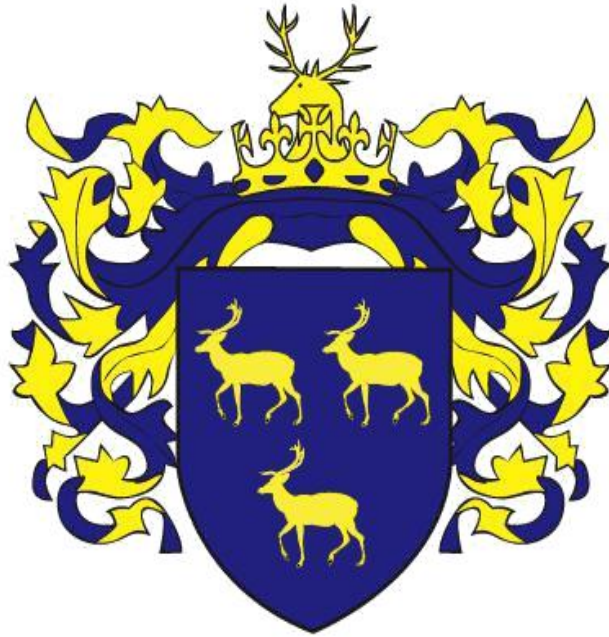


Green Meadow Independent Primary School



Child Protection & Safeguarding Policy (Including EYFS)

Policy approved October 2024

Next review date for this policy August 2025

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Green Meadow Independent Primary School

Child Protection Policy

Introduction

This policy has been authorised by the Management Team of Green Meadow Independent Primary School, and is addressed to all members of staff, is available to all parents to view at the school and is posted on the school's website. **It applies to the Head/Proprietor and all staff, volunteers and others coming into regular contact with pupils.** The policy has been developed in accordance with the principles established by the Children Act 1989 and Education Act 2002 and in line with the following publications:

1. "Working Together to Safeguard Children" 2018,
2. "Keeping Children Safe in Education" (DfE) September 2024
3. "Disqualification under the Childcare Act" 2016
4. "What to do if you're worried a child is being abused" 2015
5. "Information sharing" 2018
6. "Teacher misconduct: the prohibition of teachers" 2022
7. Prevent Duty Guidance: for England and Wales (March 2015) (Prevent).
8. General Duty Protection Regulations (GDPR) May 2018
9. Children and Families Act 2014

Green Meadow School understands that we do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in our care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

Purpose of the policy

- To raise the awareness of all school staff of the importance of safeguarding pupils/children and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure pupils/children and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils.
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages.
- To take account of and inform policy in related areas such as discipline, bullying and e-safety

There are three main elements to the school Child protection and Safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).

3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required)

Development of Policy

This Child Protection and Safeguarding Policy is in accordance with local agency policies and we engage in early action with such agencies when the need arises. The policy, and the efficiency with which the related duties are discharged, will be reviewed annually by the School Management Team. Should any deficiencies be brought to the attention of the School Management team, these deficiencies will be remedied without delay.

Rationale

The school is a key front-line player, working in partnership with other children services and staff should always be mindful of local policies that must be followed, and which are under the direction of the Wigan Local Safeguarding Children's Board. A copy of the LCSB policy and procedures can be accessed at www.wiganlscb.com/

Increasingly, schools are expected to work with, and support, different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role of the school, the procedures that staff should follow and guidance on issues related to child protection generally. It is not exhaustive – all staff should use as a rule of thumb the safety and needs of the child as being at the center of any decision they may need to take.

All members of staff should be aware of the **School Whistle blowing Policy** and understand that they should be confident that they can raise any matters of genuine concern without fear of reprisals in the knowledge that they will be taken seriously and that the matters will be investigated appropriately and regarded as confidential.

Child Protection procedures and guidelines

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

What is significant harm?

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Responsibilities

The responsibility for child safeguarding/child protection falls on everybody who is employed at the school. All adults who work at Green Meadow School are expected to support the school's Child Protection Policy, with overall responsibility falling upon the Head teacher/Deputy Head teacher/Management team.

All staff, including volunteers, as a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse/neglect of a pupil or if a pupil discloses abuse or allegations of abuse.

We will follow the child protection procedures set out by the Wigan Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2024*

Children with Special Educational Needs or Disabilities

The Management Team of the school recognise that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

The Management Team of the school will provide an environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills.

The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

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Follow-up support of vulnerable children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. School will endeavour to support the pupils through:

- Pastoral support
- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued

- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, education welfare service and educational psychology service, and where appropriate initiate and/or a Team Around the Child (TAC) meetings.

In order to create a culture of safety in the school, the head teacher/deputy heads/management team will ensure that safeguarding/child protection is a standing item on all meetings agendas.

Aims

At Green Meadow Independent Primary school, we provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. With that in mind the aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise awareness in all staff, both teaching and non-teaching, of individual responsibilities in identifying and reporting cases and possible cases of abuse to the Designated Members of Staff, the Head/Proprietor, Deputy Head of School or the Management Team, as appropriate.
- To maintain a system of effective communications and a systematic means of monitoring, reporting and recording of concerns.
- To promote a structured procedure within the school for members of the community to follow in cases of suspected abuse.
- To maintain a system of monitoring those thought to be at risk of harm, and to ensure that we, the School, contribute to assessments of need and support packages for those children.
- To promote links with other agencies such as Social Care and the Police with a view to developing a productive and effective partnership.
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.
- To ensure that any member of another organisation, if responsible for the school's pupils/children at any time, has had the appropriate checks.
- To develop further a network of support for staff and pupils/children.
- To provide guidance on recognising and reporting suspected child abuse, including recognising suspected peer on peer abuse.
- To ensure that the school recognises and meets its duties both to 'children in need' and to 'children at risk of harm'.

The school does not use corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint.

There may be occasions where it is necessary for staff to restrain a pupil/child physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil.

If a member of staff takes action physically to restrain a pupil a written report is made, as soon as practical and sent to the Head of School and the Management Team.

The Role of the Designated Members of Staff

School Safeguarding Personnel

- The Designated Safeguarding Lead. (DSL) is
Mrs A Watson – Deputy Head School
Mrs J Grimshaw - Assistant Manager
- The Deputy Designated Safeguarding Leads (DDSL) are:-
 - **Mrs S Green – Proprietor/headteacher**
 - **Mrs D Parr – Deputy Head Infant School**
 - **Miss L Pennington – Deputy Head Junior School**
 - **Miss C Green- Tomlinson - Assistant Manager of the Nursery**
- The Designated Safeguarding Lead. (DSL) for Before and After School Care
 - The DSL is **Mrs D Parr – Deputy Head Infant School**
- The Local Authority Designated Officer (DESIGNATED OFFICER (ALLEGATIONS)) is Heather Martin 01942 486042
- Local Safeguarding Children Board (website <http://www.wiganlscb.com/>)
- Local Safeguarding Children Board main (Wigan) Number 01942 828300
- Children in Need (Wigan) *Out of hours: 0161 834 2436*

Contacts when advice, support and guidance required concerning radicalisation and extremism;

- The local police force, 101 (the non-emergency number) and 999 (emergency)
- Prevent officer for Greater Manchester police team
0161 8566345.
- National prevent team 0800 0113764
- The DfE dedicated telephone helpline & mailbox for non-emergency-020 7340 7264 and counter-extremism@education.gsi.gov.uk.
- NSPCC Genital Mutilation Helpline 0800 028 3550

In the absence of the DSL and Deputy DSL's (DDSL's) or the proprietor Mrs S Green should be approached.

Our DSL and Deputy DSLs have all undertaken the initial designated member of staff training and subsequent refresher courses when required (on a two yearly cycle) delivered through the Safeguarding Unit, including child protection and inter-agency working.

The DSL and Deputy DSLs have the responsibility to:

- a. Ensure that effective communications and liaison with Social Care and other agencies take place as appropriate in the event of staff having child protection concerns about a pupil, and to make a referral where appropriate.
- b. Ensure that the Head of School, and all senior staff, members of the school Management team and others have regular three-yearly training on child abuse and its main indicators and that they are aware of their own child protection responsibilities and those of the

school.

Any volunteers, or temporary staff, will be made aware of child protection arrangements and will also undergo appropriate training.

- c. Ensure that all new members of staff and others are trained as soon as possible after joining the school. This training will include being given and reviewing copies of the Child Protection Policy and Keeping Children Safe in Education and an introduction to the Designated Members of Staff for Child Protection so that they are easily identified.
- d. Ensure that the Child Protection co-ordinators responsible for child protection are properly trained and re-trained on a two-yearly cycle.
- e. Review annually the child protection policy and the efficiency with which related duties have been discharged.
- f. Ensure that where the school ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS) within one month of the person leaving the school. The School Management Team have noted that failure to make a report constitutes an offence which may result in the school being removed from the register of independent schools.
- g. Provide, the Head teacher, regular updates on child protection issues, training and changes in child protection policy and procedure.
- h. Provide the Head teacher with an annual update and review of the effectiveness of procedures and their implementation. The Management Team will also ensure that the school contributes to interagency working, in line with Working Together to Safeguard Children, through effective communication and good cooperation with local agencies.

The DSL and Deputy DSLs will:

- a. Arrange to provide Safeguarding training on a two year basis to all members of staff, as well as training any volunteers or temporary members of staff, update sooner if required.
- b. Support, advise and liaise with staff in their child protection work.
- c. Ensure that any pupil who is subject to a child protection plan who is absent without explanation for two days is referred to their key Social Care Team.
- d. Liaise with, when appropriate (e.g. if the allegation is against the Head teacher or the Designated Member of Staff), the Management Team. (See procedures below).

Job Description for DSL and DDSL

The role of the Designated School Safeguarding Lead is to:

- ❖ Maintain an overview of safeguarding within the school
- ❖ Ensure all staff implement the safeguarding policy effectively
- ❖ Receive appropriate higher level training in line with LCSB procedures, including the LCSB Prevent Duty procedures
- ❖ Open channels and communicate effectively with local statutory agencies
- ❖ Communicate well both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings
- ❖ Present a calm and efficient disposition in a crisis
- ❖ Follow procedures accurately and make informed decisions
- ❖ Adapt swiftly to changing regulations
- ❖ Lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures
- ❖ Train a staff team in safeguarding procedures, including those relating to the Prevent Duty
- ❖ Be an effective member of a multi-agency, local authority team
- ❖ Listen objectively, actively and non-judgmentally
- ❖ Write clear, full and informative reports for external agencies, senior managers, and external agencies.
- ❖ Understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- ❖ Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.

The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or:

- ❖ The local authority children's social care unit
- ❖ The local authority designated officer (DESIGNATED OFFICER (ALLEGATIONS)) for child protection concerns (particularly all cases which concern a staff member)
- ❖ The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- ❖ In consultation with the Head teacher, and informing the safeguarding Deputy Head, consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral.
- ❖ The police (cases where a crime may have been committed).

- ❖ Instances of suspicion of Female Genital Mutilation will be referred to the police and Local Authority Prevent officer immediately.
- ❖ Instances of political indoctrination and suspected radicalisation will be reported to the LA Prevent officer, senior managers and the police.

The Designated Safeguarding lead will;

Ensure that the school operates within legislative frameworks and recommended guidance. Liaise with the Head teacher regarding;

- ❖ ongoing enquiries under section 47 of the Children Act 1989 and police investigations referring to cases of suspected abuse regarding children in need to the local authority children's social care unit
- ❖ Referring child protection concerns (all cases involving a staff member) to the local authority designated officer (DESIGNATED OFFICER (ALLEGATIONS))
- ❖ referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- ❖ referring cases where a crime may have been committed to the police
- ❖ inform the Head teacher of contact with the LA Prevent officer and police re suspicion of female genital mutilation, political indoctrination or radicalisation.
- ❖ Liaise with parents, informing the Head teacher (and if appropriate the DESIGNATED OFFICER (ALLEGATIONS), children's social care unit or police) of all meetings and discussions
- ❖ Ensure records of all meetings are clear, comprehensive and dated
- ❖ Act as a source of advice and expertise to staff on matters of safety & safeguarding
- ❖ When deciding whether to make a referral always liaise with relevant agencies for advice
- ❖ Cooperate with the safeguarding Management Team in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly.
- ❖ Be continually aware of any changes in statutory requirements & alter school documentation, accordingly, informing the management & staff of and changes.
- ❖ Ensure all school records re safeguarding are comprehensive, updated and accessible
- ❖ Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating
- ❖ Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve.
- ❖ Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the management team safeguarding representative
- ❖ Act as a support to pupils and staff, follow up and document progress re all concerns regularly.

- ❖ Ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file
- ❖ Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers
- ❖ Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'.
- ❖ Submit reports to, and ensure the schools attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- ❖ Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated
- ❖ Maintain a continuous overview of safeguarding within the school, recording findings clearly
- ❖ Ensure safeguarding maintains a high profile at staff meetings
- ❖ Organise regular meetings of all involved in safeguarding within the school, including the Early Years
- ❖ Ensure school policies such as the spiritual, moral, social and cultural development (SMSC) and IT policies incorporate the requirements of the Prevent Duty, enabling pupils to understand that terrorism is unacceptable and preventing any form of radicalisation in school.
- ❖ Ensure staff know how to identify changes in behaviour or other aspects of pupils' demeanours that may indicate radicalisation
- ❖ Ensure staff know how to report any suspicion of radicalisation
- ❖ Ensure staff receive regular training on how to identify radicalisation amongst

The work of the designated safeguarding lead will be reviewed annually by the safeguarding Management Team

The role of the Deputy Designated Safeguarding leads (DDSL);

- ❖ The DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Person, including all matters appertaining to the Early Years.
- ❖ The DDSL will be available to support the designated safeguarding person in whatever capacity is required
- ❖ The DDSL will have the knowledge and skill to perform the duties of the DSL when requested
- ❖ The DDSL will assume the role of DSL whenever requested and when the DSL is not on the premises
- ❖ The DDSL will attend training in line with local authority requirements at least every two years, preferably the same training as the DSL.
- ❖ The DDSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse

- ❖ The DDSL will assist the DSL in producing reports for senior managers
- ❖ The DDSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- ❖ The DDSL will support the DSL in attending child protection and case conferences
- ❖ In the absence of the DSL the DDSL will be responsible for dealing with all matters appertaining to safeguarding and will follow the school procedures accurately
- ❖ The DDSL will share information on all matters brought to his/her notice with the Head teacher and, should matters involve child protection, with the Local Authority Designated Officer (DESIGNATED OFFICER (ALLEGATIONS)) immediately, for advice.
- ❖ If relevant, the DDSL will share any concerns that are reported and involve the Head of School with the management team as well as the DESIGNATED OFFICER (ALLEGATIONS).
- ❖ The DDSL will support staff at all levels in their implementation of the school's child protection procedures.
- ❖ The DDSL should be observant and a good communicator.

The Management Team

The management team of the school as a whole has overall responsibility for ensuring that safeguarding policies and procedures meet legal and regulatory requirements and that pupils are suitably safeguarded at all times. The management team monitor the discharge of all statutory responsibilities regularly and robustly.

The management team ensures that:

1. An effective Child protection policy and procedures are in place and such arrangements are implemented fully in practice.
2. The school follows safe recruitment procedures (see safe recruitment policy) and the single central register of staff is in order, ensuring provision meets statutory requirements and advice.
3. School safeguarding and child protection policies are up to date and risks assessed at regular intervals. Areas requiring action are dealt with immediately and any deficiencies or weaknesses are remedied without delay.
4. The DSL is of suitable 'status and authority' to take responsibility and carry out the role.
5. Staff /volunteers attend relevant child protection training that is in line with local authority procedures, including training in line with Prevent Duty procedures
6. Staff know and understand how children can be radicalised, are aware of how to recognise changes in pupils'/children's behaviour that could indicate such and know what to do if this happens.
7. Staff understands Female Genital Mutilation and know what to do if they suspect this may have taken/or will take place.
8. Allegations are managed swiftly, correctly and safely.
9. Any information required by the local authority regarding safeguarding is passed to them swiftly.
10. A member of the management team is nominated to be responsible in the event of an allegation of abuse being made against the Head teacher.
11. Safeguarding matters are placed on management team agendas to ensure they are constantly informed of changes and concerns by the Head of School and

the DSL.

12. The safeguarding management team meets regularly with the DSL and conducts an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This review involves the scrutiny of the training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution the school has made to multi-agency working.
13. Staff follow requirements of the Code of Conduct and staff behaviour policy

Safer Recruitment Training

The school will operate safe recruitment procedures as outlined in the guidance *Safeguarding Children and Keeping Children Safe in Education*. We will check all staff, volunteers and others coming into regular contact with pupils, either in the school, After School/ Holiday Club to ensure their suitability. This includes checks on identity, qualifications, Disclosure and Barring Service (DBS) history, the right to work in the UK, references, employment history, medical fitness and overseas checks for those appointed. The school will also ensure that at least one member of each interview panel has completed our own Safer Recruitment course and understands all policies and procedures. No staff member will be allowed unsupervised access to pupils until a full enhanced DBS has been seen.

Suitability

All Staff are subject to the rigours of the school safer recruitment procedures and complete the relevant Staff Suitability Forms on an annual basis.

For further information please see the guidance Disqualification under the Childcare Act 2006.

What legislation does this guidance refer to?

- Childcare Act 2006/ 2016
- The Childcare (Disqualification) Regulations 2009

Who is this guidance for?

This guidance is for:

- Local authorities
- Governing bodies of maintained schools, including maintained nursery schools, and proprietors of non- maintained and independent schools (including a
- Academies, free schools and alternative provision academies) and management committees of pupil referral units (PRUs).

Main points

The guidance sets out:

- The responsibilities of local authorities (in the exercise of their education functions) and schools;
- What they need to do to comply with the legislation;

Who is covered – including the implications for staff who live in the same household where a disqualified person lives or is employed;

The circumstances where staff should be directed to apply to Ofsted to waive disqualification.

It also explains the responsibilities of:

- Training suppliers, such as initial teacher training providers who place trainees or students at a school who are working and are being trained in a relevant childcare setting; and
- Agencies and third party organisations employing staff to work in relevant childcare settings in a school.

The arrangements set out in the guidance are additional to the arrangements in place to safeguard and promote the welfare of all children set out in Keeping Children safe in Education (KCSIE), the Early Years Foundation Stage (EYFS) and in Working Together to Safeguard Children.

For further detail please see the School Recruitment Policy.

Forms and Signs of Abuse

Child abuse is a term used to describe ways in which children are harmed, often by someone in a position of power. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. It is not the school's responsibility (nor must they) to investigate whether abuse is occurring, but we are required to act on any concerns and report them to the appropriate parties.

The health, safety and protection of the child must be paramount. It is important that school staff recognise that abuse may take part in a number of ways and that abusers can be of any age and either male or female. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family.

Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

Child abuse can take many forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect, child sexual abuse and bullying. Domestic abuse can also be a form of child abuse, probably falling under emotional abuse. **The definition of Abuse also covers abuse by a child as well as an adult.**

Such abuse can translate itself into many forms – for example, the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.

Emotional abuse

Emotional abuse is the persistent ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It can include:

- Conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- Not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Placing inappropriate age-related expectations on children, including interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning. It may also include preventing the child participating in normal social interaction.
- Making a child feel frightened or in danger on a frequent basis or the exploitation or corruption of a child.
- A child seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying).

Signs of possible emotional abuse might include very low self-esteem, continual self-depreciation, fear of new situations, fear of new situations, inappropriate emotional responses to a painful situation, self-harm, compulsive stealing, drug abuse, neurotic behaviour, eating problems, abnormal attachment between child and parent, aggressive behaviour towards others, attention-seeking behaviour and being withdrawn and socially isolated – often known as 'frozen

watchfulness'. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical 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 can also include non-contact activities such as involving children in looking at, or 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).

Signs of possible sexual abuse might include explicit or frequent sexual preoccupation in talk and play, sexualised behaviour or sexually provocative behaviour with adults, self harm and an anxious unwillingness to remove clothes for sports etc.

Other possible signs might include scratches, abrasions or persistent infection in the anal passage, pregnancy, frequent (public) masturbation, attempts to teach others about sexual activity, withdrawal from friends and aggressiveness, anger, anxiety or tearfulness.

Physical abuse

Physical abuse can include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or causing any form of physical abuse 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.

Signs of possible physical abuse might include unexplained bruising or injury, including cigarette burns, bites, scalds and burns (especially to parts of the body where accidents are unlikely, such as thighs, back and abdomen).

Signs of physical abuse can also be seen in behaviour and might include being sad, withdrawn or depressed, displaying untreated injuries or lingering illness, admission of punishment which seems excessive, shrinking from physical contact, having trouble sleeping, being aggressive or disruptive, showing fear of certain adults and fear of returning home or parents being contacted, fear of undressing or of medical help, over compliant behaviour, running away, deterioration in work, unexplained patterns of absence, having a lack of confidence or low self esteem and use of drugs or alcohol.

Neglect

Neglect is a form of abuse. It is the persistent failure to meet a child's basic physical and/or psychological needs and can affect the child's health and development. It might include failure to provide adequate food, shelter (including exclusion from home or abandonment) and clothing, failure to protect a child from physical or emotional harm or danger, failing to ensure adequate supervision or failure to ensure appropriate access to medical care and treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect might include being unkempt, having an uncared for appearance

or having poor personal hygiene, being undernourished, underweight or constantly hungry, being poorly clothed for example with inadequate protection from the weather, having unexplained

absence from or being frequently late to school, having untreated medical problems, being constantly tired and being regularly left alone, or in charge of younger brothers or sisters. Of course all of the above may be apparent for a reason not connected in any way to abuse but they are all symptoms of possible abuse.

Peer on Peer abuse

Bullying is a form of child abuse. It can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical
- Verbal
- Emotional

All incidents of bullying must be reported to the Head of School or Deputy Heads/Management Team and will be recorded in the bullying incident log held by the Management team. A more detailed guide can be found in the school's anti-bullying policy.

Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

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

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

The Sexually Harmful Behaviour Team in the Youth Offending Service can offer information and guidance to help practitioners distinguish between age appropriate and abusive sexual behaviour.

Allegations of abuse made against other children

At Green Meadow we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed, and will decide on the appropriate action(s) the school will follow.

A record will be made in line with reporting concerns within this policy

Procedures for dealing with abuse by one or more pupils against another pupil

In the event that one pupil makes a disclosure about another pupil the general principles of listening and reporting to the DSL remain the same.

At all stages school and LCSB guidance must be followed

Many factors could lead to one pupil abusing another. On occasion they themselves are being abused. Each disclosure will be treated purely on the facts. Although no one prescribed solution can be regarded as a best fit, the procedures below must always be followed. The reporting arrangements for all forms of abuse include making contact with a welfare agency within 24 hours of a disclosure of abuse. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' If this is so, then the school's anti-bullying policy and procedures should be followed.

Actions to be taken:

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Use the school record of concern sheet to record disclosures.
- Make no contact with the parents.
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said and allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to others who will be able to help.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct, or leading, questions
- Allow the child to continue at her/his own pace.
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer
- When recording what was said, use the child's own words – noting the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Also record any noticeable non-verbal behaviour.
- Record statements and observations rather than interpretations or assumptions
- Draw a diagram to indicate the position of any bruising or other injury
- Do not criticise the alleged perpetrator
- Explain to the child what has to be done next and who has to be told
- All records should be passed to the DSL immediately No copies should be retained by the

member of staff or volunteer. This includes the original notes as these constitute prima facie evidence and may be needed by a court. Records should be kept by the DSL in a secure, designated file separate from the child's academic records.

- The advice of the DESIGNATED OFFICER (ALLEGATIONS) will be sought and considered when the DSL communicates with the individual involved and the parents involved.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional team of DSL and child protection agencies, following a referral from the DSL.

Abuse intended to radicalise pupils

The school will, in response to section 26 of the Counter-Terrorism and Security Act 2015, have due regard to the need to prevent pupils/children and staff from being drawn into terrorism. This is known, in brief, as the Prevent Duty.

The school takes the following actions; all senior staff are required to do the online training course; and there will be assemblies explaining in simple terms to the children what Prevent Duty is all about and Life Skills lessons on the topic.

At the beginning of the academic year (September) the DSL, DDSL, responsible for safeguarding and senior managers, in partnership with DESIGNATED OFFICER (ALLEGATIONS) (If required), assess the influences and risks to which pupils may be exposed within the school, the locality, the social media, the internet and their homes.

If any risks or influences are discovered the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately.

Staff receive training in how to identify signs of radicalism in pupils through observing changes in behaviour etc. Staff are advised on actions to take should they identify such radicalisation (reporting to DSL immediately)

The DSL and senior managers ensure the school Spiritual, Moral, Social and Cultural Development (SMSC) policy and programme incorporates specific sections that assist the pupils to understand the dangers of extremist arguments.

The DSL and senior managers ensure the school IT and 'e' safety policies have safety procedures in place to block any possible route for pupils to be targeted online or through the internet where they may be susceptible to terrorist or extremist material.

The Management team and head of IT is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access pupils.

If the DSL suspects a pupil is being radicalised they may discuss the matter with parents. If the DSL considers the child to be at risk of significant harm they may contact the DESIGNATED OFFICER (ALLEGATIONS)/Prevent Officer immediately without informing the parents, and then act accordingly.

The Head teacher/ Deputy of the School and the management team ensure parents are continually warned of the dangers of their children being targeted through the internet on home computers.

Preventing radicalisation

Keeping Children Safe in Education places a duty on schools to prevent pupils from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamist extremism and far-right extremism.

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging.
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character, changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

Private Fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wigan Children's Social Care; we will follow this up by contacting Children's Social Care directly.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situation, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs or groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

County Lines

County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

If you have any concerns about a child please discuss with a safeguarding officer or telephone SPOA (Single Point of Access) on 01942 828300

Female Genital Mutilation and Other specific safeguarding issues

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) and Forced Marriage fall into this category.

Professionals in all agencies, and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or having already suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

There is a range of potential indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place on a special occasion to 'become a woman'.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Whenever a teacher or member of staff suspects this to have been carried out it is mandatory for them to report such to the police and DSL immediately who will involve children's social care.

If any pupil goes missing or is believed to have 'run away', the protocol in the School's *Missing Pupil Policy* should be followed.

Self-Harm

Whilst self-harm is not classed as child abuse it can be a sign that a child is being abused. If it comes to the attention of member of staff that a child is self-harming they should alert the DSL for child protection. Actions by the DSL might include:

- Contacting parents
- Contacting Child Adolescent Mental Health Service (CAMHS)
- Contacting Social Care if the child meets the referral criteria

Procedures if a Member of Staff, or Any Other Adult is Concerned about a Pupil

The local Safeguarding Children board (LSCB), which sets out the local procedures for this area, is Wigan Safeguarding Children Board.

If staff prefer they can access the full procedures at the LCSB web-site, the address of which is <http://www.wiganlscb.com/>

All members of staff and volunteers must know:

- a. The signs and symptoms of abuse.
- b. How to respond to a pupil who discloses abuse.
- c. What to do if they are concerned about a child.

A member of staff aware of (either by disclosure or otherwise) or suspecting abuse:

- a. Must listen carefully to the child, be supportive and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- b. Must respond in a calm and non judgemental way, asking questions which are open-ended e.g. is there anything else you want to tell me? Yes? And?
- c. Must not ask leading questions, that is, a question which suggests its own answer. Use words: 'Tell', 'Explain', 'Describe', never 'Why'. If at all possible the questions asked should be recorded. The member of staff should not lay blame or criticise either the child or the perpetrator.
- d. should observe any bruises but should not ask a child to remove or adjust their clothing to observe them
- e. Must reassure the child, but never give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Members of Staff for Child Protection who will ensure that the correct action is taken.
- f. Must keep a sufficient written record of the conversation. This should be done immediately. The recording must be a clear, precise, factual account of the observations.
- g. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. Include any observations on noticeable non-verbal behaviour and actual words used by the child. The record to be signed by the person making it and use names, not initials.
- h. Must hand the note record immediately to a Designated Member of Staff, the Head of School or the Deputy Head, or the Management Team as appropriate.
- i. must complete a body map (available from the DSL) for any injuries or bruises observed, which should be handed in with the notes of the concern/disclosure

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be securely preserved.

- The DSL will contact the DESIGNATED OFFICER (ALLEGATIONS) without delay. The DSL will then, under the guidance of the DESIGNATED OFFICER (ALLEGATIONS) or the Local Safeguarding Children Board, decide what action will be taken, including whether a formal referral should be made. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse.
- If it is decided to make a formal referral this will be done under advice from the LSCB and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm.
- Children who have, or are likely to, suffering significant harm is reported to Children's Social Care team immediately.
- Children who are in need of additional support from one or more agencies will be reported to the DESIGNATED OFFICER (ALLEGATIONS) for inter-agency assessment using local processes, including use of the Early Help assessment and Team around the Child approaches (TAC). Whilst the decision to seek support for a pupil will normally involve consultation with parents, parental consent is not required if the school believes a pupil to be at risk of significant harm
- Staff should be aware that anyone can, in certain circumstances or in emergencies, make a referral if necessary.
- The school acts to ensure children receive the right help at the right time to prevent issues escalating.
- Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept.

Any member of staff can make a referral to external agencies including the local safeguarding board and the police. It is recommended, however, that staff must take advice from the Designated Members of Staff who have experience and expertise in this area. Contact numbers for the Wigan Local Children Safeguarding Board and the DESIGNATED OFFICER (ALLEGATIONS) are at the end of this policy.

Procedures for allegations against a member of staff

Whenever it is alleged that a member of staff/volunteer who has contact with a child in the personal, professional or community life may have;

- Behaved in a way that has harmed a child or may harm a child
- Possibly committed a criminal offence against a child
- Behaved towards a child that indicates that he/she is unsuitable to work with children.

Then;

- ❖ The person to whom the allegation is first reported must inform the Head teacher/Deputy Head and DSL immediately
- ❖ If the Head teacher and DSL are absent, the allegation should be passed to Mrs D Parr – Deputy Head Infant School
- ❖ The Management Team staff who may also be called upon are Mrs J Grimshaw and Miss C Green- Tomlinson. They may be contacted via the School/Nursery Office.
- ❖ The Head teacher/ DSL/ Management Team will contact the DESIGNATED OFFICER (ALLEGATIONS) immediately and at the latest within one working day of allegations being reported.
- ❖ In the most serious of circumstances the DSL/Management Team will contact the police
- ❖ Discussions with the DESIGNATED OFFICER (ALLEGATIONS) will be recorded in writing.
- ❖ The DSL and Head teacher will not investigate the allegation itself, or take written or detailed statements, before consulting the DESIGNATED OFFICER (ALLEGATIONS), to assess the situation and agree the next steps
- ❖ The DSL and Head teacher will, as soon as possible, and following briefing from the DESIGNATED OFFICER (ALLEGATIONS), inform the subject of the allegation, providing as much information as possible at the time.
- ❖ The recipient of the allegation must take the matter seriously and keep an open mind.
- ❖ They must not investigate nor ask leading questions if seeking clarification
- ❖ They must not make assumptions.
- ❖ Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
- ❖ The recipient should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present.
- ❖ The written record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the DSL and the Head teacher.
- ❖ If the Head teacher is absent, the written report should be passed to DSL and the Management Team.
- ❖ The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

If the allegation made to a member of staff concerns either the Junior/Infants School Heads, the person receiving the allegation will immediately inform the Designated person for Child Protection, without notifying the Head of School first, who will consult the DESIGNATED OFFICER (ALLEGATIONS) as above also without notifying the Head of School first.

As above, any decision to suspend the Head of School would be taken by the Management Team, having sought the advice of the DESIGNATED OFFICER (ALLEGATIONS).

The Head teacher and Deputy will always discuss with the DESIGNATED OFFICER (ALLEGATIONS) and agree the best course of action, including police involvement and potential suspension of the member of staff. The school will always consider carefully, in consultation with the DESIGNATED OFFICER (ALLEGATIONS), whether the circumstances of a case warrant the suspension of a member of staff or whether alternative arrangements can be put in place until the allegation is resolved.

The school will take all care to ensure confidentiality during the process and will avoid publicity. Confidentiality will be maintained until the person involved is charged or the DfE/ National College for Teaching and Leadership (NCTL) publish details about the investigations as part of disciplinary procedures.

In all allegations the school will decide upon whether the allegation is;

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the DSL, Head teacher, Deputy Head and the DESIGNATED OFFICER (ALLEGATIONS) will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The Head of School will as soon as possible, following briefing from the DESIGNATED OFFICER (ALLEGATIONS), inform the subject of the allegation. The Management Team will be kept informed at each stage.

In the case of the allegation being against the Head of School, the Management Team, together with the DESIGNATED OFFICER (ALLEGATIONS), will inform the Head of School of the allegation and of the actions to be taken, the time scales involved and the persons involved.

If it is decided that the allegation is substantiated and meets the threshold for further action the Head of School must follow the guidance given by the DESIGNATED OFFICER (ALLEGATIONS). In response to an allegation staff suspension will not be the default option.

Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Head of School may, after discussion with the Management Team, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual. The School will follow, as appropriate, the Disciplinary & Dismissal Policy and Procedures.

Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in employer references. Pupils found to have made malicious or false allegations may have breached the Schools behaviour policy. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed.

If an allegation is found to be malicious or false, every effort will be made to restore the good name of the member of staff. Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration may be required. If an allegation is determined to be unsubstantiated, false or malicious the safeguarding lead may, in liaison with the DESIGNATED OFFICER (ALLEGATIONS), refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In extreme cases the Head of School, in consultation with the Management Team, may be required to take action in line with the School's Pupil Exclusion Policy.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the child who has made the false allegation.

If there has been a substantiated allegation against a member of staff, the School will work with

the DESIGNATED OFFICER (ALLEGATIONS) to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

If the allegation is substantiated and the member of staff is dismissed or the school no longer uses his/her services, then the Disclosure and Barring Service (DBS) and the National College for Teaching and Leadership [NCTL] must be informed.

The school has a requirement to report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children; the address for referrals is Disclosure and Barring Service, PO Box 181, Darlington DL1 9FA (tel: 01325 953 795).

Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in 'Teacher misconduct: the prohibition of teachers (July 2014)'. If a referral has already been made to the DBS the School may still make a referral to the NCTL although information is shared between the two.

However, where a dismissal does not reach the threshold for a DBS referral, separate consideration will be given to a NCTL referral.

During the reporting and investigation of allegations the school will make every effort to maintain confidentiality and to guard against unwanted publicity. This will continue until the point where an accused person is charged with an offence or the DfE/NCTL publishes information about an investigation or decision in a disciplinary case.

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Clear guidance is given in the DfE document on dealing with allegations.

<http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse-against-teachers-and-other-staff>

The school is under a duty to make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a pupil teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the register of independent schools.

The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise agreements cannot apply in this connection. Proprietors of independent schools have a legal duty to respond to requests from the DBS for

information they hold already, but they do not have to find it from other sources.

The school adheres to the Early Years requirement that Ofsted is informed of any serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegation relates to harm or abuse committed on the premises or elsewhere), or any abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Ofsted will be informed of the above as soon as is reasonably practicable, but at the latest within 14 days.

Support for Staff

The school has a duty of care to its employees. The school hopes to create a caring environment where staff feel able to raise concerns and feel supported in doing so. If staff should experience a situation that is an emergency or extremely urgent they may make a direct referral to external agencies.

Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. The school will act to minimise the stress inherent in allegations and disciplinary investigations and processes.

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual may be advised to contact their trade union representative, if they have one, or a colleague for support. They may also be given access to welfare counselling or medical advice if considered appropriate.

Action by the DSL and DDSL's

Within 24 hours of receipt of information about abuse or suspected abuse, the Designated Member of Staff must report the matter to the Wigan single point of access (SPOA) or DESIGNATED OFFICER (ALLEGATIONS), who will investigate the issue and advise on the action the school must take.

A written record of any referral will be sent to the Assessment Team by the end of the working day the referral is made. If there are concerns about a child, but there is no need to make an immediate referral (this will be on the advice of the Assessment Team or DESIGNATED OFFICER (ALLEGATIONS)), written records will still be kept (and placed in the Child Protection File). If, at any time, there is risk of immediate serious harm to a child, a referral will be made to the Assessment Team or DESIGNATED OFFICER (ALLEGATIONS) immediately.

Written records of all Child Protection concerns will be kept confidentially and securely (with access only to Designated Members of Staff or other staff who require access e.g. the Head teacher/Deputy Head) on the Register for Children in Need File, separate from pupil records. There will be a note on pupil files that there is further record keeping if a pupil has information within the Register for Children in Need File

The Designated Member of Staff will advise the Social Care Assessment Team of any allegation or suspicion of abuse against a pupil.

If an allegation of abuse is made against a pupil at the school, where the victim is also a pupil at the school and where there is reasonable cause to suspect that the victim is suffering, or is likely to suffer, significant harm, that pupil may be suspended from School during the investigation and the School policy on behaviour, discipline and sanctions will apply. Any such abuse will be referred to local agencies. It would be expected that, in the event of a disclosure of pupil on pupil abuse, that all children involved, whether perpetrator or victim, would be treated as being 'at risk'.

Advice for Staff Dealing with Pupils

Staff should aim to act as a reasonable parent would. Staff should be consistent, open and honest. Staff should be approachable and friendly but there are boundaries that staff should not cross; a list of some (not exhaustive) such boundaries that is listed below:-

- Staff should avoid discussions of morally and emotionally charged issues with vulnerable pupils
- Staff should understand when to let go – when the pupil isn't responding to their efforts
- Staff will not swear at a pupil
- Staff will not engage in intimate relationships either romantic and/or sexual
- Staff should be careful when using intimate gestures e.g. hugs or hands upon shoulders
- Staff should not use their authority to potentially harm a pupil/child
 - Allowing a pupil to violate a school rule
 - Rewards or punishes a pupil based upon their relationship, popularity etc
- Staff should not accept favours or gifts that might compromise their position e.g. holiday home use.
- Staff should not give pupils a lift in their car.
- Staff should not communicate with pupils on social media or share personal information.
- Staff should avoid offering advice on personal matters
- Staff should not jeopardise their own health by getting too involved in a pupil's problems.

When speaking to pupils on a one to one basis staff should not use a room with the door closed (and windows in doors should always be kept clear). Depending on the circumstances it may be good practice to have another member of staff present or nearby. There should always be another member of staff within calling distance. Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

In general physical contact with pupils should be avoided, although this may be required – for example in the coaching of sport. When a pupil is making a disclosure physical contact must be avoided.

Staff should avoid inappropriate contact with pupils including social networking sites on the internet.

Dealing with a Disclosure

Dealing with a disclosure can be difficult. It is important that the following steps are followed:

- Listen to the child
- Try not to show any shock you may feel
- Take what they say seriously
- Stay calm and reassure them that they have done the right thing in telling you
- Don't make promises about what might, or might not, happen next
- Do not promise confidentiality
- You might consider using phrases such as 'you've done the right thing', or 'you're not to blame', or 'I understand'
- Allow the child to talk but do not interrogate or ask leading questions – use questions such as 'do you have anything else to tell me?'
- Do not make judgements about the people the child refers to – they may be people they love
- Explain what will happen next and who you will need to talk to
- Keep all written notes and diagrams of observed bruising or marks
- Be objective in your recording.

Supporting for staff

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead.

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Member of Staff and to seek further support as appropriate. Counselling support is also available.

If a Child goes Missing from education

Children missing education procedures will be followed where a child or young person has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown and/or has not taken up an allocated school place as expected. Any such concern will be reported to the Local Authority through the Education Welfare Service.

The school will also refer to the MASH (Multi Agency Safeguarding Hub) any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

Training Staff

All teaching staff will be required to read at least Part One of "Keeping Children Safe in Education". New staff will be provided with at least Part One of KCSIE and existing staff will be updated appropriately.

As set out earlier, the DSL will receive updated Child Protection training every two years whilst all other senior staff will receive updated Child Protection training at least every three years.

All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- The School Child Protection Policy
- The staff code of conduct
- The School Whistleblowing Policy
- The identity of the School DSL
- A copy of Part One of KCSIE
- Training to recognise possible signs of FGM

Training for the designated safeguarding lead (DSL)

The DSL will receive appropriate training, in line with that of the Local Safeguarding Children's Board, which for this school are Wigan Safeguarding children Board. The training will be repeated at least every two years. The training will ensure the DSL will:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child case conference and a child protection review conference
- Receive higher level training in the LSCB's 'Prevent' strategy to be able to assess the risk of children being radicalised and drawn into support for the extremist ideas that are part of terrorist ideology and to identify pupils at risk of radicalisation.
- If local LCSB training is unavailable for a time, the DSL will undertake training in the Channel programme, which focuses upon providing support and protection for those

identified as being vulnerable to terrorist propaganda.

- Be conversant with local inter-agency working protocols and training in the LSCB's approach to *Prevent* duties.
- Sharing an understanding with local partners of the potential risks of radicalism and terrorism in the local area
- Be aware of, and support, any pupils at risk of radicalisation
- Ensure all staff are informed of any updates the DfE makes to KCSIE.
- Be skilled in contributing to inter-agency procedures
- Be able to attend and contribute to the above effectively when required to
- Know how to contact a range of local agencies and how to work with them in resolving issues
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand how to maintain detailed, accurate, secure written records of concerns and referrals
- Know how to access a range of resources
- Attend any relevant or refresher training courses
- Encourage staff to increase their skill in listening to children and taking account of their wishes and feelings
- Ensure that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years.
- Ensure that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils/children.
- Ensure that all staff and volunteers are aware of Wigan's Safeguarding Children Board Child Protection Procedures
- Ensure that, should the school have a pupil/child placed in it who is looked after by a local authority, staff have the skills, knowledge & understanding to keep such a child safe.
- Ensure that induction training for all staff, including temporary staff and volunteers includes;
 - The school child protection policy;
 - The staff code of conduct/behaviour policy.
 - The identity of the designated person
 - A copy of Part 1 of KCSIE.
 - Support the work and training of the Deputy Designated Safeguarding Person.
- Ensure, in consultation with senior managers, that no areas of the curriculum contain any forms of political indoctrination

Training for all staff:

- All senior staff attend refresher training at least every three years
- All staff training will be in line with advice from Wigan Safeguarding Children Board
- All staff, irrespective of their date of appointment, will be provided with, read and be familiar with at least Part 1 of KCSIE.
- All staff will receive training on whistle blowing policies
- All staff will receive regular training with the timing, content and level of such being in line with advice from Wigan safeguarding children Board
- All staff will be updated of changes in safeguarding requirements, as and when they arise, by the DSL.
- All staff will be given details of where full local procedures are available (in DSL office and on WSCB web-site)
- All staff will receive 'Prevent' awareness training, in line with WSCB advice, to give them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know to whom they refer children and young people for further help
- All staff will be informed of any updates in KCSIE (Keeping Children Safe In Education) as soon as they occur.
- All staff will understand how to identify risks to pupils regarding female genital mutilation and terrorism and know what actions to take immediately they suspect any instance of such.

All new members of staff, including part-timers, temporary, volunteers, visiting and contract staff working in school, receive induction training that includes basic information on;

- Their responsibilities regarding safeguarding children.
- The school child protection policy, including the whistle blowing, and behaviour policy
- The staff code of conduct
- School policies and procedures,
- The name of the DSL
- Part 1 of KCSIE

In addition training for all new staff, including part-time and supply staff, incorporates;

- How to recognise the signs of abuse and bullying
- Identifying signs of radicalism and how to report them.
- The procedures for recording and referring any concerns to the DSL.
- Discussion of the child protection policy
- Discussion of the staff Code of Conduct and behaviour policy (see separate document)
- Information on safeguarding personnel
- Discussion of Part 1 of KCSIE and school safeguarding policy and procedures with SDL and safeguarding governor.

(Safeguarding & Promoting the Welfare of Children: Quick reference for New School Staff or Volunteer).

New members of staff, and volunteers are given a summary of the school policy on children/safeguarding children and related policies (physical contact policy EYFS, PSHEC, sex education and relationships and pastoral care policies, behaviour, anti-bullying and equal opportunities policies and procedures, recruitment selection and disclosure policy & procedures, health & safety policies and E-safety policy).

The main policy is available for all staff to read through within their induction in the school reception areas. Thorough discussion of the procedures set out in these documents forms a vital part of our induction procedures.

All staff, including new appointees, sign to indicate they have received and read the document 'Keeping Children Safe in Education' [KCSIE], Part 1.

[Recent School training](#)

- New staff – have been issued with the safeguarding & related policies, part 1 of Keeping Children Safe in Education (KCSIE) and new staff have undertaken appropriate safeguarding training as part of their induction.
- The DSL undertook training in Safeguarding at Green Meadow School on September 2023 and a recent February 2023 designated safeguarding training officer online course. The DDSL also attended a LA workshop to raise awareness of prevent (WRAP) February 2018 as well as online course covering safeguarding.
- All of the management team achieved a CASHE level 2 certificate in understanding safeguarding and prevent (July 2019)
- Mrs S Green also undertook the designated safeguarding officer training online course in February 2023
- The DSL undertook Prevent Duty training in Safeguarding online through Wigan E-Learning courses.

[Reviewing policy and procedure](#)

The DSL is responsible for updating and reviewing safeguarding procedures and their implementation regularly. The DSL works in collaboration with the Safeguarding management Team, reporting annually on issues with individual children, referrals, themes which have emerged in the school and details of how the school has handled such, together with all supporting written information.

The safeguarding management Team checks annually to ensure the school contributes to local inter-agency working and cooperates with various local agencies. The safeguarding management Team undertakes an annual review of staff understanding and implementation of school safeguarding procedures.

All procedures, including written reports and training records that are part of the annual review are recorded in detail and relayed to the full management Team meeting.

The internet

Under no circumstances should adults in the school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people.

Using school equipment to access inappropriate or indecent material, including adult pornography, will be reported to the police immediately. Such action will lead to immediate suspension and possible dismissal, particularly if as a result pupils might be exposed to inappropriate or indecent material.

Social Networking Sites

Staff use social networking sites for personal use. Staff should ensure their passwords are strong and secure at all times. Profiles and photos of staff should be 'locked down' as private so that pupils or parents do not have access to personal data or images.

Staff leave themselves open to a charge of professional misconduct if images of themselves or other members of staff in a compromising situation are made available on a public profile by anyone.

If parents or pupils gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior leaders should be informed immediately.

It is acceptable for teachers and parents to communicate when necessary on School matters by email, telephone and text, but such communications must be:

- a. Restricted to what is necessary on School business
- b. Appropriate
- c. Professional
- d. Take heed of the guidelines offered above with regard to language, and
- e. Only consist of form and content, which a parent or Deputy Head would regard as acceptable.

Staff and teachers must not have current or past pupils as 'Friends' on their social networking sites nor should they agree to be 'Friends' on pupils' social networking sites. Social networking sites are not an appropriate way of staff and teachers to communicate with pupils or vice versa.

Induction of Staff

For their induction, all staff will be expected to have read:

- The Child Protection & Safeguarding policy (including any other policy mentioned within)
- The Whistleblowing Policy
- Keeping Children Safe in Education (at least part 1)
- They will be expected to have completed:
 - The online Level 1 Child Protection course
 - The online 'Prevent' Course
 - Female Genital Mutilation (FGM) online course
 - Food Safety online course

Social Care Meetings

At times staff will be called to participate to inter-agency working in accordance with the LCSB (eg co-ordinated offers of early help (*which is the early identification*), (**MASH**), The multi-agency safeguarding hub or (**TAC**) Team around the Child or (**CAF**) The *common assessment framework* and in meetings organised and chaired by social care. These might be:

- Strategy discussions
- The child protection review conference
- Child protection conferences
- Family group conferences – for children in need, in a range of circumstances, where a plan is required for the child's future welfare
- Professionals 'meetings' – in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of the next stages of involvement
- Core group meetings – a meeting in which a 'core' group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and plan reviews.
- As part of a CAF – the Common Assessment Framework.

At these meetings representatives from the school should be ready to report, providing information about:

- Attendance and punctuality
- Academic achievement
- The child's behaviour and attitude
- Relationships with peer group and social skills generally
- The child's appearance and readiness for school
- Contact with parents/carers
- Any specific incidents that need reporting

Prior to the meeting, class teachers and other adults working closely with the child should be asked for their comments. Following the meeting feedback should be given and staff brought up to date with any actions that are needed.

The Child Protection Plan

Children placed on a child protection plan will require additional support and monitoring. The social care department will inform a school receiving a child on a plan and accompanying records should follow from the child's previous school.

Where children are on a child protection plan and leave one school for another the DSL must inform the receiving school and the key worker at the social care department. If the child leaves the school with no receiving school, details should be passed to the Principal Emergency Social Worker.

EYFS Specific Guidance

A report must be made to Ofsted within 14 days if there is any allegation of serious harm or abuse by any person living, working or looking after children at the school or elsewhere, or any other abuse on the school premises.

For guidance on the restrictions placed on the use of Mobile Phones and Cameras please see the School Mobile Telephones and Cameras Policy.

For guidance on the intimate care of children in the EYFS please see the EYFS Intimate Care policy.

Supporting Children at Risk

For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only being alert to potential abuse but providing the support to help children through difficult times, providing them with the coping skills that can help avoid situations arising and deal with emotional difficulties afterwards if they do.

Teaching children how to keep safe

Many school policies deal with ensuring pupils of all ages learn how to keep themselves safe in the school, the local community and the world around them.

Specific attention is paid to developing pupils/children's knowledge and ability to adjust their behaviours in order to reduce risks and build resilience, especially to radicalisation.

Pupils are helped to identify and understand the risks from adults or young people, posing to be friends, who use the internet and social media to bully, groom, abuse or radicalise other people, especially young people and vulnerable adults.

Internet safety is integral to the school's ICT curriculum and is also embedded in PSHE. By actively promoting and understanding of democracy and British lifestyle and the respect of all cultures the school encourages pupils to be responsible citizens.

Every Child Matters

- 1. Staying Safe:** being protected from harm and neglect.
- 2. Being Healthy:** enjoying good physical and mental health and living a healthy lifestyle.
- 3. Enjoying and achieving:** getting the most out of life and developing the skills for adulthood.
- 4. Making a Positive Contribution:** being involved with the community and society and not engaging in anti-social or offending behaviour.
- 5. Economic Well-Being:** not being prevented by economic disadvantage from achieving their full potential in life.

Working with Parents

It is important that the School has an established approach to working with parents. Parents' and the children's needs for privacy should be respected. Attitudes to and contact with parents should be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different

approaches to child rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the policy.

The school DSL will ensure that parents or carers of pupils have an understanding of the responsibilities placed on the school and staff for safeguarding children. This will generally be carried out through information given prior to pupils commencing at the school.

The parents or carers of a pupil involved in a case of abuse will be told about the allegation as soon as possible if they do not already know of it.

Where a strategy discussion is required, or police or children's social care services need to be involved, the DSL or Head of School will not contact parents until all agencies have been consulted and have agreed what information can be disclosed. Parental consent is not required for a referral where the DSL believes a pupil is at risk of significant harm.

Parents or carers will be informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

Further Information

More detailed information is available in the Wigan Safeguarding Children Board 'Child Protection Procedures' kept in the office.

The telephone number and website of the Wigan Safeguarding Children Board is:

- a. Telephone 01942 828300
- b. Website www.wiganlscb.com

The DESIGNATED OFFICER (ALLEGATIONS) for the Wigan is Heather Martin, her contact is: Tel. 01942 486042

The telephone number and address for the Disclosure and Barring Service (DBS) is:

- a. Tel. 0300 0200 190

The following telephone numbers may be useful for pupils:

- a. Childline 0800 1111
- b. NSPCC 0808 800 5000
- c. Ofsted 08456 404040

Ofsted Contact Details

We undertake to inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the Green Meadow setting (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse that is alleged to have taken place on the setting and any action taken in respect of these allegations.

We will inform Ofsted of the abuse as soon as is reasonably practicable but at the latest within 14 days.

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