and safeguard the welfare of children and young people every three years².

This is available through the Whole School Safeguarding Service Level Agreement (SLA) purchased through Customer and Support Service's Schools HR team.

As safeguarding is 'everybody's' responsibility then all staff in the college should know who to contact if they are concerned about a child or young

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person so it is important to ensure all new staff receive appropriate training and induction so that they clearly understand their roles and responsibilities³.

7.4 Designated Person(s) – As a minimum the Designated Person should attend the SSCB 2day Foundation Course preferably prior or as soon as possible after beginning the role of Designated Person.

The Foundation Training can be refreshed after a period of 2 years with the one day SSCB Refresher course. Depending upon the circumstances of the school, Ofsted may require that the Designated Person(s) attend the Refresher course

Designated Person(s) are required to keep their knowledge and skills up to date every two years.

The Whole School Safeguarding SLA delivers termly, SSCB approved, two hour seminars which provide suitable updates for designated persons to refresh skills and knowledge. (Schools must have purchased the Whole School Safeguarding SLA to eligible to attend these seminars)

After attending the Foundation Course (or equivalent) the Designated Person(s) should also consider accessing the following courses as relevant to the circumstances of the college, in line with SSCB annual priorities and national priorities.

- Attachment
- CAF (Common Assessment Framework) and Early Help
- Child Sexual Exploitation
- Communicating with children
- Core group
- E-safety
- Domestic abuse
- Self-Harm
- Female Genital Mutilation
- Neglect
- Parental mental health
- Parental substance use
- Rapid response to a child death
- Sexual abuse
- Preventing rad/WRAP workshop
- Equality and Diversity
- Forced Marriage
- Witch Craft and Spiritual Possession
- Trafficking
- Safeguarding healthy relationships

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- Any additional training or events relating to serious case reviews*

SSCB recommend that nominated governor for Child Protection at least accesses basic awareness training and additional training relevant to their role.

For the latest SSCB courses, seminars and e-learning courses please visit:
<http://www.partnersinsalford.org/sscb/sscbtraining.htm>.

8. Information Sharing and Confidentiality

8.1. Information sharing and Confidentiality are issues which need to be discussed and fully understood by all those working with children, particularly in the context of child protection’.

- The College ensures that parent’s, governors and every adult working in or with the college understands the need for and basic principles regarding confidentiality.
- Teachers are trained and understand that they can never guarantee confidentiality to a child.
- If a child asks an adult to keep a secret, the adult must advise that the information may need to be shared with others.
- Any information relating to a child about whom there are concerns should always be given to the DCP or DDCP. This information should not be given to other members of staff in the college.
- Where concerns are raised, the DCP will contact the Bridge Team for advice.

8.2 Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties **but may be waived in the circumstances set out below**.

8.3 In some circumstances, achieving consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

8.4 Where consent cannot be obtained to share information or consent is refused or where seeking it may undermine the prevention, detection, or prosecution of a crime the practitioner must judge from the facts whether there is enough public interest to justify sharing information. A concern in

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relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.

8.5 The Public Interest test means that practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. The decision making process must weigh up what might happen if the information is shared against what might happen if it is not shared. Schools should identify their scheme of delegation for such decision making. However it should also be clear that every practitioner has a professional responsibility to share information without delay when there are concerns about harm to a child.

8.6 Further guidance on information sharing can be found at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

9. Records and monitoring

9.1 Well-kept records are essential to good child protection practice. Our college is clear about the need to record any concerns held about a child or children within our college, the status of such records and when these records, or parts thereof, should be shared with other agencies. All records relating to individual Child Protection and Safeguarding concerns are held securely with limited access. Staff with access are the Principal, DCPD Toni Holdsworth, DDCPD Andrew Brown and Children's Trust Practitioner, Sharon Lightfoot. These records are kept separate from the child/young person's academic file and marked Strictly Confidential.

- Past concerns for children, and what happened in response to the concerns can be very important information for staff members who may have concerns for the child at a later time.
- Record Retention – Child Protection records must be retained by all educational establishments until the child's 25th Birthday, unless the records are transferred to a new establishment when the child transfers to a new provision.
- At the point the student is transferring to another educational establishment, all formal records should be sent within 15 working days
- The college should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the college). If a copy is retained the reason for this should be recorded.
- The college operates a system for recording concerns about the welfare or behaviour of a child where the member of staff with the concern logs directly onto CPOMS - Appendix 5 - Safeguarding Procedure at ICC and Recording a Safeguarding Concern at Irlam and Cadishead College.

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- The concerns recorded on CPOMS are received by The Safeguarding Team, the DCPP, DDCPP and the Children's Trust Practitioner. Appropriate action is taken and recorded. All information is stored securely on CPOMS.
- The child protection records are kept separate from any other school records on CPOMS – accessible only by The Safeguarding Team, the DCPP, DDCPP and the Children's Trust Practitioner. The child protection list is kept up to date and stored electronically on CPOMS.
- To ensure that staff do not have open access to the information contained in child protection files only the Principal and 3 key holders have full access on CPOMS.
- The DCPP communicates with Children's Services to make a decision if teacher-held notes become part of school child protection record.
- In some cases, the college monitors children about whom there are concerns. These cases kept on a 'monitored' list on CPOMS.
- Members of the Safeguarding Team are notified by the DCPP when a child is being monitored.
- If a child transfers or leaves the college, the child protection file is transferred to the new school. This is by recorded delivery or collection/delivery in person.

9.2 Anti-Bullying incidents are recorded

The college closely monitors all safeguarding concerns and in the cases where the concerns are linked to bullying then the AP for Behaviour is informed and processes followed which are found in the college's Anti Bullying Policy.

The college undertakes a case file audit on an annual basis to ensure that recording of safeguarding concerns is effective and that any themes from such concerns are addressed appropriately.

10. Child protection conferences

- 10.1 The Child Protection conference is a meeting to discuss concerns about the care of a child. Its main purpose is to see whether the child is at risk of harm and, if so, to agree what needs to be done to reduce this risk. The Conference can decide to make the child the subject of a Child Protection Plan.

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- 10.2 Children are made the subject of a Child Protection Plan when they are thought to be at risk of harm. This might be from physical abuse, sexual abuse, emotional abuse or neglect. It helps to keep a check on the work being done with these children. The Plan contains basic details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people.
- 10.3 The Designated Child Protection Person in college will advise college staff on the preparation of reports for child protection conferences, participation in core groups and carrying out specific tasks with the child and family as identified in the child protection plan.
- 10.4 Further advice and support for college staff on participating in child protection meetings is also available from the Salford Children's Services Safeguarding Unit on 0161 603 4350

11. Supporting pupils at risk

- 11.1 Our college recognises that children who experience harm through abuse, neglect or through witnessing domestic violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.
- 11.2 Our college fosters a culture of safety through the development of an Anti-Bullying Policy where children and young people feel confident to report any incidents of bullying including cyber bullying.
- 11.3 The college may be the only stable, secure and predictable element in the lives of children at risk. Whilst at college, their behaviour may still be challenging and defiant. In response there may be steps taken to consider suspension or exclusion from college. Such steps should be taken in the context of considering the needs of the child; where appropriate a common assessment ('CAF') should be carried out (with the consent of the parent/carer and/or young person).
- 11.4 It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm.
- 11.5 This college will endeavour to support pupils through:
- (a) The curriculum, to encourage self-esteem and self-motivation;
 - (b) The college ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
 - (c) The implementation of college behaviour management policies
 - (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the college setting;

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- (e) Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;
 - (f) A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child's best interests to do so;
 - (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- 11.6 We recognise that children with behavioural difficulties and disabilities can be particularly vulnerable to abuse. College staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.
- 11.7 It must also be stressed that in a home environment where there is domestic violence, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.
- 11.8 We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek have due regard to the need to prevent people from being drawn into Terrorism and draw upon The Prevent Duty Guidance, DfE Guidance "Keeping Children Safe in Education, 2015"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", and DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People".

When operating this policy, we will use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas'.

Staff receive training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideologies. Being drawn into terrorism includes not just violent but non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit

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Concerns should be referred to the Designated Child Protection Person who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. <http://www.partnersinsalford.org/asg-extremism.htm> provides further information.

The Department for Education has launched a helpline for anyone concerned about a **child who may be at risk of extremism**, or about extremism within an organisation working with children and young people. Email: counter.extremism@education.gsi.gov.uk. Telephone: 020 7340 7264.

11.9 Children and young people who are privately fostered can also sometimes require additional support. For more information about this see: <http://www.partnersinsalford.org/sscb/privatefostering.htm>

Other specific safeguarding issues are:

- child sexual exploitation (CSE) • bullying including cyber bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- sexting
- teenage relationship abuse
- trafficking

NB Keeping Children Safe in Education 2015 Section 29 contains links to further guidance and support

11.9 We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc. Concerns should be referred to the Designated Child Protection Person who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. <http://www.partnersinsalford.org/asg-extremism.htm> provides further information.

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12. Safer schools, safer staff

All college staff are advised about ensuring safe practice and are directed to consider the information at www.partnersinsalford.org/sscb/safepractice.htm. This includes information about the importance of safer recruitment and best practice in providing a safe environment for children and young people. The college leadership team undertake the HAYS online safer recruitment training.

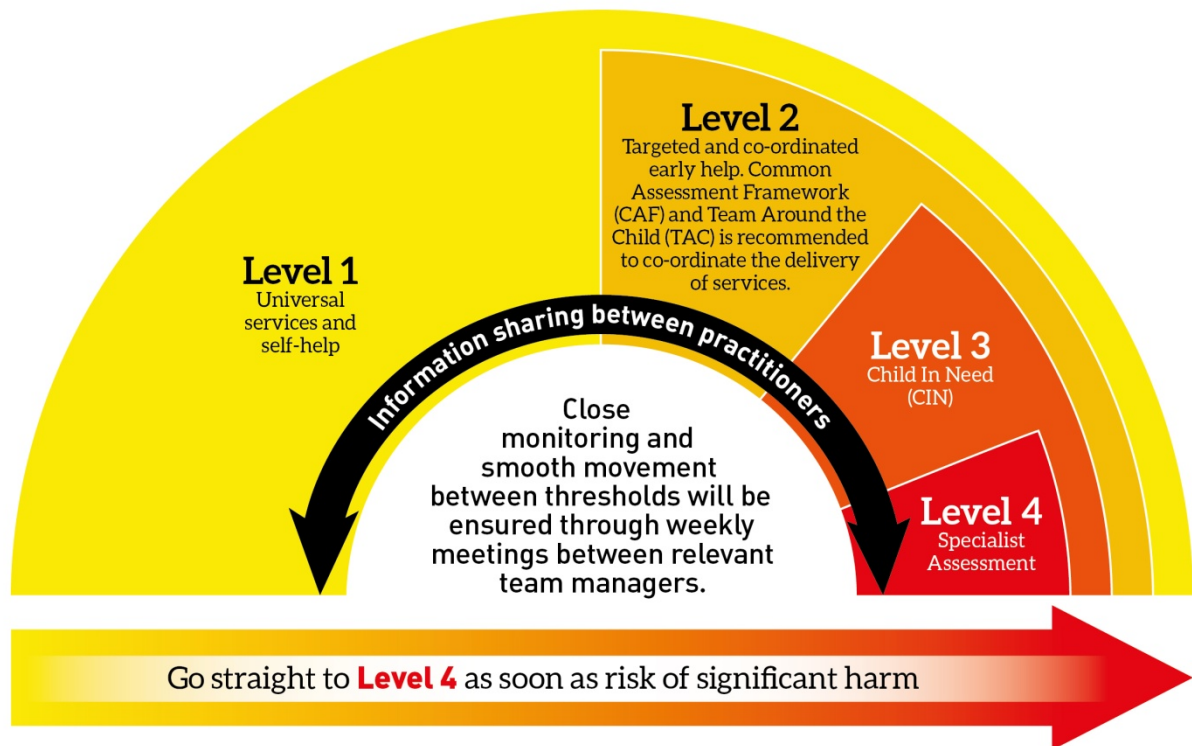
- The college will make available to staff information about 'counselling' and/or giving advice to children/young people about sexual matters.
- The college will ensure opportunities for staff to share perspectives and experiences with practitioners from other agencies⁴.
- The college will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority.
- The college will follow statutory guidance on disqualification by association.
- Staff at the college are made aware of the current SSCB procedures for dealing with allegations of abuse against staff.
- The college will make staff aware of the arrangements in respect of the following issues:
 - Steps the college has taken to reduce the possibility of abuse by school staff and anyone else working within the school setting.
 - Staff are made aware of what to do if they have concerns about the behaviour/conduct of the Principal or other members of staff.
 - Staff are made aware of organisational, personal or professional difficulties that can get in the way of protecting children.
 - Guidance is given to college staff about dangers of physical contact with pupils and working in a one-to-one situation with a pupil.

⁴ Child protection and safeguarding are multi-agency responsibilities. These responsibilities are best discharged when practitioners have a good understanding of each other's role. Such opportunities can be provided by SSCB training or, for example, by schools arranging for occasional meetings with other agencies in their locality.

Appendix 1

www.salford.gov.uk/thresholds.htm

Salford Thresholds of Need and Response



If you are worried about a child contact The Bridge Partnership on **0161 603 4500** or email worriedaboutachild@salford.gov.uk

Appendix 2

School Child Protection Procedures

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Practitioners in schools who are concerned about a child's welfare or who believe that a child is or may be at risk of harm from abuse or neglect should pass any information to the Designated Child Protection Person (DCPP) in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 3):

The Designated Safeguarding Officer is: Julia Sweeney

The Deputy Designated Officers are: Andrew Brown and Sharon Lightfoot.

It is these colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their Designated Person/line manager will assist in determining the most appropriate next course of action. The multi-agency Bridge Partnership team can also be consulted, where you will be able to speak to a qualified social worker if necessary for support and advice.

Staff should never:

- Do nothing/assume that another agency or practitioner will act or is acting.
- Attempt to resolve the matter themselves alone.

What should the Designated Safeguarding Officer consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services
 - By undertaking a Family Assessment without referral to the Bridge Partnership
 - By working with the child, parents and colleagues?
- What resources are available to the practitioner and the college and what are their limitations?
- Is the level of need such that a referral needs to be made to the Bridge Partnership which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Section 47 Child Protection referral)
- What information is available re: Child, Parents, Family & Environment?

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- What information is inaccessible and, potentially, how significant might this be? For example, has the parent/carer denied that there is a problem and failed to co-operate with the college in resolving the issue?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other practitioners, recording etc.)

2. **Feedback to Staff Who Report Concerns to the Designated Safeguarding Officer**

Rules of confidentiality mean that it may not always be possible or appropriate for the Designated Safeguarding Officer to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Safeguarding Officer will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. **Thresholds for Referral to the Bridge Partnership**

In making a decision about whether a referral to the Bridge Partnership may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

(i) Is this a Child in Need?

- Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:
- (a) He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
 - (b) His health or development is likely to be impaired, or further impaired, without the provision of such services;
 - (c) He is disabled.

(ii) Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a

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child is suffering or is likely to suffer significant harm. The Designated Child Protection Person will make judgements around 'significant harm', levels of 'need' and when to refer

4. Making Referrals to CSC (Guidance for the Designated Child Protection Person)

(i) Child in Need/Section 17 Referrals

- Where a Family Assessment already exists, the Designated Safeguarding Officer should send this with the referral to the Bridge Partnership.
- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate). This should also be identified on the Family Assessment.
- Where a parent/carer/young person refuses to consent, you should make clear your on-going plans and responsibilities in respect of support, monitoring etc., and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(ii) Child Protection/Section 47 Referral

- Make a telephone call to the Bridge Partnership and forward for consideration.
- If a Family Assessment exists this should be forwarded to the Bridge Partnership as soon as possible, and certainly within 48 hours.
- You **do not require the consent** of a parent or child/young person to make a child protection referral
- A parent should, **under most circumstances, be informed** by the referrer that a child protection referral is to be made. **The criteria for not informing parents are:**
 - (a) Because this would increase the risk of significant harm to a child(ren); or
 - (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

Fear of jeopardising a working relationship with parents because of a need to refer is **not** sufficient justification for not making a referral nor

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for not telling them that you need to refer. Lack of openness will do little to foster on-going trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the Family Assessment and in any telephone contact with the Bridge Partnership.

5. Bridge Partnership Responses to Referrals and Timescales

In response to a referral, the Bridge Partnership may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting;
- Provide support services under Section 17;
- Undertake a social work assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

6. Feedback from the Bridge Partnership

The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A Designated Safeguarding Officer should expect to receive written confirmation about action following any referral within 7 days. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child or children in a vulnerable position, you should ask to speak to a Duty Social Worker, or the relevant Team Manager.

7. Risk Assessment 'Checklist'

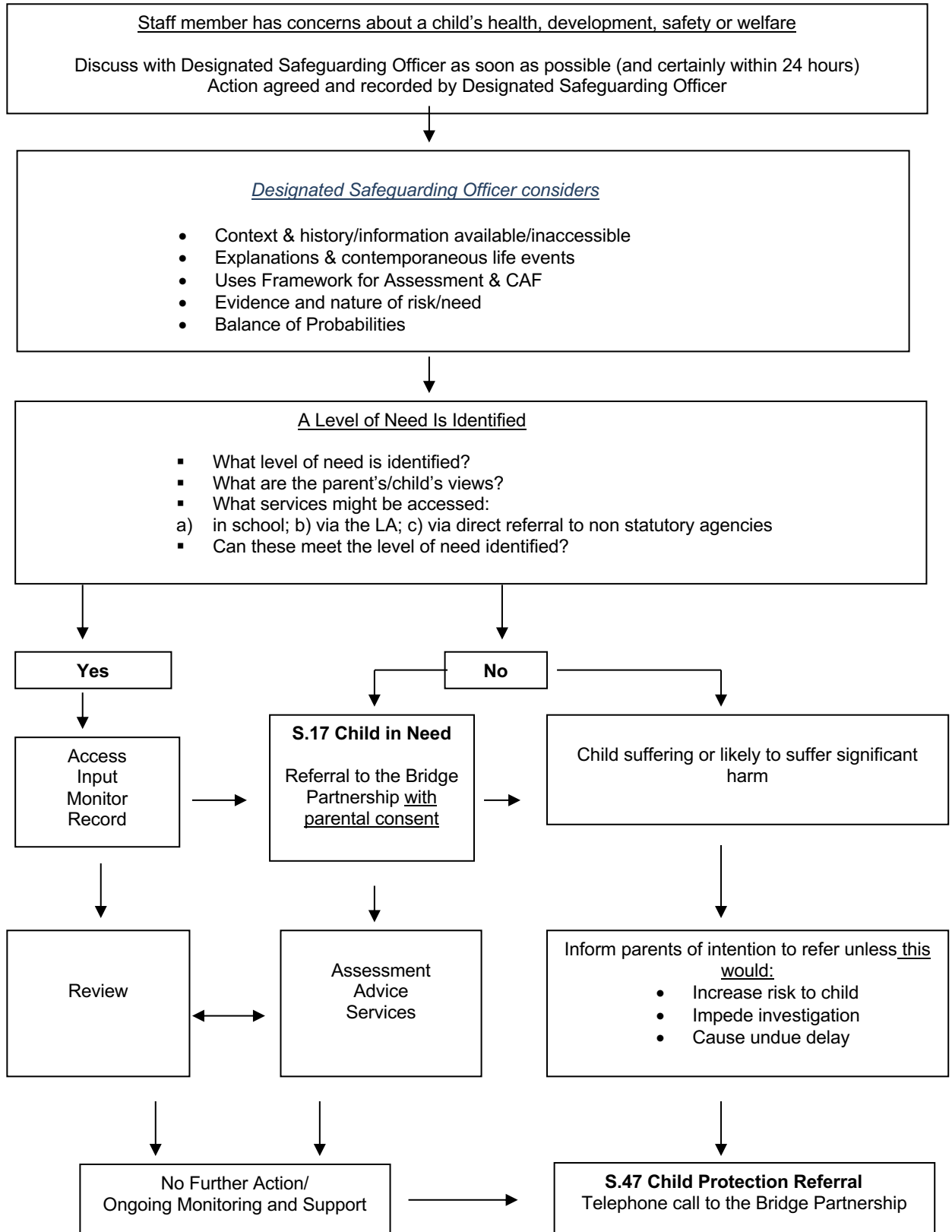
- Does/could the suspected harm meet the Working Together 2015 definitions of abuse?
- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any 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?

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- Child's perception of the harm?
- Child's needs wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- 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 of/for child (I.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

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Appendix 3: taking action on child welfare/protection concerns in school



Appendix 4: Responding to a disclosure

If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok;
- Make a careful record of what was said

You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Child Protection Person).

Children with communication difficulties, or who use alternative / augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).
- Use of signers or interpreters

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the Designated Safeguarding Officer or Principal immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

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- College has **no investigative role** in child protection (Police and the Bridge Partnership will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Child Protection Person /Principal/line manager or consult directly with the Bridge Partnership.

If you do need to ask questions, what is and isn't OK?

- **Never** ask closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc. e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc.;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

Appendix 4 – What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Definitions of child abuse

There are four types of child abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Physical abuse

Physical abuse 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.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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

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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.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: 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)
- ensure access to appropriate medical care or treatment.

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

Signs of abuse

Recognising child abuse is not easy. Sometimes the signs are not obvious and sometimes signs that appear to be indicative of abuse can be due to other causes. Therefore, it is very important that you use these signs to help you think about the concerns you have and how you will describe these when making a referral or consulting with the Bridge Partnership team.

These definitions and indicators only serve as a guide to assist you. Remember that children may exhibit some of these indicators at some time, and that the presence of one or more is not necessarily proof that abuse is occurring. There may be other reasons for changes in behaviour such as bereavement, significant changes in family relationships, including the birth of a new baby in the family or problems between parents/carers.

It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do, however, have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The social worker or police officer will always want to understand your concerns about the child in the context of the child's development and relationships.

The following information should help you to be more alert to the signs of possible abuse and to provide the necessary information when reporting your concerns.

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Physical Abuse

Most children in daily life will collect cuts and bruises. But each child is different and any perceived injuries should be interpreted in light of:

- the child's medical and social history
- the child's developmental stage
- the explanation given for the injury

Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and often on the front of the body.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks.

The physical signs of abuse may include:

- Bruising, marks or injuries on any part of the body that are unexplained or not consistent with the explanation given for them
- Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place some time later)
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds
- Multiple burns

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- fear of further enquiries being made
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather, or to participate in games or swimming
- depression
- withdrawn behaviour
- running away from home or school

Emotional Abuse

Emotional abuse can be difficult to identify, as there may be no outward physical signs.

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There may be a developmental delay due to a failure to thrive and grow – but this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care.

Children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour or presentation which can indicate emotional abuse include:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Extreme shyness or passivity
- Running away, stealing and lying
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress
- Reporting parental violence or discord (i.e. exposure to domestic violence)

Sexual Abuse

Sexual abuse is known to take place against children and young people of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present.

Children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- pain or itching in the genital area

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- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- repeated urinary infections
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour or presentation which can also indicate sexual abuse include:

- any allegation by the child of sexual abuse
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares and severe or persistent sleep disturbance
- running away from home
- sexual knowledge beyond their age or developmental level; preoccupation with sexual matters
- sexual activity through drawings, language or play
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise but it has some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant or frequent hunger, sometimes stealing food
- constantly dirty or 'smelly'
- loss of weight, or constantly underweight
- inappropriate clothing for the conditions.
- Frequent diarrhoea
- Untreated illnesses, injuries or physical complaints

Changes in behaviour or presentation which can also indicate neglect may include:

- frequent tiredness
- overeating
- not requesting medical assistance and/or failing to attend appointments
- having few friends

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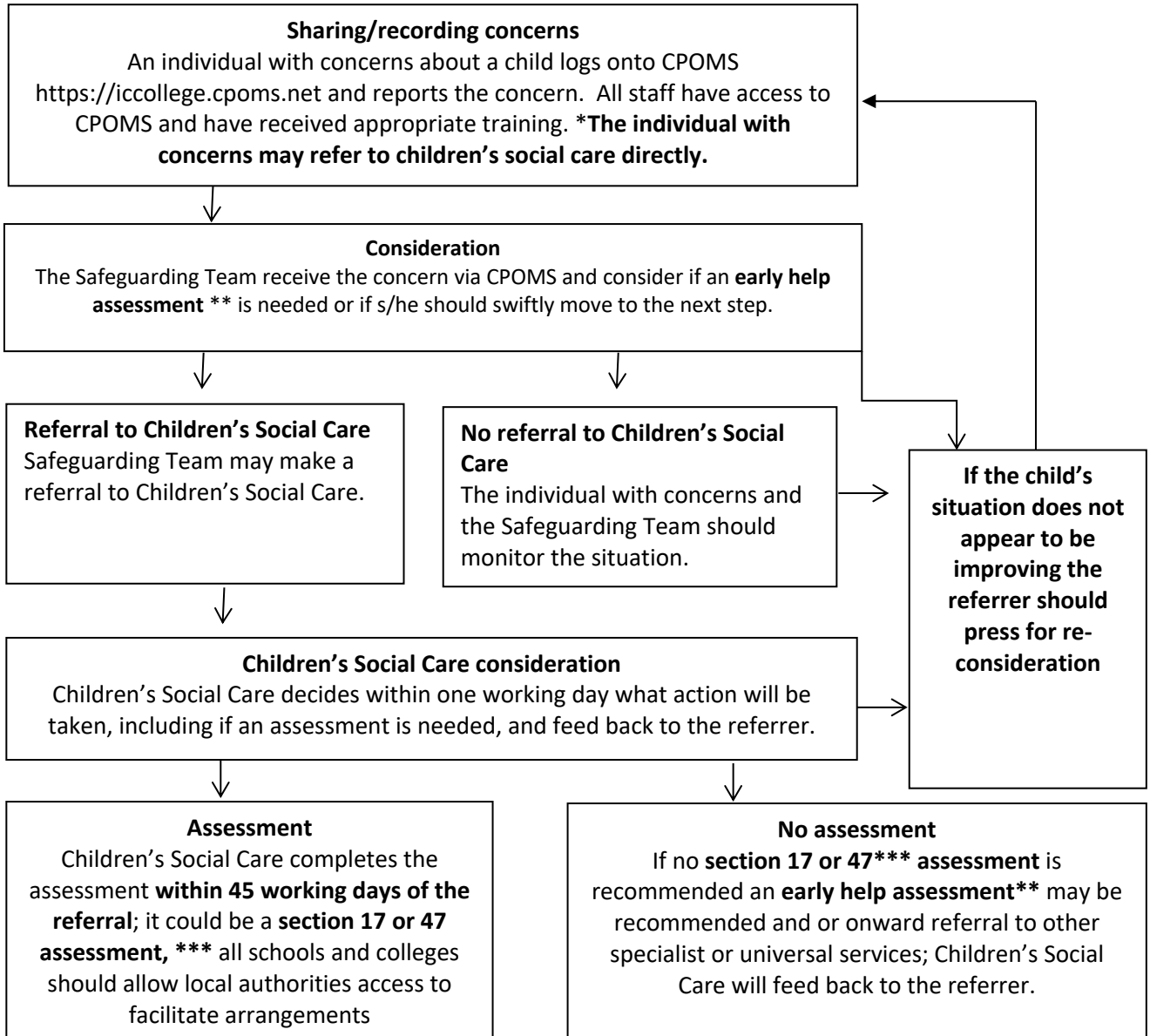
- mentioning being left alone or unsupervised.

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Appendix 5 - Safeguarding Procedure at ICC

Action when a child has suffered or is likely to suffer harm

This flowchart shows what action should be taken and who should take it when 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 children's social care immediately.**



*In cases which also involve an allegation of abuse against a staff member, see P9 of 'Keeping Children Safe in Education' (DfE 2015) p9.

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 of the Children Act 1989.

Updated Information:

- **Radicalisation**
- **Female Genital Mutilation ('FGM')**
- **Dealing with concerns/allegations of abuse against Teachers and other staff (including the Head, Governors and Volunteers)**

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must follow the procedures outlined at www.stockport.gov.uk/prevent-strategy/reporting-concerns-about-radicalisation. Advice and support can also be sought from children's social care.

The School, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Principal, DSL or DDSL and governors responsible for safeguarding to ensure that the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

All staff should speak to the DSL or DDSL about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 5 of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

ARRANGEMENTS FOR DEALING WITH CONCERNS/ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing concerns/ allegations against staff who are currently working in the School follows Department for Education statutory guidance and Salford Safeguarding Children's Board arrangements and applies when staff (including volunteers) have (or are alleged to have):

- behaved in a way that has harmed a student, or may have harmed a student;
- possibly committed a criminal offence against or related to a student; or
- behaved towards a student in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO. Salford: Roisin Rafferty and Patsy Molloy Telephone: 0161 603 4350 or 0161 603 4445.

Email roisin.rafferty@salford.gov.uk or patsy.molloy@salford.gov.uk

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Principal and Executive Principal. Where the Principal and Executive Principal is absent or is the subject of the allegation or concern, reports should be made to Chair of the LGB and Head of Safeguarding. Where the Principal and Executive Principal is the subject of the allegation or concern, the Principal and Executive Principal must not be informed of the allegation prior to

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contact with Chair of the LGB, Head of Safeguarding and designated officer.

2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately). All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure that they know who their point of contact is in the School and shall provide them with their contact details.

5. The case manager will ensure that parents are informed as soon as possible and that they are kept informed about progress of the case, subject to any advice from children's social care or the Police.

6. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School

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has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe that the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

7. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against a student who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

STAFF BEHAVIOUR POLICY / CODE OF CONDUCT

All new staff members receive a copy of the School's staff behaviour policy which they must sign and date. The staff behaviour policy is given to all

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staff at the start of each academic year for all to sign and date. A copy of the Policy can be found on the staff shared area. The aim of the staff behaviour policy is to provide clear guidance about behaviour and actions so as to not place students or staff at risk of harm or of allegation of harm to a student. If you would like a copy of the staff behaviour policy, please contact the Academy's HR Manager.