



Greenside
Primary School

A great school in a great community
achieving great outcomes for children

Child Protection Policy

Reviewed by Governors: November 2018

Greenside Primary School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The School's Child Protection (CP) policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), and the guidance contained in "Working Together to Safeguarding Children", the DfE's statutory guidance "Keeping children safe in education", Ofsted Guidance and procedures produced by the Tameside Safeguarding Children Board (TSCB). We also have regard to the advice contained in DfE's "What to do if you're worried a child is being abused" and "Information Sharing – Advice for practitioners". The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the school.

1. POLICY AIMS

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable"
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff eg: volunteers, contractors etc
- Outline how complaints against staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored
- Define abuse in all its forms

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children.

Antibullying; E-safety, Administration of medicines; Behaviour management; Educational visits; Teaching and learning; Staff Code of Conduct; Educational Visits; Lost Child; Health and Safety: Using Social Media Responsibly; Managing Aggressive Behaviour Policy, Restraint Policy, Whistle Blowing Policy,

2. RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding children in our school is the responsibility of the whole school community. All adults working in this school (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is a member of the school's leadership team.

The Designated Safeguarding Lead is: Mrs Judith Reynolds

The Deputy Designated Safeguarding Leads are: Miss Alison Curtis, Mrs Amanda Warburton, Mrs Joanne Butterworth and Mrs Amanda Glover

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at CP conference and Core Group meetings (including the submission of written reports for conferences).

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. **However, any staff member can make a referral in exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken.**

Concerns about a child call:

Tameside Children's Social Care on 0161 342 4206

NSPCC 0800 800 5000 (24 hours)

The Police 101

For allegations against staff:

Tania Brown Designated Local Authority Designated Officer 0161 342 4398

3. TYPES OF CHILD ABUSE AND NEGLECT

ABUSE

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. ***(Keeping Children Safe in Education September 2016)***

PHYSICAL ABUSE

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

SEXUAL ABUSE

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

NEGLECT

The persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

CHILD SEXUAL EXPLOITATION (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour.

A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services.

FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM on the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

RADICALISATION

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the prevent duty").

Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang's violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest than an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include; spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (eg: the swastika for far right groups); attempts to recruit others to the group / cause / ideology; or communications with others that suggest identification with a group / cause / ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting derogatory names or labels for another group; speaking about the imminence or harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology, condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include; having a history of violence, being criminally versatile and using criminal networks to support extremists' goals, having occupational skills that can enable technical expertise that can be deployed (eg: IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

PEER ON PEER ABUSE

Where an allegation is made regarding alleged abuse perpetrated by children and young people, the age and understanding of the alleged perpetrator must be considered throughout decision making. The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred. Children who abuse others should be held responsible for their behaviour whilst being identified and responded to in a way which meets their needs as well as protecting others.

PEER SEXUAL ABUSE

School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer sex abuse. Factors affecting decision making should include:

- The possible impact on the child / victim
- Any disparity in age between the abusing and abused child
- Whether there is any element of coercion or violence

Exploratory play should be dealt with in school, involving parents as appropriate; however, allegations of peer sex abuse must be referred to Children's Social Care. The Local Authority Designated Officer should also be informed. Where allegations of peer abuse occur within school:-

- Keep the involved children separate throughout the school day to avoid collusion or intimidation.
- Do not talk to the children about the incident to avoid distorting evidence, other than initially establishing what is alleged to have taken place.
- Keep a detailed log of actions, discussions and decisions.
- Contact parents of involved children and request that, pending the interview with Children's Social Care, they should not discuss the allegation in depth with the child.

If the assessment concludes that the allegations made can be substantiated, the children should not necessarily be expected to continue their education in contact with each other. The children responsible for the abuse should be moved if necessary. The views and wishes of the children who have been abused and their parents should be appropriately considered in the decision making.

The police Child Abuse Investigation Team has responsibilities towards all children involved in the allegation both in decision making about them having suffered, or being at risk of suffering, significant harm, and regarding whether a crime has been committed by, or against, any of them.

BULLYING

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). At Greenside we foster an environment where children feel valued and respected, their self-esteem is promoted, and inappropriate or intimidating behaviour is challenged. All staff will take accusations of bullying seriously and implement the school's ant bullying policy rigorously.

4. THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Lead for Child Protection facilitates in the development of safeguarding and child protection policies, training, procedures and guidance for the school, ensuring the CP Policy, safeguarding audit and training plan are updated at least annually by the Governing body. The DSL undertakes appropriate child protection training which is updated regularly in order to:

- Understand the assessment process for providing early help and intervention, e.g. through locally agreed common and shared assessment processes (CAF).
- Have a working knowledge of how the LA conducts Child Protection Case Conferences and be able to attend these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures and is given regular training (at least annually) and regular updates.

The DSL receives and coordinates referrals, arranges action and reviews impact of services for children and families. They maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection. They ensure such records are forwarded to any new school the child may attend.

The DSL works directly with children in need and their families in order to promote, strengthen and develop the potential of parents / carers and their children in order to prevent children becoming looked after and / or suffering significant harm. They provide support and guidance to parents / carers and provide planned interventions as part of agreed plans for children.

The DSL ensures that pupils who are victims of abuse are supported appropriately and sensitively and that all actions assigned from planning and intervention meetings are successfully carried out and monitored. They act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make referral by liaising with other agencies.

The DSL is supported in the role by three deputies who are all trained to the same standard.

5. REFERRALS

Safeguarding referrals should be made to Tameside Public Service Hub (0161 342 4206). The parent / carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, honour based violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent / carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, Police intervention will be requested**

Where a child sustains a physical injury or is distressed as a result of a reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

All parents applying for places at school will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

Greenside Primary School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks. Particular vigilance will be exercised in respect of pupils who are subjected to Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker. If the pupils in question are a Looked-After-Child, this will also be brought to the notice of the Designated Person with responsibility for children in public care.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they might be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

We will always ascertain the views and feelings of all children. The School acknowledges the additional need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee / asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a Child Protection context.

The law requires that Children's Social Care are notified of private fostering arrangements. Any privately fostered children, ie; under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

6. TRAINING

Whole-school in-service training on safeguarding issues will be organised on a yearly basis. All newly recruited staff (teaching and non-teaching) and Governors will be appraised of this policy and will be required to attend relevant Safeguarding training. In addition, all new staff and temporary staff will be required to attend an induction session with the Designated Safeguarding lead or their deputy. The Designated Safeguarding Lead (and their Deputies) will attend the LA's dedicated induction course and then refresher training at least every two years. Designated staff will be encouraged to attend appropriate network meetings and to participate in the multi-agency training programme organised by the Tameside Safeguarding Children Board (TSCB) – see training file

7. RECRUITMENT

Greenside Primary School is committed to the process of creating a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks (Disclosure and Barring Service (DBS) checks), barred lists checks and prohibition checks will be undertaken. The level of DBS check required and whether a prohibition check is required, will depend on the role and duties of an application to work in the school, as outlined in Part three of the DfE guidance "Keeping children safe in education". We will also have regard to DfE's statutory guidance for schools about the employment of staff disqualified from childcare "Disqualification under the Childcare Act 2006", which also contains information about 'disqualification by association'.

Relevant members of staff and governors who are involved in recruitment will undertake the safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

The school will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the school on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms CP procedures within the school.

8. VOLUNTEERS

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Record Checks. There is no legal requirement to obtain DBS certificates for volunteers who are not in regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same code of conduct as paid employees of the school.

Voluntary sector groups that operate within this school or provide off-site for our pupils or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Safeguarding Children Board. Premises lettings and loans are subject to acceptance of this requirement.

9. STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Management and other relevant policies. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE and LA guidance using Team Teach techniques.

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents / carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical condition will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; for example during musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where there is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher. Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Headteacher. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers.

Staff will only use the school’s digital technology resources and systems for professional purposes or for uses deemed ‘reasonable’ by the Head and Governing Body. Staff will only use the approved school email. School Learning Platform or other school approved communication systems with pupils or parents/carers, and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring image of pupils or staff without permission and will not store images at home.

Staff should be aware of the schools **whistle-blowing** procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Headteacher.

10 .CONTRACTORS

Building Contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school’s code of conduct for staff.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subjected to the appropriate level of DBS check, if any such check is required (for example because the contractor in carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. We will always check the identity of contractors and their staff on arrival at the school.

11 .COMPLAINTS / ALLEGATIONS MADE AGAINST STAFF

Greenside Primary School takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member of staff or volunteer. All such complaints will be brought immediately to the attention of the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. In cases where the Headteacher is the subject of the allegation or concern, they will be reported to the Chair of Governors, in order that they may activate the appropriate procedures. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

The Local Authority's Designated Officer(s) (LADO) should be informed of all allegations that come to a school's attention and appear to meet the criteria. Contact can also be made with LA's Schools Safeguarding Coordinator who will liaise with the LADO. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.

Some rare allegations will be so serious they will require immediate intervention by children's social care services and/or police. In such cases, referral to the LADO will lead to a Strategy Meeting or discussion being held in accordance with the DfE guidance and Tameside LSCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part Four of the DfE guidance "Keeping children safe in education."

12. RECORDS

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP records. The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to pupils or parents. All CP records are kept securely by the Designated Safeguarding Lead and separately from educational records. They may only be accessed by the Designated Safeguarding Lead, their Deputy and the senior managers of the school.

The content of Child Protection Conference or Review reports prepared by the school will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parent/carer in advance of the meeting. Child Protection records will be sent to receiving schools separately and under a confidential cover when pupils leave the school and a receipt will be obtained.

13 PUPILS MISSING IN EDUCATION

If a pupil is withdrawn from the school having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their education records are sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Admissions Service in order that they might make further enquiries. If this school receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department. **A child's name will only be removed from the School's Admissions register in accordance with the Pupil Registration Regulations or with the authorisation of the Local Team Manager in the Admissions Service.**

All additions to or deletions from the school roll will trigger the completion of a Common Transfer File (CTF) which will be downloaded to the appropriate database via the S2S system with particular regard to pupils leaving the school but the destination is not known.

The school will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

14. SAFETY IN THE SCHOOL

No internal doors to classrooms will be locked whilst pupils are present in these areas. Entry to School premises will be controlled by doors that are secured physically or by constant staff supervision. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. All visitors will be made aware of safeguarding procedures. Unidentified visitors will be challenged by staff or reported to the Headteacher or school office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stops these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to LA's Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.

15. CURRICULUM

Greenside Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught for example:

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

16. ON LINE SAFETY

All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our E-safety Policy. Each year group is taught a unit on staying safe on line and constant reminders are provided throughout the year. Information for parents about on line safety is available on our website and sent out via pupil mail once a year.

17. HEALTH AND WELLBEING

Greenside Primary School will work with partners to promote “Healthy School” status through the curriculum with the aim of:

- Developing a school ethos and environment which encourages a healthy lifestyle for pupils;
- Using the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- Ensuring that food and drink available across the school day, reinforcing the healthy lifestyle message;
- Providing high quality Physical Education and sport to promote physical activity.
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being.
- Provide a range of interventions to support the emotional and mental well-being of our pupils.

18. WORKING IN PARTNERSHIP WITH PARENTS

It is our policy to work in partnership with parents or carers to secure the best outcome for our children. In cases regarding concerns of abuse we may take advice from Children’s Social Care and we will share this with parents. However, in some certain serious situations this may not be possible.

19. SAFEGUARDING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. SEND pupils can often face additional barriers when reporting or disclosing abuse and similarly signs and symptoms can be missed. The following are some common barriers for this group of pupils:-

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- Children with SEND can be disproportionately impacted on by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

20. THE ROLE OF THE GOVERNING BODY

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times. The Governing Body will ensure that the school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” and that the school’s safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the TSCB. The Governing Body has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the Headteacher.

The Governing Body has nominated the Chair of Governors as the link governor for safeguarding to liaise with the local authority and/or partner agencies on issues of child protection. Concerns about and allegations of abuse made against the Headteacher will be referred to the chair of governors who will liaise with the LA’s designated officer (LADO) and partner agencies and will attend any strategy meetings called in respect of such an allegation against the Headteacher.

As a good practice, the Headteacher will provide termly/annual report to the Governing Body outlining details of any safeguarding issues that have arisen during the term/year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as a good practice, the nominated governor will meet on a regular basis with the Designated Safeguarding Lead to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding. This is in addition to and does not replace the responsibility that rests with the Headteacher to monitor the work of the Designated Safeguarding Lead.

21. MONITORING

- The policy will be updated annually in line with guidance from Tameside LA
- The safeguarding agenda will be actively promoted on the school website, newsletters and through ongoing varied work with children during the school day.
- The Designated Safeguarding Lead will provide termly anonymised information to Governors about safeguarding in the Headteacher's report. In addition Governors will be notified of any policy amendments.
- The school's SLT will monitor incidents that fall within the scope of this policy by regularly tabling it as a meeting agenda item and through ongoing communication between the designated and deputy designated safeguarding leads.
- Cases will be followed up and if necessary closed as a result of ongoing, rigorous and meticulous record keeping and communication with outside agencies and between the designated and deputy safeguarding leads.
- Annual questionnaires about behaviour and safety are completed by pupils and there is a question about safety on the annual parent questionnaire too.
- We familiarise ourselves with the latest Ofsted guidance and ensure that we have procedures in place to meet the monitoring guidance contained therein.

22. COMPLAINTS

All complaints arising from the operation of this policy will be considered under the school's complaint procedure, with reference to the LA's Strategic Lead Officer for safeguarding in education services as necessary.

At Greenside Primary School we will continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.