



Child Protection and Safeguarding Policy

Broadbent Fold Primary School and Nursery

Useful contacts

Head Teacher and DSL Mrs C Parker – 0161 303 9411

Safeguarding Team Ms W McCoy and Mrs N Butler – 0161 303 9411

Designated Teacher for Looked after Children Mrs C Parker – 0161 303 9411

Chair of Governors Mr R Boyle c/o of Broadbent Fold

Nominated Governor for Safeguarding and Child Protection Mrs S Tabner and Mr R Boyle
c/o Broadbent Fold

Local Authority Designated officer – Tania Brown Tel 0161 342 4398

Email tania.brown@tameside.gov.uk

Multi Agency Safeguarding Hub (MASH)

Hours – Monday to Wednesday 8.30am to 5pm, Thursday 8.30am to 4.30pm and Friday
8.30am to 4pm Tel 0161 342 4101 Out of hours Tel 0161 342 2222

**“A child centred approach is fundamental to
safeguarding and promoting the welfare of every child.”**

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, “Foster good relations between people who share a protected characteristic and those who do not.”

This policy has been developed to ensure that all adults at Broadbent Fold Primary School and Nursery are working together to safeguard and promote the welfare of children and young people. All adults who come into contact with children have a role to play and are responsible for safeguarding Broadbent Fold’s children. This policy has been ratified by the Governing Body and will be reviewed annually.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. Preventing the impairment of pupils’ mental and physical health or development. It identifies actions that should be taken to redress any concerns about child welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

The Head teacher (Mrs Parker) or, in her absence, a qualified member of senior staff (Mrs McCoy / Mrs Butler) has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Broadbent Fold Primary School and Nursery. This policy complements and supports other relevant school and Local Authority policies. Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in ‘Working Together to Safeguard Children 2018’, Broadbent Fold Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

ETHOS

“A co-ordinated approach...everyone who works with children has a responsibility.”

Broadbent Fold Primary School and Nursery aims to create and maintain a safe learning environment; where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. At all times decisions are made in the best interest of the child. Our school is committed to the principles outlined in ‘Working Together to Safeguard Children’ and ‘Keeping Children Safe’ 2020. We implement policies, practices and procedures

which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.

The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups. Children will be able to recognise when they are at risk and how to get help when they need it.

Staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of school. All staff will consider the context within which such behaviours occur.

THE CURRICULUM

All children have access to an appropriate curriculum, differentiated to meet their individual needs. This enables them to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British Values of tolerance, respect and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

All pupils know there are adults in school who they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

Broadbent Fold Primary School and Nursery takes into account the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE (Child Sexual Exploitation), Radicalisation and Extremism, Forced Marriage.

ATTENDANCE & EXCLUSIONS

Broadbent Fold Primary School and Nursery views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and

recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA).

We implement the statutory requirements in terms of monitoring and reporting children - missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people. (Off-rolling is the practice of removing a pupil from the school roll without using a permanent exclusion). The school will only place young people in alternative educational provision that is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs.

The Designated Safeguarding Lead (Mrs Parker) and her team will take into consideration any safeguarding issues when a fixed term or permanent exclusion is being discussed. Where it is felt that a child is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

KEEPING RECORDS

Broadbent Fold Primary School and Nursery will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life. Any information sharing will be prompt. The DSL will:

- Ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- Maintain a chronology of significant incidents for each child with safeguarding concerns.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.

When a child leaves our school, the DSL at the new school will be contacted and the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred, this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Consideration will be given as to whether it will be appropriate to share any information with the new school in advance of the child leaving.

ROLES AND RESPONSIBILITIES

The Head teacher of Broadbent Fold Primary School and Nursery ensures that:

- The policies and procedures adopted by the Governing Body to safeguard and

promote the welfare of pupils are fully implemented and followed by all staff including volunteers.

- Safer recruitment and selection of staff and volunteers is practised.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils.
- Ensure the Safeguarding and Child Protection policy is available on the school's web- site. Ensure that the school co-operates with appropriate agencies and risk-based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE, radicalization and extremism.

The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.

- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.

The school co-operates with appropriate agencies to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE, radicalization and extremism. The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school.

The Designated Safeguarding Lead person has overall responsibility for child protection and safeguarding. They will:

- Refer all cases of suspected abuse to Tameside Children's Hub and to the Police if a crime may have been committed. Act as the first point of contact with regards to all safeguarding matters.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers.
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Head teacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new school once a pupil leaves the school. CPOMs online system to retain records.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC).
- Ensure the best educational outcomes by identifying at-risk pupils so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- During term time, the designated safeguarding lead and or a deputy should always

be available for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

DSL TRAINING

Undertake appropriate training, **updated every two years**, and update knowledge and skills at least annually in order to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- be aware of responsibilities under the Prevent duty
- understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Continuum of Need guidance and tools and the early help planning processes;
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.
- Organise whole-school child protection training for all staff members regularly and provide updates at least annually.
- Ensure staff members who miss the training receive it by other means, e.g. by joining another educational establishment's training.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Maintain accurate records of staff induction and training.

DSL - QUALITY ASSURANCE

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).
- Complete an audit of our safeguarding arrangements at frequencies specified by the Tameside Safeguarding Children Partnership.
- Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

LOOKED AFTER CHILDREN

The **Designated Teacher** who is responsible for promoting the educational achievement of children who are looked after is the Headteacher Mrs Parker. Mrs Parker will work with the

Local Authority and Virtual Educational Establishment Head to discuss how available funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education plan. The designated teacher also has responsibility to promote the educational achievements who have left care i.e. been adopted, special guardianship etc.

SAFER RECRUITMENT AND SELECTION OF STAFF

The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education". The Head teacher and governing body ensure that all staff and volunteers in school have been vetted and checked.

WORKING WITH OTHER AGENCIES

Broadbent Fold Primary School and Nursery has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the District Team if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

Early Help – School will identify children who may benefit from Early Help support. We will share information with other professionals in order to support a problem within a child's life. This will be under regular review, if the child's situation is not improving Children's Services will be contacted.

CONFIDENTIALITY AND INFORMATION SHARING

Staff ensure that confidentiality protocols are followed, and information is shared appropriately. The Headteacher or Designated Safeguarding Lead only discloses information about a pupil to other members of staff on a need to know basis. All staff and volunteers understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets. All staff are aware that GDPR and Data Protection Act 2018 do not prevent or limit the sharing of information for the purposes of keeping children and young people safe.

TRAINING FOR STAFF AND VOLUNTEERS

All staff are aware of the school's safeguarding systems as part of their induction. New staff will complete training for basic safeguarding and prevent. All staff, especially the DSL and their deputies, will be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

All staff receive appropriate child protection training which includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse

(emotional and physical), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

In accordance with “Keeping Children Safe in Education” all staff receive training at induction. The Designated Safeguarding Lead will receive refresher training every two years. All staff will receive training/briefings and updates on safeguarding issues, for example, County Lines, Forced Marriage, Female Genital Mutilation, Domestic Abuse and Child Sexual Exploitation, Preventing Violent Extremism via email. This information will also be available on our staff safeguarding board.

RECORDING AND REPORTING CONCERNS

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school’s safeguarding recording system CPOMs
- Record decisions and discussions via CPOMs.

INFORMING PARENTS/CARERS

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised. Parents and carers will be informed if a referral is to be made to the Children’s Social Care Service or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead/Head teacher will seek advice from Children’s Services.

DEFINITIONS

Abuse; a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Anyone under the age of 18 is classed as a child, a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

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

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another. Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

CATEGORIES OF ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development.

It may involve:

- Making a child feel worthless, unloved or inadequate
- Only there to meet another's needs
- Inappropriate age or developmental expectations
- Overprotection and limitation of exploration, learning and social interaction
- Seeing or hearing the ill treatment of another, e.g. domestic abuse
- Making the child feel worthless and unloved - high criticism and low warmth
- Serious bullying (including cyberbullying)
- Exploitation or corruption, some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent 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.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether the child is aware of what is happening. Activities

may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

DOMESTIC ABUSE

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Tameside Children's Service contact Centre will be contacted as soon as possible.

For further information consult "Domestic Violence and Abuse" -

<https://www.gov.uk/domestic-violence-and-abuse>

FORCED MARRIAGE

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

Staff can contact the Forced Marriage Unit on 020 7008 0151 or email fm@fco.gov.uk for advice or information.

FEMALE GENITAL MUTILATION / BREAST IRONING

Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings. FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18.

Further statutory guidance has been issued under Section 5c (1) of the Female Genital Mutilation Act 2003 "Multi Agency Statutory Guidance on Female Genital Mutilation – April 2016"

Staff are aware that they should speak with DSL regarding FGM immediately. If they discover that an act of FGM has been carried out on a girl under the age of 18, they must report this to the police.

CHILD SEXUAL EXPLOITATION (CSE)

The school is aware Child Sexual Exploitation can take many forms including exploitative situations, contexts and relationships. The school understands that CSE involves coercion, cyber bullying and grooming. Information on CSE will be incorporated into staff Safeguarding and Child Protection training.

School recognises that some young people who are being sexually exploited do not exhibit signs of this abuse. Within the curriculum, school will support young people to help them to develop the knowledge and skills they will need to make healthy choices, and targeted prevention work for groups of children known to be more vulnerable to exploitation. School staff members will be aware of and look for the key indicators of CSE; such as having older boyfriends or girlfriends. Staff will be trained and made aware of the indicators to look for, which raise concerns.

Any concerns related to a young person being at risk is to be referred to the appropriate safeguarding agencies.

MENTAL HEALTH

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering abuse, neglect or exploitation. Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional through the LA. Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy. The school will access a range of advice to help them identify pupils in need of additional mental

health support, including working with external agencies. Curriculum work will also support this.

PREVENTING RADICALISATION and EXTREMISM

Radicalisation- refers to the process by which a person comes to support terrorism and extremist ideologies.

Extremism - refers to the vocal or active opposition to fundamental British values, e.g. individual liberty and the rule of law.

Terrorism - refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.

Protecting children from the risk of radicalisation is seen as part of Broadbent Fold Primary School's wider safeguarding duties, it is acknowledged that it is similar in nature to protecting children from other forms of harm and abuse and the importance of early intervention by our school. We follow the guidance set out in Keeping Children Safe in Education.

Broadbent Fold Primary School can produce evidence to show fulfilment of the Prevent duty in the 5 duty areas (Leadership and Management, Risk Assessment, Working in Partnership, Staff Training, IT Policies). We also support our children to be resilient against radicalisation.

We have named leads for Prevent on the schools SLT and Governing body. Prevent is part of the safeguarding role of our Designated Safeguarding Lead. We have conducted a risk assessment to ensure that we give 'due regard' to all areas of the duty. We do have a specific policy on Prevent but have ensured that it is embedded into all other appropriate school policies. We have clear procedures in place for protecting children at risk of radicalisation. These procedures are set out in this safeguarding document and other existing policies where relevant. DSL to refer to Channel to provide support.

We work in partnership with others including the Local Authority to share concerns and improve practice in this area. We regularly review our IT policies in school to ensure that IT use across the school is safe. Children and young people are supported to know how to stay safe on line and when accessing social media both in and out of school.

Staff training and knowledge on Prevent is regularly reviewed and monitored. Staff in school are aware that Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Staff know that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology, but they are alert to the signs and changes of behaviour which may be indicators. Staff are confident to challenge and support young people who may be vulnerable. Staff also know what to do if they have concerns that a young person is being radicalised.

School actively builds students resilience to radicalisation through the curriculum and a whole school ethos which promotes British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Broadbent Fold Primary School and Nursery seeks to have effective engagement with parents and families in order to work in partnership to protect our children and young people.

The Department for Education has published The Prevent Duty Departmental advice for educational establishments and childcare providers at:

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

CHANNEL PROGRAMME

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities. In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme. The DSL will also support any staff making referrals to the Channel programme. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school. The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS. The school will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

E-SAFETY/SOCIAL MEDIA

Broadbent Fold has a social media policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and Broadbent Fold Primary School and Nursery has a duty to provide children and young people with quality access as part of their learning experience.

It is the duty of Broadbent Fold Primary School and Nursery to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

Broadbent Fold Primary School and Nursery will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

Broadbent Fold Primary School and Nursery has an Acceptable Use Policy (AUP). Where pupils need to learn online from home, the school will support them to do so safely in line with the online lessons risk assessment.

PEER ON PEER ABUSE

Staff recognise that children are capable of abusing their peers. The Governing body identifies procedures to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. We have clear procedures on how victims of peer on peer abuse will be supported.

CHILD CRIMINAL EXPLOITATION(CCE)/COUNTY LINES

Child criminal exploitation is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

Identifying cases

School staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

County line refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns or in the local area. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Staff are aware of the Sexual Offences Act 2003 in relation to rape and sexual assaults/violence. Sexual harassment refers to unwanted conduct of a sexual nature e.g. sexual comments, online harassment and sexual jokes. Victims are reassured that they are being taken seriously and they will be supported and kept safe.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils. Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

SEXTING

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first-time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern. If

these characteristics present a cause for concern, then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution.

See CEOP website for further information.

PRIVATE FOSTERING

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Private Fostering definition:

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down. School staff play an essential role in identifying privately fostered children.

If you know a child is being privately fostered, you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency. The Designated Safeguarding Lead is to be alerted and they will ensure this is followed up Children's Social Care for the arrangement to be assessed, approved and monitored.

CHILDREN MISSING FROM EDUCATION

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

Broadbent Fold Primary and Nursery will put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing again.

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

We may request more than one emergency contact number for each pupil or student in order to be able to contact more than one responsible adult if a child who is missing education is also identified as having a welfare and /or safeguarding concern.

SELF-HARM AND SUICIDAL BEHAVIOUR

Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

SPECIFIC SAFEGUARDING ISSUES

Staff should be aware of specific safeguarding issues such as:

- child missing from education
- children and the Court System
- child missing from home or care
- children with family members in prison
- child sexual exploitation (CSE)
- county lines
- bullying including cyberbullying
- domestic abuse
- drugs
- E-safety
- 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)
- homelessness
- “honour-based” violence
- mental health
- peer on peer abuse
- private fostering
- preventing radicalisation and the Prevent duty
- self-harm and suicidal behaviour
- serious violent crime
- sexting (also known as Youth Produced Imagery)
- sexual violence/harassment
- teenage relationship abuse
- trafficking
- upskirting

CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing as well as relevant family related issues. This information will be shared with the parents/carers.

EARLY HELP

Early help means providing support as soon as a problem emerges, at any point in a child's life. Mrs Butler is our main contact for Early Help support. Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local early help process and understand their role in it.

MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

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

All staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

If necessary, they will speak with the Head teacher, the chair of the governing body or with the Local Authority Designated Officer.

The school follows the government guidance Keeping Children Safe in Education; when dealing with allegations made against staff and volunteers. This document is available in every classroom and signed by the adults working there.

All allegations made against a member of staff or volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made. Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy. When using an agency to access supply staff, the school will inform them of its processes for managing allegations, including any updates to the relevant policies, and liaise with the agency's human resources manager/provider where necessary.

Where staff members feel unable to raise an issue with the Head teacher, other whistle blowing channels are made available. The Whistle Blowing Policy is available on the staff safeguarding noticeboard in the staff room. If staff feel they are not able to raise concerns they can call the NSPCC whistleblowing helpline 0800 028 0285. We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

SERIOUS CASE REVIEWS

The Tameside Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.

Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

Improve inter-agency working to better safeguard and promote the welfare of children and young people.

If required Broadbent Fold Primary School and Nursery will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell someone.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection CPOMs concern and pass it to the DSL.

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL. The DSL will discuss concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless they consider that this would place the child at increased risk of significant harm.

VISITORS/SITE SECURITY

All staff members have a responsibility to ensure our buildings and grounds are secure and to report any concerns that may come to light. All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and supervised at all times. We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school.

BOOKINGS

Broadbent Fold Primary School and Nursery operates a responsible booking protocol and carries out appropriate checks and due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils or staff.

This policy reviewed annually.

**“Understanding whether there are systemic issues, and whether and how policy and practice need to change, is critical to the system being dynamic and self-improving.”
Working Together 2018.**

Legal framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'