



**My Schools Together**  
**Mather Street Primary School and Yew Tree Community School**  
**Safeguarding and Child Protection Policy**

The name of the Designated Safeguarding Lead is **Mrs Martine Buckley**.  
The Deputy Designated Safeguarding Leads are **Mrs Sally Brown** and **Mr Rais Bhatti**.  
The federation governor with specific responsibility for safeguarding is **Kathy Jones**.

**INTRODUCTION**

This policy had been developed in accordance with the principles established by the Children Act 1989; and in line with government publications:

- “Working Together to Safeguard Children” DfE 2015 updated Feb 2017
- “Keeping Children Safe in Education” DfE Sept 2016
- “What To Do If You Are Worried A Child Is Being Abused” 2006
- “Framework for the Assessment of Children in Need and Their Families” 2000
- Oldham LSCB Child Protection Procedures
- Section 11 Children Act 2004 (Statutory Guidance)
- Sexual Violence and Sexual Harassment between children in schools and colleges Dec 2017

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in one of the federation’s schools. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted which inspects safeguarding arrangements as part of the Federation’s Leadership and Management and the requirements of the (Local) Safeguarding Children Board (LSCB).

The principles embedded in this policy link into other policies relating to children’s welfare e.g.: Health and Safety, PSHE, Sex and Relationship Education, Anti-bullying, Equality of Duty Policy, Special Educational Needs, Educational visits, E-safety.

Safeguarding and promoting the welfare of children is defined by the Department of Education as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting children's welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**The MY Schools Together Federation recognises it is an agent of referral and not of investigation.**

### **AIMS**

- To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe
- To develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- To support pupils who have been abused in accordance with his/her child protection plan.
- To establish and maintain a safe environment in which children can learn and develop.

### **PRINCIPLES**

This federation recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 3-11 whose care and education comes within the remit of the schools within the federation.

The staff and governing body of the federation are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The federation promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

This federation also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Children's Mental Health Services, Attendance & Prosecution Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupils.

- We will ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan.
- We will develop and deliver the PSHE curriculum through the opportunities for children to develop the skills they need to recognise and stay safe from harm including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Prevent and Honour based Violence (HBV). (Appendix 6).

- We will encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

The federation's safeguarding and child protection policy is made available to parents on request and published on the schools' websites.

### **Implementation, Monitoring and Review of the Safeguarding and Child Protection Policy.**

The Designated Person for child protection will ensure that the school's safeguarding policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review, and renewal. In this way the Governing Body authorises the DSP for Child Protection to carry out his/her responsibilities as outlined in the statutory guidance.

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children's Act 1989
- The Children's Act 2004
- Oldham's Safeguarding Children Board Inter-Agency Procedures
- The Education (Pupil information) (England) Regulations 2005
- Dealing with Allegations of Abuse against Teachers and Other Staff (DfE 2011)
- Working Together to Safeguard Children DfE 2015 updated Feb 2017
- Keeping Children Safe in Education DfE Sept 2016
- Education Act 2002 (section 175/157)

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

'Working Together to Safeguard Children' (July 2015), requires all schools to follow the procedures for protecting children from abuse, which are defined by Oldham's Safeguarding Children's Board, and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust.

'Keeping Children Safe in Education' (2016) places the following statutory duties on all schools:

- Schools should be aware of and follow the procedures issued by Oldham's Safeguarding children's Board
- Staff should be vigilant to signs of abuse and to whom they should report any concerns to.
- Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations against persons in a position of trust.

- Every school should have a Designated Person who is a member of the management team and responsible for co-ordinating Safeguarding/Child protection work within the school and liaising with other agencies as appropriate.
- Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi-agency training approved by OLSCB at least every two years.
- All other staff in school should receive training to raise awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years.
- That all schools should share information and work in partnership with other agencies when there are concerns about the welfare of a child.

The My Schools Together Federation recognises that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- Ensure that pupils know that there are adults within the school who they can approach if they are anxious or worried about something.
- Include opportunities in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life and how to keep themselves safe from harm or abuse.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

### **ROLES AND RESPONSIBILITIES**

All adults working with or on behalf of children have responsibility to protect them. There are however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out those responsibilities for the current year are listed at the front of this document.

### **The role of the governors**

The governors of the federation will seek to fully support the role and the responsibilities of the designated teacher for child protection by ensuring that:

- The federation follows the safer recruitment processes as part of the recruitment and vetting process and carries out enhanced DBS checks on all staff that have regular and unsupervised access to children and young people.
- The federation has an effective child protection policy, the Local Safeguarding Children Board (LSCB) guidelines are complied with and that the federation is supported in this aspect.
- Inter-agency procedures are known and followed.
- Time is available for the designated teacher, relevant governors and staff to be trained.
- Time and the necessary resources are available for the designated teacher to carry out their role and responsibilities.

- Details of the training undertaken during the year, policies and in-school procedures are reviewed regularly through Executive Headteacher reports / as Governing Body agenda items.
- The governor with specific responsibility for safeguarding supports the monitoring and evaluating of policy and procedures, through regular communication with designated members of staff.

**The federation governor with specific responsibility for safeguarding is Kathy Jones**

### **The role and responsibilities of the designated person**

The designated teacher for the federation is the executive headteacher who will always be the first point of reference for any issue relating to child protection in the school. In the absence of the executive headteacher, the deputy designated persons, heads of school, should be the point of reference.

We do not expect our designated teacher to be an “expert” in recognising and dealing with suspected child abuse. School will receive multi-agency support after a referral has been made.

In the federation the designated teacher will:

- ensure the child protection procedures are followed within the school;
- make appropriate, timely referrals to statutory services in accordance with school procedures;
- ensure that all staff employed including temporary staff and volunteers are familiar with the school’s internal procedures;
- act as a consultant for the school staff and outside agencies with regard to particular children;
- ensure that appropriate staff within the school know sufficient about the child considered to be at risk, to cope with him/her within school and protect him/her;
- ensure that all staff coming into contact with a child who has been or may be suffering abuse, know what signs to look for and what action to take;
- pass on information when children transfer schools;
- liaise with other agencies;
- arrange ongoing whole school awareness-raising and staff development (including support staff), with regard to child protection;
- in receipt of a child protection concern: check for any existing safeguarding records on the child/family i.e. does the child have an existing child protection plan/Child in Need plan/CAF or been the subject of one previously; any previous referrals to statutory services; recorded any contact with partner agency professionals about the child/family;
- liaise with the heads of school to provide an annual report for the governing body detailing any changes to the policy and procedures; the child protection/safeguarding activities at both schools i.e. number of vulnerable children with child protection plans, child in need plans, looked after children and families under the Early Help team. (Governors must not be given details relating to the individual child protection cases or situations to ensure confidentiality is not breached.)

### **The role and responsibilities of all staff members**

- Know who the designated teacher, deputy designated teachers and governor with responsibility for safeguarding are.
- Know and follow the in-school procedures.
- Understand the role of the designated teacher.
- Attend any in-school meetings when appropriate.
- Monitor any vulnerable child who is in their care and implement any Child Protection or Child in Need plans for a child who is considered to be “at risk”.
- Ensure that they do not treat any child they know to have been abused any differently from other pupils.
- Have a general awareness of the possible indicators of abuse and neglect so that they can identify cases where children may be in need of help or protection
- Maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- Always act in the best interest of the child when concerned about his/her welfare.
- Keep confidential any sensitive information of which they have knowledge.

### **PROCEDURES**

- a) The federation’s procedures for safeguarding children will be in line with Oldham LA and Oldham LSCB child protection procedures.
- b) Any member of staff, volunteer or visitor to one of the schools who receives a disclosure of abuse, an allegation or suspects that the abuse may have occurred must report it immediately to the designated safeguarding lead person, or in their absence, the deputy designated person for child protection or another designated member of staff using the in-school recording and notification procedure (**APPENDIX 1**)
- c) The designated safeguarding lead or another designated member of staff will immediately refer cases of suspected abuse or allegation to the Multi-Agency Safeguarding Hub (MASH team) on tel: **0161 770 3790/1**. A telephone referral should be followed by a written record of the referral which will be faxed/emailed to the MASH team (using the LSCB multi-agency referral form) as soon as possible and within the school day.
- d) The federation will always undertake to share information with parents/carers where there is an intention to refer a child to statutory services unless to do so could place the child/ young person at greater risk or harm or impede an investigation by statutory services. (see LSCB Guide to ‘Making a Child Protection Referral’)

### **What to do if a child talks to you about abuse**

It should be recognised that a child or young person may seek you out to share information about abuse or neglect, or talk spontaneously individually or in group when you are present. In these situations, you should:

- Listen carefully to the child; do not directly question them.
- Allow the child the time to give an account; do not stop a child from recalling events.
- Make an accurate record of concerns using the school record of concern form
- Reassure the child that they were right to tell
- Explain that you cannot promise not to speak to others, but will only pass on the information to those who need to know.

- Pass the concern directly to the Designated Safeguarding Lead (**Martine Buckley**) or in her absence, deputy designated persons (**Sally Brown/Rais Bhatti**).

### **Abuse by children and young people**

Members of staff should be aware that children and young people are vulnerable to physical, sexual and emotional bullying by their peers. Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately. Staff should be alert to the possibility that a child or young person who has harmed another may also be a victim and therefore have unmet needs themselves. However, the interests of the victim must always be the paramount consideration and staff should be alert to the fact that there is likely to be a risk to children other than the current victim.

(Specific guidance is available in the document – Sexual violence and sexual harassment between children in schools and colleges – December 2017.)

A disclosure or allegation of abuse should always be referred to the local authority MASH team for assessment.

### **Children and families new to English or the UK**

We recognise that Oldham has experienced a significant increase in children and young people for whom English is not the first language and therefore there is an increased risk of needs going unmet because of language barriers.

Where English is not the first language and/or a child is considered to be vulnerable, efforts should always be made by staff to actively engage with them by talking directly to them about their wishes and feelings; if necessary through the regular use of an interpreter.

### **Allegations made against a member of staff**

There is an LA procedure (LSCB) for investigating allegations of professional abuse. Issues of concerns should be reported to the executive head teacher or the next most senior member of staff who should contact the Local Authority Designated Officer (LADO) **Colette Morris** on 0161 770 8870.

In the event of an allegation of abuse being made against the executive headteacher, allegations should be reported directly to the local authority.

### **Whistle blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the nominated 'Whistle blowing' child protection governor – **Kathy Jones**.

### **SAFER WORKING PRACTICE**

- We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document “Guidance for Safer Working Practice for Adults who work with Children and Young People” (DCSF 2009) provides advice on this and circumstances which should be avoided in order to limit complaints against staff of abuse, and/or allegations of physical or sexual abuse.
- The federation is committed to safer recruitment and the suitability of all staff at the school. Appropriate members of the SLT and governing body will undertake approved safer recruitment training in line with statutory requirements.

### **SERIOUS CASE REVIEWS**

- Oldham LSCB has a legal requirement to carry out a serious case review (SCR) when a child has been seriously harmed or has died, and abuse or neglect is suspected or known to be a factor in the child’s death. The purpose of the SCR is for agencies and for individual agency professionals to improve the way in which they work to safeguard and promote the welfare of children.
- The federation (via the Designated Safeguarding Lead) will make a referral to Oldham LSCB serious case review panel (via the Safeguarding Lead for Schools & Educational Establishments) if we have any concerns about a child and believe that the above criteria for a SCR may be met.

### **INDUCTION, TRAINING AND SUPPORT**

- The executive headteacher and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at ‘regular’ intervals as set out in “Keeping Children Safe in Education” 2015.
- The federation will ensure that the designated persons undertake refresher safeguarding training every two years to keep knowledge and skills up to date.
- All staff (including governors) will receive child protection/safeguarding training when first appointed as part of their induction.
- All members of staff will be regularly updated by the designated teacher on any changes in Local Authority procedure and a review and discussion of the school’s response, will take place every school year. This will be reported to the governing body.
- The federation undertakes to ensure that the designated teacher will be allowed to attend relevant training on behalf of all the school staff. The designated teacher will then ensure that whole staff training time is included in staff meeting schedules, in order to pass the information on to other staff members.
- We recognise that staff working in schools who become involved with a child who has suffered harm or appears likely to suffer harm may find the situation upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support if required.
- We recognise that designated staff should have access to support and appropriate training courses or meetings as organised by the Local Authority.

## **RECORDING, STORING AND SHARING INFORMATION**

- a) All safeguarding records are kept confidentially and securely in the executive headteacher's offices and are kept separate from pupil records, with a front sheet listing dates and a brief entry to provide a chronology.
- b) Any members of staff receiving a disclosure of abuse or noticing signs or indicators of abuse must make an accurate record as soon as possible, noting what was said or seen, putting the event in context, and saving the date, time and location. All records of concerns or disclosures of abuse should be made using the in-school record of concerns form. This must be signed and will include the action taken. This information should be passed on to the designated safeguarding lead immediately.
- c) If a pupil transfers from the school those files will be copied and forwarded within five working days to the pupil's new school marked confidential and for the attention of the receiving school's designated safeguarding lead person.
- d) If a child is considered to be 'at risk', good practice would be to hold a meeting with the designated teacher from the receiving school during the process of transition, at which all relevant information will be transferred. If possible, and if deemed necessary, both designated teachers could attend the next case review.
- e) If a child about whom the school has concerns, or who is considered to be "at risk" disappears / goes 'missing', the school will follow the LA's procedures related to 'missing pupils', after initial enquiries have proved unsuccessful.

## **Preventative work in School**

- Within SMSC Education and healthy living, E-safety, and Sex and Relationships curriculum, aspects are identified where direct teaching might be appropriate to support children in protecting themselves and in recognising the need to protect others. In addition, outside agencies such as the School Health Service, Community Support Officers, Barnado's and Childline will be used to ensure children have the information they need to stay safe and where to ask for help.
- In these ways and through the implementation of other related policies (Behaviour, Equalities, Anti-bullying, Teaching and Learning and Health and Safety) and teaching strategies, the federation schools are developing as effective listening schools.

## **Information for parents/carers**

The following statement will appear in the school prospectus, to inform parents of the school's duty in this respect:

### *PROTECTING CHILDREN FROM ABUSE*

*Parents should be aware that the school will take any reasonable action to ensure the safety of pupils. Where the school is concerned that a child may be the subject of ill-treatment, neglect or other forms of abuse, staff will follow LSCB procedures and may report their concerns to Oldham Social Services Department.*

A copy of the federation's safeguarding and child protection policy will be made available via the schools' websites.

### **Contacting parents/carers**

The LSCB procedures instruct the school to contact the Social Services Department first where sexual abuse is either suspected or alleged. In all other cases, in any discussion of concerns with parents/carers, the referral procedures on child protection will be shared.

### **USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS**

Where services or activities are provided separately by another body, using either school premises, the governing body will seek assurances that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

### **MONITORING**

- The procedures as recorded in this policy will be monitored by all staff during a designated staff meeting.
- During this meeting, individual concerns may be raised and information shared with staff in order to assist decision making in terms of next steps. Confidentiality will be observed at all times.
- Current concerns will also be shared with the governor responsible for safeguarding during meetings with the designated and deputy designated person.
- The governing body is responsible for ensuring the annual review of the policy.

**Approved by governors – March 2018**

Review date: March 2019

## Appendix 1

### Receiving an allegation / disclosure of abuse

Action to be taken by any staff on receiving an allegation / disclosure of abuse

Good practice would mean that the person to whom the child chooses to disclose, should listen and record as below, and not expect the child to repeat the information to a series of people.

A member of staff receives an allegation of abuse (sexual, physical, including assault on a pupil).

This could be:

- from parent/other adult e.g. letter, meeting or telephone call
- from a child who discloses abuse against themselves or another child

Member of staff should respond accordingly.  
N.B. seek urgent medical advice/treatment for a child if necessary

If verbal allegation



- Do not promise confidentiality.
- Listen.
- Avoid leading questions.
- Take the information seriously regardless of any previous allegations which the child may have made.
- Factually record the allegation including specific details of time, place, others present, etc.

If written allegation



Take letter / recorded information to Designated Person or, if not available, to the Head of School

Designated Person considers in light of the type of abuse alleged, any previous concerns, and evidence to support the allegation

### **Possible Actions by the designated person**

- If this suspicion or allegation concerns sexual abuse the matter should be reported immediately to the MASH team according to the child's address.
- If there are some grounds for concern about the child's general welfare, meet with parents to discuss, and other agencies if parents agree.
- If grounds for concern of physical abuse, neglect or emotional abuse, refer to MASH where the child is resident.
- Social services or school must inform parents of action taken and reasons why, as soon as possible.
- If there are no grounds for concern, log the incident and discuss with parents as appropriate

### **Useful contact numbers**

Local Authority Designated Officer (LADO) Collette Morris 0161 770 8870

Safeguarding Office (Schools & Learning) David Devane 0161 770 8868

MASH team (Multi-Agency Safeguarding Hub) – Oldham Council, Level 5 Civic Centre, West Street, Oldham OL1 1UT

Tel 0161 770 3790

Fax 0161 770 3377

Telephone numbers available in Oldham guide to making a Child Protection Referral Booklet (0161 770 3970/1).

Manchester 0161 234 5001

You will need to know the child's full name, address and date of birth

## **Appendix 2**

### **What to do if you have an allegation, suspicion or disclosure of sexual abuse**

**If a child begins to disclose sexual abuse you should be prepared to listen, believe and act upon the information.**

#### **Dos**

- do stay calm and take the issue seriously
- do facilitate the disclosure by finding a suitable place to talk and actively listen;
- do let the child lead and leave the conversation where the child does
- do tell the child what you will have to do to follow the procedure
- reassure the child that there are people who can help
- do record the details at the same time as they are being told or as soon as possible afterwards as well as any subsequent events
- do refer to supervising social worker, team leader or child protection worker.

#### **Don'ts**

- don't inform the suspected perpetrator;
- don't ask probing questions or add any details of your own
- don't inform parents or carer but explain that a referral for investigation has been made, if asked;
- don't stop the child from disclosing;
- don't ask leading questions;
- don't promise not to tell anyone else and
- don't judge the child to be lying.

## **Appendix 3**

### **Questions, Answers and Information about Child Abuse**

#### **How can I tell if a child is being abused?**

Be alert at all times to the possibility of abuse. Watch out for indications (see below) and monitor any behavioural changes. Use situations like PE to observe children and to see if they have any unusual bruises or injuries.

#### **Is abuse common?**

According to the NSPCC, at least 1 in 10 children is judged to be at risk of significant harm and suffering from physical, emotional, sexual abuse or neglect. This means that in a class of 30 there may be 3 children undergoing some form of abuse.

#### **What should I do if I suspect a child is being abused?**

You must report even the slightest suspicion of abuse. Do not ignore minor indications – if you wait for anything more concrete, you could subject the child to a prolonged period of ill-treatment. Every school has a designated person, in our case the Executive Headteacher, who deals with child protection issues. Talk to this person if you have any concerns.

#### **How should I react if a child reveals abuse?**

Follow the same procedure as before and report it to the designated person. Be careful in handling the situation: listen, do not ask leading questions. Always ask open questions such as “what happened next?” The way you talk to children at this point can affect later legal proceedings. Make a record of the conversation with the time, date, place and the names of any other people present.

#### **What if the child pleads with me to keep it secret?**

Under no circumstances should you collude with a child to keep abuse secret. You must inform the child sensitively that you are under a statutory obligation to inform the school about any disclosures.

#### **What will happen next?**

Usually the child will be stopped from leaving the school until social services and the police if necessary are informed. Following referral, a case conference will be held by the local child protection committee and either the designated teacher or the teacher who knows the child best will be invited. The teacher making the initial report will be asked to report on the disclosure or cause of concern.

## **Appendix 4**

### **Indications of abuse**

#### **Physical Indicators**

- bruises and abrasions in an area which a child would not normally injure, such as the centre of the back of the neck area, or which have a pattern that indicates assault with an instrument or a fist
- “fingertip” bruising caused by being gripped too tightly and possibly shaken
- scars left by cigarette burns
- marks that could be made by bites

Be suspicious if any of these are accompanied by doubtful or conflicting explanations.

#### **Other Indications include**

- a failure to thrive
- constantly poor hygiene
- inappropriate dress
- excessive hunger
- lack of proper supervision
- unexplained or frequent absences

#### **Physical Indications of sexual abuse can include:**

- recurrent urinary tract infections
- difficulty in sitting or walking
- torn or stained underclothes
- pregnancy

#### **Psychosomatic features**

- recurrent abdominal pain or headaches

#### **Behavioural Indicators**

- inability to concentrate, short attention span, sudden drop in school performance
- withdrawn behaviour
- attention seeking
- pseudo-mature behaviour
- truanting
- regressive behaviour
- anxiety, depression, phobic or fearful behaviour, separation anxiety
- eating disorders or appetite disturbance
- avoidance of school medical examinations
- unwillingness to participate in physical activity or reluctance to change clothes
- poor peer group relationships and an inability to make friends
- an inappropriate knowledge of sexual information, promiscuity
- substance abuse

## **Seven Golden Rules for Information Sharing**

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

## **Appendix 6 - Child Missing Education, PREVENT, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence.**

### Children missing education (CME)

The federation is aware of, and implements in full, the requirements of the statutory guidance for children and young people who are missing from home and/or education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.

### Preventing Extremism and Radicalisation

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the federation and where political issues are brought to the attention of the pupils; reasonable steps have been taken to offer a balanced presentation of opposing views to pupils. We also have a duty under the Counter Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils or the staff code of conduct. We will share information with the MASH team and/or the GMP Police Prevent team when appropriate. We will also work with and support Oldham's Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation.

### Child Sexual Exploitation (CSE)

Sexual exploitation of children involves situations where young people receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing 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 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.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. The federation recognises that pupils may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to the DSL. All staff receive awareness training about CSE. The school leaders are conversant with the LSCB procedure and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

The federation believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

### Female Genital Mutilation (FGM)

Female Genital Mutilation is a form of child abuse

Definition of FGM: "Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons." (World Health Organisation-1997)

The UK Government has written advice and guidance on FGM that states: "FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/carer requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

The federation will ensure:

- A robust attendance policy that does not authorise holidays, extended or otherwise.
- FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.
- FGM discussions by Child Protection lead with parents of children from practising communities who are at risk.
- Comprehensive PSHE and Relationship and Sex Education delivered to KS2 children with a discussion about FGM with Year 6 girls.
- Any information reported to school that FGM has taken place will be passed onto the police.

Further information:

- *Multi-Agency Statutory Guidance on Female Genital Mutilation (2016)*

### Honour Based Violence (HBV)

Honour based violence is a crime or incident which has or may have happened to protect or defend the honour of a family or community. Where a concern is raised this must be reported to the Designated Person for Child Protection as with any other concern and school will report this to the appropriate agency in order to prevent this form of abuse taking place.

## **Appendix 7**

### **Specific safeguarding issues**

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

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- 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
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking