



Loving God - Caring for Each Other - Achieving Excellence

Child Protection Policy Academic Year 2023-24 KCSIE 2023 Inc Safeguarding Policy

1. Introduction

Crompton House School Crompton House Church of England Multi Academy Trust recognises that the welfare of the child is paramount. It takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. We also recognise our role in identifying cases of suspected abuse and making referrals to the appropriate investigatory agency. The main basis of this policy is formed in combination with Crompton House Church of England Multi Academy Trust' safeguarding policy Our Policies – Crompton House Trust and by the statutory guidance issued in the following statutory documents:

2. A child-centred and coordinated approach to safeguarding

Key principles

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

Governing bodies, of schools have duties in relation to safeguarding and promoting the welfare of pupils:

In order to fulfil their safeguarding duties, these bodies should have in place the arrangements set out below (chapter 2, paragraph 4. Working together to Safeguard Children) Available on SharePoint for staff:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

“These organisations should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;

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- clear whistleblowing procedures, which reflect the principles in Sir Robert Francis's Freedom to Speak Up review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- A designated professional lead for safeguarding. Designated professional roles should always be explicitly defined in job descriptions.

The designated safeguarding lead should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;

- Safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check; (See Recruitment & Selection Policy)
- Appropriate supervision and support for staff, including undertaking safeguarding training:
- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- Staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and:
- all professionals should have regular reviews of their own practice to ensure they improve over time.

Staff training to take place at least annually and DSL training at least every 2 years: (Training schedules in the table of trained staff)

- clear policies in line with those from the LSCB for dealing with allegations against people who work with children.
- Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - have possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Working together to safeguard children 2018 & Keeping Children safe in Education 2023(KCSIE)

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

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- Taking action to enable all children to have the best outcomes.

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Each school should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

At all times, guidance should be sought in concern occur by reference to Oldham Schools LSCB and the guidance offered in appendix 1: Making a Child Protection Referral.

Working Together:

Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified.

We want a system that responds to the needs and interests of children and families and not the other way around. In such a system, practitioners will be clear about what is required of them individually, and how they need to work together in partnership with others.

Whilst it is parents and carers who have primary care for their children, local authorities, working with partner organisations and agencies, have specific duties to safeguard and promote the welfare of all children in their area. The Children Acts of 1989 and 2004 set out specific duties: section 17 of the Children Act 1989 puts a duty on the local authority to provide services to children in need in their area, regardless of where they are found; section 47 of the same Act requires local authorities to undertake enquiries if they believe a child has suffered or is likely to suffer significant harm. The Director of Children's Services and Lead Member for Children's Services in local authorities are the key points of professional and political accountability, with responsibility for the effective delivery of these functions.

These duties placed on the local authority can only be discharged with the full co-operation of other partners, many of whom have individual duties when carrying out their functions under section 11 of the Children Act 2004 (see chapter 2). Under section 10 of the same Act, the local authority is under a duty to make arrangements to promote co-operation between itself and organisations and agencies to improve the wellbeing of local children (see chapter 1). This co-operation should exist and be effective at all levels of an organisation, from strategic level through to operational delivery.

The Children Act 2004, as amended by the Children and Social Work Act 2017, strengthens this already important relationship by placing new duties on key agencies in a local area. Specifically the police, clinical commissioning groups and the local authority are under a duty to make arrangements to work together, and with other partners locally, to safeguard and promote the welfare of all children in their area.

Everyone who comes into contact with children and families has a role to play.

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- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

The role of school staff

The *Teachers' Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All school staff have a responsibility to provide a safe environment in which children can learn.

All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

In addition to working with the designated safeguarding lead, staff members should be aware **that they may be asked to support social workers to take decisions about individual children.**

What school and college staff need to know:

All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's safeguarding/ child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.

All staff members should also receive appropriate child protection training which is regularly updated.

The role of the Governing Board & Trust:

Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

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What school and college staff should do if they have concerns about a child.

If staff members have concerns about a child they should raise these with the school's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Appendix 1 outlines a flowchart of action that DSL and nominated staff follow. This is based on the Oldhams LSCB referral chart.

Key Staff:

Child Protection contacts:

A number of staff are available to act as contact points in case of queries:

Name	Role	Extension
Danyel Dunkley	Designated Safeguarding Lead Officer. 12/1/23	268
Chris Raynerd	Deputy DSL (29/9/21)	261
Rich Smith	Deputy DSL (29/9/21)	210
Karl Newell	Headteacher (29/9/21)	207
Mike Ashwoth	HOY (29/9/21)	224
Shannon Clough	HOY (3/5/23)	255
Alison Gadsby	HOY (12/1/23)	249
Lyshia Whitworth	Deputy head of 6 th Form (26/2/18)	211
Chris Gloster	Child Protection Officer/ Chair of Governors	Via J Slater
MASH Oldham	Referral Team	0161 770 7777
MASS Rochdale	Referral Team	0300 303 0440
David Devane	LSCB	0161 770 8868
Colette Morris	LADO (Oldham)	07583101863

Child on Child Abuse:

At Crompton House school we follow the LSCB guidance on Child on Child abuse as a pathway to help support and identify factors around the issue.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

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All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported.

As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. **There should be a Zero Tolerance to abuse**

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

It is well known that girls are more likely than boys to be victims of abuse. Any child on child abuse is unacceptable and will be taken seriously.

Child-on-child abuse is most likely to include, but may not be limited to:

- **Bullying** (including cyberbullying, prejudice-based and discriminatory bullying)
- **Abuse in intimate personal relationships** between children (sometimes known as 'teenage relationship abuse')
- **Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- **Sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. See Appendix 9

- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **Consensual and non-consensual** sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

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- **Upskirting**, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,

- **Initiation/hazing type violence and rituals** (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

School follows The LSCB guideline on Child on Child Abuse and also the guidance on HSB Appendix 9

A copy is found in Appendix 6

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND, Mental Health, Children in Care and LGBT children are at greater risk. These children should be supported sensitively and the zero tolerance approach to harm remains.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

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It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 18 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose.

Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline.

When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

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- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying
- Unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.

Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should speak to the designated safeguarding lead (or a deputy).

See Appendix 11 for a summary guide and pathways to support young people

What school and college staff should do if they have concerns about another staff member?

If staff members have concerns about another staff member then this should be referred to the Headteacher. (Details of this are found in the Disciplinary policy referenced on SharePoint for staff)

Where there are concerns about the Headteacher this should be referred to the chair of governors:

Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors

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Schools and colleges should have their own procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors.

KCSIE 2022 has two sections covering the two levels of concerns and allegations:

1. Concerns / allegations that may meet the harm threshold.
2. Concerns / allegations that do not meet the harm threshold – referred to for the purposes of this guidance as 'low-level concerns'.

Harm Threshold:

cases of concerns/allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college.

In this part (section one) of the guidance reference is made to 'allegation' for ease. This part of the guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
 - possibly committed a criminal offence against or related to a child, and/or
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- In these cases, this should be referred directly to the Headteacher, The Chair of Governors if the allegation is about the Headteacher.
 - If you have concerns or an allegation is made about another staff member and there is a conflict of interest in reporting to the Headteacher, this should also be directly reported to the LADO.

What school staff should do if they have concerns about safeguarding practices within the school or college?

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Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school management team. (See Whistle blowing policy: SharePoint for staff)

Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them

What school and college staff should look out for:

All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Training:

All staff members are expected to have read the statutory documentation in *KCSIE Sept 2023* part 1 and completed the Microsoft forms signing the declaration to say they have read this document and know their role.

A copy of the *KCSIE 2023 part 1* is attached to this policy

Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL

In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

Staff need to be aware of online safety and have training on such. Reference to page 15 on this policy and also the E safety Policy and Guidance. Appendix 8 of this policy also outlines the protocols around monitoring and filtering.

Student Attendance:

Staff should comply with the schools expectations for registering students and statutory guidelines on recording a child's attendance. This includes all extra-curricular activity both in and out of school.

Children who are absent from education is a potential indicator of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

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Reference to the schools process of managing absence is in the Attendance and Absence Policy.

Prevent Duty:

Crompton House School follows the guidelines stated in the “Prevent Duty”

In order for schools providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

Protecting children from the risk of radicalisation should be seen as part of schools wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

School can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes:

Risk assessment,

Working in partnership,

Staff training

Correct IT policies.

Statutory guidance makes clear that schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area.

“Extremism” is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Included in the definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Terrorist groups very often draw on extremist ideas developed by extremist organisations.

A specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

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The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context.

It is important that schools understand these risks so that they can respond in an appropriate and proportionate way.

At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Children at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies.

All concerns should be reported to the DSL who will follow the guidance in appendix 1

General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education.

(See Appendix 1) MASH referral via DSL

For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support. (Appendix 2)

Local authorities are vital to all aspects of Prevent work.

Staff training: The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

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The Home Office has developed a core-training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP).

As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

All staff at School and governors are expected to have completed on line training and produce a certificate to state they have completed the training:

- <http://www.elearning.prevent.homeoffice.gov.uk>

Honor Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

If in any doubt, staff **must** speak to the Designated Safeguarding Lead.(DSL)

Handling case of forced marriage. This must be reported to the DSL

Those failing to report such cases will face disciplinary sanctions as this is a statutory duty.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.¹⁰ If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

KCSIE 2021

Appendix 5 shows information specific to FGM

Forced marriage

Forcing a person into a marriage is a crime in England and Wales.

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A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

Online Safety

The use of technology has become a significant component of many safeguarding issues

Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Filters and monitoring

Governing bodies should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system.

As part of this process, governing bodies should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies should consider the age range of their pupils, the number of pupils, how often they access the IT system

Crompton House School uses Impero software to monitor and flag concerns to pastoral leads and the DSL.

A policy for monitoring school users is added in the Appendix 8:

Role and Responsibilities of Nominated Governor

- Ensuring, in liaison with the Headteacher/Senior Designated teacher, that the school has a child protection policy and procedures in place, which are consistent with LSCB procedures.

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- Ensuring that an annual item is placed on the governors' agenda to report on changes to child protection policy/ procedures, training undertaken by the designated teacher, other staff and governors, the number of incidents/ cases (without names or details) and the place of child protection issues in the school curriculum.
- Responsibility for the oversight of *procedures* relating to handling allegations against staff, including the Headteacher.
- If the nominated governor IS the chair of governors, responsibility for taking action where there are allegations against the Headteacher. If the nominated governor IS NOT the Chair of Governors, all allegations against the Headteacher should be referred to the Chair of Governors and/or the LA lead Child Protection Officer. The nominated governor has no role in handling allegations against the Headteacher.

Records kept by the DSL and key Staff:

Crompton House School uses an electronic document storage system which has banking level encryption: CPOMS

It is password protected. In line with KCSIE 2021 and subsequent evolutions , teachers are informed of incidents by a CPOMS notification

Paper copies are kept in line with national guidelines and taking guidance from LSCB best practise. .The Goddard Enquiry sets out guidance re storage and destruction of records. (see appendix 7)

Key Points

Paper Records are kept in a locked filing cabinet in a room locked by the Designated Teacher.

- Child protection records should be separate from pastoral records.
- Child protection records should be passed to a child's new school by the Designated Person—again separate from the pastoral records.
- Child protection records should only be shared with colleagues on a “need to know” basis. These will be given access via the DSL
- Child protection records should not be shared with parents/carers without first seeking legal advice from a LA, from Social Services or from a school's legal advisor. These records may contain third party and other confidential information.

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Students off-site

Work experience: all placements are vetted according to current guidelines. Using Positive steps as the main lead on these placements.

All are provided with contact numbers for the school in case they need to call for assistance.

Residential trips: staffing ratio and gender mix are based on guidance found in the school's educational visits policy.

Students educated off-site: these attend other local educational establishments for one day each week. Establishment has its own safeguarding arrangements in line with Oldham Local Authority protocols.

Organisations or Individuals using school premises

Appendix 9: Shows the pathways to follow re sharing nudes& semi nudes.



Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation Crompton House school will follow their safeguarding policies and procedures, including informing the LADO.

Safer Recruitment:

Crompton House School knows understands the importance of the school recruitment and selection procedures to help deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them. In order to create a safe environment for children and young people, issues to do with child protection and safeguarding and promoting the welfare of children will be important considerations throughout the recruitment process.

Full Policy: Recruitment and Selection Policy: Sharepoint.
DBS Guidelines in Appendix 10

Other Related policies

- Attendance Policy
- School trips
- Recruitment and selection
- Staff/volunteers code of conduct
- Acceptable use of ICT
- Induction support and training – wrt CP
- Whistleblowing
- Disability and Equality Policy
- E-safety
- Physical intervention
- Anti-bullying policy
- Drugs and substance misuse
- Health and Safety
- Racial equality

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Date: July 2023

Signed (Chair).....J Swift.....

Print Name.....Jonathan Swift.....

Date of next review.....July 2024

D Dunkley

Appendix 9: Shows the pathways to follow re sharing nudes& semi nudes.



Deputy Headteacher, Designated Safeguarding Lead

Making a Child Protection Referral

Oldham Local Safeguarding Children Board

quick guide

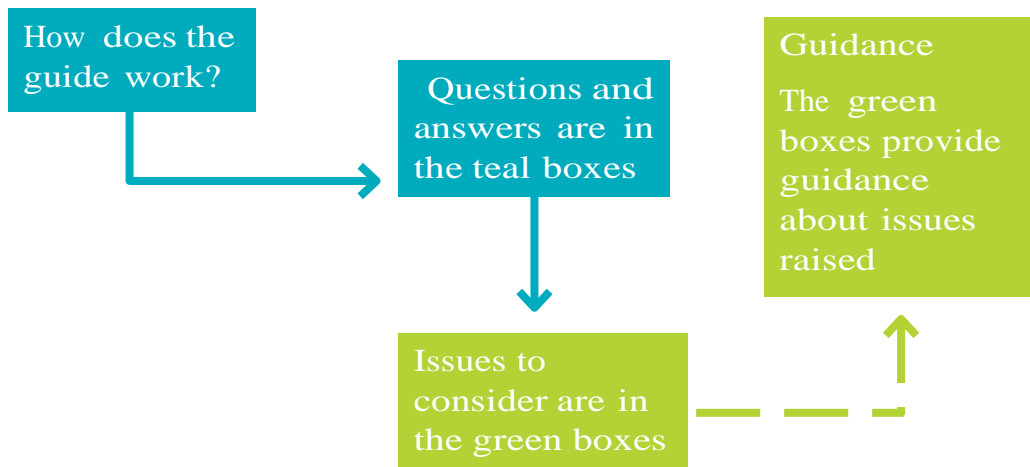
This quick guide has been developed to help ensure that anyone concerned about the safety and welfare of a child can easily make a referral. This will help you to understand what you need to know and what you need to do in order to make an appropriate referral.

But if in doubt phone the Multi Agency Safeguarding Hub (MASH) and/or the Police. Don't leave it to chance. The safety and welfare of the child must come first.



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This Quick Guide to making a Child Protection referral is intended to act as a basic reference tool. Detailed Local Safeguarding Children Board procedures are available on the Oldham LSCB website.



Informing parents

Do I have to inform parents about my concerns?



This Quick Guide to making a Child Protection referral is intended to act as a basic reference tool. Detailed Local Safeguarding Children Board procedures are available on the Oldham LSCB website.

What if I can't see the parents to tell them?



You should inform parents about a referral which is to be made about their child unless any of these situations apply in which case the MASH will make the decision about when and how to inform parents.

Make a written record of your observations and actions.



Guidance

It is important at the outset to be as open and honest as possible with parents about the concerns, the possible need of a referral to MASH and the accompanying Child Protection Check that needs to be made. However an inability to inform parents should not prevent a referral being made.

- Sexual Abuse is suspected
- Organised or Multiple Abuse is suspected
- Factitious illness by proxy, fabricated or induced illness is suspected
- Contacting the parents would place the child, yourself or others at risk
- Child may be intimidated into changing, or preventing them from giving, information about the abuse
- Risk of forced marriage



If you have any doubts or need to seek further clarification you should contact MASH immediately.

Physical abuse

Does the child have a physical injury?

No →

Does the child allege an injury but there is no physical evidence?



Refer to MASH.

Yes ↓

Is there a satisfactory explanation for the injury?

No →

If the child requires medical treatment take appropriate action. Otherwise no further child protection action.



Does the child require urgent and immediate medical treatment?

No →

Contact MASH as soon as possible.

Yes ↓

Make a written record of your observations and actions.

Always document what, where, when.

Urgent and immediate =

Serious or life threatening injuries

If you have any doubts or need to seek further



—

|

—

|

Sexual abuse or sexual exploitation

Do you suspect or have concerns about sexual abuse or has the child made allegations about sexual abuse or sexual exploitation?



Inform MASH or the Police immediately.
Do not inform parents.



Has a child disclosed that they've been contacted by someone on the internet, or arranged to meet someone?



Contact Child Exploitation And Online Protection (CEOP) or police.

Guidance

You may suspect this because you have observed behaviour such as; sexual knowledge which is not age appropriate, sexualised or provocative' behaviour, hinting at sexual activity through words, play, drawings etc. Or a young person is receiving gifts from older boyfriend/girlfriend/friend which could indicate sexual exploitation.

MASH and/or the Police will decide when it is appropriate to inform parents when sexual abuse is suspected organised or multiple abuse is suspected.

If you have any doubts or need to seek further clarification you should contact MASH immediately.

Make a written record of your observations and actions.

Neglect

Is there evidence of neglect and are there grounds for concern?



Inform MASH immediately.



Guidance

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Make a written record of your observations and actions.

If you have any doubts or need to seek further clarification you should contact MASH immediately.

Emotional abuse

Is there evidence of emotional Abuse and are there grounds for concern?



Inform MASH immediately.

Make a written record of your observations and actions.

If you have any doubts or need to seek further clarification you should contact MASH immediately.



Guidance

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types.

Making a referral

Guidance

Who should I make the referral to?

You should contact MASH.

- MASH 0161 770 3790
- Children with disabilities 0161 770 3488
- Outside work hours contact the EDT on 0161 770 6936

Following your referral an assessment will be made by the MASH who will then make decisions about subsequent action.

- Written referrals are required from professionals. Referrals from professionals cannot be made on an anonymous basis.
- Written referrals from members of the public are welcomed and will, if required, be kept anonymous. visit Oldham LSCB website for referral form 'Referral & Assessment' page.

What should I do next?

Having made the referral by telephone you must follow up with a written referral within 24 hours. MASH will tell you what they are doing about the referral.

If you have any doubts or need to seek further clarification.

Make a written record of your observations and actions.

Making the referral

What information will I be expected to provide?



Obviously, the more factual information you can provide the more speedily and efficiently MASH will be able to deal with the referral.



Regardless of whether you have this information or not you must make a referral if you have concerns for a child.

Make a written record of your observations and actions.

Guidance

Listed below is the data that MASH needs to help them do their work. It would be helpful if you could give as much information as you have when making a referral.

- Full names and dates of birth of the child, carers and any other family members
- Child's full address and telephone number
- Daytime address and contact telephone numbers for parents/carers
- Ethnic origin, religion and cultural background
- Reason for the referral, including description of any injuries observed, details of allegations made, discussions with the child or others, details of any witnesses. Including any relevant dates/times/ places of alleged incidents
- Action taken and people contacted since concern arose
- Any immediate or impending danger to the child
- Previous concerns and any relevant background information
- Based on your knowledge of the child and family, you may well have an opinion about how the family are likely to react to the referral and any subsequent child protection enquiries, including any factors which may place the child or others at further risk (e.g. where there is domestic violence)
- Are the parents or child aware of the referral to MASH

After making a referral

What happens after I've made the referral?

What can I do if I am unhappy about the outcome of my referral?

You should contact the MASH Team Manager and discuss your concerns.

If you have any doubts or need to seek further clarification you should contact MASH.

Make a written record of your observations and actions.

Guidance

Examples of possible action following a referral are:

- Action taken to ensure the immediate safety of the child
- Make Child protection Enquiries (under Section 47 of the Children Act 1989)
- Decision is made if it is appropriate to call a Child Protection Conference
- Offer services to the family to relieve need or reduce risk
- Refer the family to another agency
- Take No Further Action

If after this discussion you are still not satisfied, you should put your concerns in writing to the Team Manager and send a copy to the relevant Children Services Service Manager and the Service Manager for Safeguarding.

Guidance Link to GM escalation policy – http://greatermanchesterscb.proceduresonline.com/chapters/p_resolv_prof_dis.html

dispositive clause

Nobel

Useful contact numbers

Multi-Agency Safeguarding Hub (MASH) Work hours 9–5pm	0161 770 7777
Emergency Duty Team (Out of hours)	0161 770 6936
After Care Team (children 16 and over)	0161 770 6599
Police uniformed	101
Forced Marriage Unit	020 7008 0151
Local Authority Designated Officer (LADO)	0161 770 8870
CEOP website	ceop.police.uk
Prevent	0161 770 4196



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Thresholds for Intervention and the Continuum of Need.

In order to support decision making processes and in an attempt to provide some guidance to staff the LSCB has developed this 'Thresholds Guidance'. Thresholds are the tipping points that define what assessments / interventions should be undertaken with children, young people and their families. The use of threshold is the starting point for a dialogue between relevant agencies that focuses on the child's and families' needs in order to decide what the best action to be taken is.

The continuum of need in Oldham has four levels of descriptors agreed by the LSCB, these levels help professionals to decide what assessments / support the children, young people and their families require. The continuum of need model recognises that the needs of children and their families are dynamic and depend upon a range of circumstances, therefore response from the professionals will need to reflect where they are on the continuum at any given point. Children and families level of need and vulnerability across the continuum of need can increase or decrease at any given time.

Level 1 – Universal services: Children where their needs are being met by universal services, such as Housing, Mainstream Education, Primary Health Care, Community Resources and Children's Centres, with telephone/internet advice and the ad hoc home visit.

Level 2 – Common Assessment Framework: Children have emerging or are presenting with additional needs then a CAF should be undertaken this may possibly identify some short-term interventions from services. At this stage Children's Social Care is not required, the identification of early stresses and provision of services should reduce the likelihood of escalating problems.

Level 3 – Child in Need: Children where there is a high risk of their health and development being impaired without assessment and intervention; and where there are more complex difficulties. Such children may be likely to move into Level 4 without the provision of services based on assessed needs. These may also include children who have been assessed at Level 4 in the recent past.

Level 4 – Child Protection: When it is believed that a child is suffering or is likely to suffer significant harm the local authority must enquire and make an informed decision to ensure the safety and welfare of the child is protected. This must result in a referral to social care.

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Summary

00X052-00

Individual dynamics may move up or down levels



to facilitate movement both up and down the levels

Level 1: Universal

Children whose needs are being met, there are no identified additional needs.

At this level needs are being met by parents, carers or the community and universal services.

EXAMPLES OF POSSIBLE Descriptors

	Descriptors: Child and Young Person	Tick
1.	Children who have a stable and safe home environment	
2.	Children's cultural needs are generally met	
3.	Children who appear to be emotionally well adjusted	
4.	Children who are reaching developmental milestones and normal growth patterns	
5.	Children whose educational achievement is in accordance with their age, ability, aptitude and attachments	
6.	Children who are engaged in their school and community	
7.	Children who are in education, training or work.	
8.	Children who have effective support networks	

	Descriptors: Parent	Tick
1.	Parents are meeting the needs of their child with occasional support from frontline services	
2.	Parents have the ability to set appropriate boundaries	
3.	Parents are engaging fully with services when required	

	Descriptors: Environment	Tick
1.	Accommodation is appropriate for the size of family	
2.	Cleanliness of the house is adequate	
3.	Parents can manage on income	
4.	Family is accepted within the community and neighbourhood	

Level 2: Common Assessment Framework

Children have emerging or are presenting with additional needs and would require a CAF to be undertaken, which may identify some short-term interventions from services.

At this stage Children's Social Care is not essential, the identification of early stresses and provision of services may reduce the likelihood of escalating problems.

EXAMPLES OF POSSIBLE Descriptors

	Descriptors: Child and Young Person	Tick
1.	Emotionally challenging, carer struggling to manage behavioural difficulties, poor attachments.	
2.	Sleep management, routines, toilet training	
3.	Delay in reaching developmental milestones and/or not attending routine immunisations	
4.	Poor personal presentation	
5.	Concern about a child's attendance at health appointments, especially if the child is under 5.	
6.	Attendance at A&E on 3 or more occasions in 12 months for accidental injuries	
7.	Early concerns of weight gain or insufficient weight gain	
8.	Children with mental/physical ill health – Chronic disease not well controlled e.g. eczema, asthma, epilepsy	
9.	Child/Young Person has an educational statement for learning and physical special needs	
10.	Suspicion that the young person is using drugs/alcohol inappropriately	
11.	Requires pre-school support and not receiving it.	
12.	Child placed on school action due to concerns about foundation attainment (age 4-5years)	
13.	Child placed on school action due to concerns about Key Stage 1/Key Stage 2 attainment (age 5-11 years)	
14.	Attending specialist education setting and unable to attain foundation level/Key Stage 1/Key Stage 2/GCSE	
15.	Physical / learning difficulties with adequate support package	
16.	Child displaying socially unacceptable behaviour, including bullying	
17.	Notification by Police regarding young person's offending behaviour	
18.	Concerns about the child's attendance and poor punctuality at school	
19.	Child identified as a young carer	

	Descriptors: Parent	Tick
1.	2. Parental Post Natal Depression (PDN)	
3.	4. Vulnerable adult, mental health , physical disability – supported by services	
5.	6. Substance user meeting needs of the child	
7.	8. Parents unable to control the child / young person within the home or the	

	community	
9.	10. Parents are engaged with services and progress is being made.	

	Descriptors: Environment	Tick
1.	2. Poor hygiene within the home	
3.	4. Children experiencing frequent changes of address and schools	
5.	6. Child/Young Person belongs to low income or dependant on State Benefits with financial difficulties	
7.	8. Household with child/young people at risk of homelessness	

Level 3: Children in Need

Children where there is a **high risk of their health and development being impaired** without assessment and intervention where there are more complex difficulties. Such children may be likely to move into Level 4 without the provision of services based on assessed needs. These may also include children who have been assessed at Level 4 in the recent past.

	Descriptors: Child/ Young Person	Tick
1.	Physical, learning, mental health with no or inadequate support	
2.	Children with chronic ill health, terminal illness or severe disability	
3.	The development of the child as measured by weight/height both below or above the expected level – diet, medical condition	
4.	Developmental milestones unlikely to be met without intervention from services	
5.	Teenage Pregnancy whereby there are contextual concerns	
6.	Children at risk of or has been cautioned for crime or anti-social behaviour, given an ASBO or received a sentence	
7.	Children known to be using drugs/abusing alcohol inappropriately and regularly	
8.	Child/Young Person being privately fostered	
9.	Young Person experiencing domestic abuse. Link to DA at the end of the document	
10.	Homeless Child/Young Person	
11.	The Child/Young Person is receiving no education input	
12.	Child/Young Person not attending school or alienated from school	
13.	The Child/Young Person has a Statement of Educational Needs	

14.	The Child is isolated/withdrawn	
15.	Children whose cognitive development may be delayed through lack of stimulation	
16.	The Child/Young Person is not in education, training or employment	
17.	The parent/Carers own needs affects Child/ Young Person's ability to make a positive contribution	
18.	Repeated notification by Police regarding the young person's offending behaviour	
19.	Low self-esteem due to inconsistent parenting	
20.	The Child/Young Person is regularly involved in anti-social/criminal activities	
21.	The family have serious debts/ experience poverty which impacts on the ability to have basic needs met	
22.	The Child/Young Person's needs limit their potential to become economically active in the future	
23.	The Child/Young Person is not in full time education/training/employment	
24.	The Child/Young Person's attitudes, temperament or disposition is significantly affecting their ability to achieve economic wellbeing	

	Descriptors: Parents	Tick
1.	Parents have learning disabilities, mental health (including PND) with inadequate support to meet the needs of their children and maintain a house	
2.	Parental non engagement – failure to ensure child's needs are being met	
3.	Substance abuser – failing to meet child's needs fully and not ensuring that drug taking paraphernalia is stored safely	
4.	Incidents of Domestic Abuse is occurring	
5.	Parent/carers lifestyle significantly impacts unborn baby or child's health and wellbeing, e.g. sexual activity, criminal activity, anti-social activity	
6.	The parents/carers place caring responsibilities on the Child/Young person that affects their ability to enjoy and achieve	
7.	Parents are partially engaging with services, progress being made to meet the needs of the children in the family	

	Descriptors: Environment	Tick
1.	Child and family are experiencing frequent changes of address and schools	
2.	Accommodation which is damp, overcrowded, infested	
3.	Issues within the community	
4.	The house is in disrepair, no safety equipment for children in house	
5.	Inadequate bedding for people within the house.	

Level 4: Child Protection

Children and young people **at risk of/suffering from significant harm**. Where it is difficult to achieve change to reduce risk. These might include: -

Children where there is a serious concern about the care, health or development of the child, and / or the child has or is likely to suffer significant harm without intervention. A Child who is experiencing serious family dysfunction, a child who is beyond control where no person has or is able to exercise parental responsibility or the child is abandoned or neglected.

	Descriptors: Child / Young Person	Tick
1.	Children whose physical needs are neglected.	
2.	Children who are being abused or at risk of abuse.	
3.	Children with complex disabilities/complex health needs.	
4.	Child acute/severe mental health problems e.g. threat of suicide, psychotic episode, severe depression, self-harming.	
5.	A Child whose cognitive development may be delayed through the parent/carer's inconsistent/ under stimulating/ neglectful behaviour.	
6.	A Child who is not thriving due to number of factors to include disability, environmental factors.	
7.	Children under the age of 13 years assessed as being sexually active.	
8.	A Child/Young Person beyond the control of the parent/carer.	
9.	A Child/Young Person beyond the control of the parent/carer and putting themselves at risk in the community through behaviour.	
10.	Unaccompanied asylum seeking children.	
11.	Vulnerable children home alone.	
12.	Children whose behaviour is sufficiently extreme to place them at risk of removal from home e.g. control issues, risk taking, dangerous behaviour, sexual exploitation, sexualised behaviour, missing from home, Forced Marriage .	
13.	A Child/Young Person who is displaying sexualised behaviour.	
14.	Children with severe and complex Special Educational Needs which are not being met.	
15.	A Child beyond parental control.	
16.	A child not accessing education due to exclusion or breakdown of attendance.	
17.	A Child with a total lack of independence and self-care skills, which does not allow young person to achieve economic wellbeing.	

18.	A Young Person unable to cope with everyday life resulting in significant risk to themselves/others	

	Descriptors: Parents / Carer	Tick
1.	Parents who are neglecting or abusing their children or at risk of abusing their children.	
2.	Parental drugs and alcohol use and violence during pregnancy, which may (or may not) have caused neurological and physical damage to the baby.	
3.	Parental acute/severe mental health problems e.g. threat of suicide, psychotic episode, severe depression, self-harming.	
4.	Parents who are unable to control their child which is resulting in them being involved in anti-social and criminal activity.	
5.	Parents involved in persistent domestic abuse or significant parental discord.	
6.	Domestic abuse incidents within the household escalating/or serious incident may have resulted in injury to child/young person.	
7.	Parents/carers who present with high risk behaviours e.g. violence, criminal activity, anti-social behaviour.	
8.	Non-engagement with services no progress being made to meet the needs of the children within the family.	

	Descriptors: Environment	Tick
1.	A Child for whom food, warmth etc... is frequently not available.	
2.	Homeless families.	
3.	Accommodation which is damp, infested and overcrowded.	
4.	Child and family are experiencing frequent changes of address and schools.	
5.	House in dangerous disrepair.	
6.	A low income which results in parent's inability to manage money in order to meet the basic needs of the child.	

Ratings thresholds for Domestic Abuse

These general guidelines can be used to aid risk assessment for [Domestic Abuse](#) with the Assessment Framework for Children in Need and their families, taking into account the child, parenting capacity and wider family & environmental factors.

The following factors must be considered in each case:

	Factors for consideration when DA occurred	Comments
1.	How severe are the incidents of DA.	
2.	Pattern frequency & duration of incidents.	
3.	Perpetrators use of the children caught up in the abuse.	
4.	Escalation of violence.	
5.	Frequently intoxicated.	
6.	Victim's current fear/beliefs about immediate danger.	
7.	Self-harm, suicide attempts.	
8.	Attempts to get help (police, refuges, courts).	
9.	Availability of emotional and practical support e.g. friends, family.	
10.	Availability of safe alternative accommodation	

Disagreement

If you have any concerns about the interpretation of the level of need or the provision of a service by any provider organisation across the continuum it is important that

- Concerns are raised with the service through the appropriate manager;
- If after speaking to the manager you are still concerned you must talk to your own manager.
- Following discussion if necessary your manager will contact the manager of the agency providing the advice and guidance or refusing the access to a service for further discussion.
- If the issue is not resolved by first line managers it must be escalated within each organisation until a resolution is agreed.

NB if the concern is about child protection this must be escalated immediately and recorded according to the LSCB's policies and procedures.

http://www.oldham.gov.uk/lscb/info/5/policies_and_procedures

Transitions: children escalating and de-escalating on the continuum of need.

Process

Children's needs change over time and the required levels of intervention will also change.

CAF

The decision to close a [CAF](#) action plan or escalate or de-escalate the level of intervention MUST be agreed at a CAF meeting by **all** involved.

If the needs have not been met fully the lead professional will continue with the role until the CAF has been close and if necessary, the appropriate worker / organisation leading on the lower or higher level of intervention has been identified.

In situations where the children's needs for protection have been met at level 4 through [a child protection plan](#) and the plan is no longer needed as risk has reduced, children's social care will continue to lead on the intervention for a minimum of 12 weeks as a [child in need plan](#).

If the level of need reduces further then the level of need will drop to a 2 and the CAF team will be informed and a [lead professional](#) will be identified and the case will be work as a CAF until the leave on need changes again.

If a decision is made not to complete a CAF an action plan and identify a lead professional, the reason MUST be clearly recorded on the child's file by all agencies involved.

Information Sharing

[Sharing information](#) is essential to promote positive outcomes for children and to ensure they are kept safe from harm.

In the majority of case it is necessary to request consent from relevant parties, including, where appropriate, children and young people.

Information which is not confidential may generally be shared where necessary for the legitimate proposes of preventative work.

There are circumstances when sharing confidential information without consent is justified, these are:

- **When there is evidence that a child is suffering or is at risk of suffering significant harm;**
- **Where there is reasonable cause to believe that a child may be suffering or at risk of suffering significant harm;**
- **To prevent significant harm to children and young people.**

In these circumstances the refusal to give consent to share information should not prevent the sharing of confidential information. The child's safety and interests must be the overriding factor in such decisions.

Listed below is the data that MASH needs to help them do their work.

It would be helpful if you could give as much information as you have when making a referral.

- Full names and dates of birth of the child, carers and any other family members
- Child's full address and telephone number
- Daytime address and contact telephone numbers for parents/carers
- Ethnic origin, religion and cultural background
- Reason for the referral, including description of any injuries observed, details of allegations made, discussions with the child or others, details of any witnesses. Including any relevant dates/times/ places of alleged incidents
- Any immediate or impending danger to the child
- Based on your knowledge of the child and family, you may well have an opinion about how the family are likely to react to the referral and any subsequent child protection enquiries, including any factors which may place the child or others at further risk (e.g. where there is domestic violence)
- Are the parents or child aware of the referral to MASH

Specific safeguarding issues

Appendix 4

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues.

For example NSPCC offers information for schools and colleges on the www.nspcc.org.uk

Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

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

Female genital mutilation: help and advice

Get advice on how to stop female genital mutilation (FGM), or get help if you're a victim.

- FGM, sometimes known as 'female circumcision' or 'female genital cutting', is illegal in the UK.
- It's also illegal to take abroad a British national or permanent resident for FGM, or to help someone trying to do this.
- You can get up to 14 years in prison for carrying out FGM or helping it to take place.

If there's immediate danger

- [Contact the police](#) if you or someone you know is in immediate danger of FGM.

You should also contact the Foreign and Commonwealth Office if you know a British national who's already been taken abroad.

Foreign and Commonwealth Office

Telephone: 020 7008 1500

From overseas: +44 (0)20 7008 1500

[Find out about call charges](#)

If you're abroad you can contact the [nearest British embassy, commission or consulate](#).

If you or someone you know is at risk

Contact the NSPCC anonymously if you're worried that a girl or young woman is at risk or is a victim of FGM.

NSPCC FGM Helpline

Email: fgmhelp@nspcc.org.uk

Telephone: 0800 028 3550

From overseas: +44 (0)800 028 3550

[Find out about call charges](#)

National organisations

Contact any of the following national organisations for help and advice:

[Foundation for Women's Health Research and Development \(FORWARD\)](#)

[NHS specialist clinics](#) for FGM

[Daughters of Eve](#)

Guidance and pathway for Identification and assessment of Peer on Peer Abuse in Oldham

Introduction

In Oldham and nationally it has been recognised the number of children who are harmed by their peers. The 2013 Crime Survey in England and Wales estimated that children aged 10- to 15-years-old experienced 465,000 incidents of violent crime, 79% of which was perpetrated by someone aged 10–15. A third of young women have reported experiencing sexual violence from a partner before they turn 18 (Barter et al., 2009), and two thirds of adult survivors of child sexual abuse have said that they were abused by another young person and not an adult (Radford et al., 2011)

The purpose of this guidance is to

- Assist practitioners in the identification and assessment of peer-on-peer abuse incidents
- Ensure that Oldham's response to peer-on-peer abuse addresses the contextual aspects of the phenomenon as well as the individual children affected

The Greater Manchester Safeguarding Children Procedures recognises that "significant harm" can occur when child causes harm to another (which can be a single event or a range of ill treatment). This is generally referred to as "peer on peer abuse"

Keeping children Safe in Education (2016) states that "All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting."

There is no clear definition of peer on peer abuse but is included in the following areas of work, which Greater Manchester Safeguarding Children Procedures provides guidance on.

Domestic Abuse: relating to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships; (GM procedures 4.16 Domestic Violence and Abuse)

Child Sexual Exploitation: captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of

any age - including another young person; (GM procedures 4.5 Safeguarding Children and Young People Abused through Sexual Exploitation)

Harmful Sexual Behaviour: refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours); (GM procedures 4.12 Harmful Sexual Behaviours Presented by Children and Young People)

Serious Youth Crime / Violence: reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18. (GM procedures 4.27 Safeguarding Children and Young People Who May be affected by Gang Activity)

Peer on peer abuse can often have an issue specific response, for example a young person is a victim of child sexual exploitation and interventions are focused on reducing risk in this area, however the young person may also be experience domestic abuse from a partner and be at risk of gang related violence.

County Lines

In addition to these areas there is also growing evidence relating to the issue of the exploitation of young people across geographical areas, commonly referred to as 'county lines' (although branded 'trapped' in Greater Manchester initiatives <http://www.itsnotokay.co.uk/professionals/trapped1/>). This often relates to adolescents and young people being exploited by older criminals, but may also incorporate peer on peer abuse and criminal exploitation, dependant on status and structures of criminal gangs

Criminal exploitation of children and vulnerable adults is a geographically widespread form of harm that is a typical feature of county lines activity. It is a harm which is relatively little known about or recognised by those best placed to spot its potential victims. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

There are a range of useful resources relating to county lines available here:

<https://www.csepoliceandprevention.org.uk/sites/default/files/Exploitation%20Toolkit.pdf>

The purpose of this guidance is to support practitioners by:

- Highlighting that young people can be perpetrators or victims to **all** the above forms of abuse and they are not mutually exclusive and can occur simultaneously.
- The use of a contextual safeguarding model based on the work of Firmin (2016a, 2016b, 2017) to challenge traditional safeguarding children practice in the identification, assessment and interventions where young people are victims and perpetrators of peer on peer abuse by consideration of;
 - vulnerable adolescents vs. vulnerable children –
 - Assessing risk outside the home vs. risk within the home
 - Abuse by young people vs. Abuse by adults
 - Unsafe social spaces vs. unsafe individuals

It is essential to consider the influence of peers and community during assessments of adolescents. Assessments often focus on individual and familial characteristics and can miss the vulnerabilities and risk to adolescents outside of the family from peers and social spaces. A focus on individual risk factors can lead to the vulnerabilities of some young people being under-identified by the multi-agency partnership.

Process

Agency identifies risk factors associated with peer on peer violence (see figure 1)

Referral to MASH

MASH - request information gathering across the social context, (Appendix 1) as a focus on individual risk factors can lead to some young people being under-identified by multi-agency partnership in relation to peer on peer abuse.

Information sharing takes place with key partner agencies to determine risks and plans. *This list is not exhaustive*

- Police
- Education
- Health
- Social Care
- Drug and alcohol services
- Probation
- YJS
- Housing
- Community Safety

Matrix populated (Appendix 1)

The Matrix is not a risk assessment but a framework to document discussions and concerns alongside other assessments and to capture contextual factors. It is designed to plan and review interventions in all contexts where abuse may be occurring, rather than exclusively focusing on the individual child and family.

All agencies should complete the tool before the meeting to assist collation of information during the meeting. The tool may also help support identification and risk to a young person

A lead professional identified to take forward any identified actions and co-ordinate next reviews etc.

The following link may be used as an online tutorial for filling in a similar style assessment framework to ensure that practitioners fully understand how to complete the following information

<https://www.contextualsafeguarding.org.uk/publications/contextual-assessment-framework>

Neighbourhood <i>Abusive behaviours</i> <i>Criminality</i> <i>Harmful gender norms</i> <i>Lack of capacity to safeguard</i> <i>Protective factors</i>		
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Analysis
<p><i>As part of the analysis consider Are the intended outcomes of the intervention seeking to change the nature of contexts as well as individual behaviours?</i></p> <p><i>Have any other young people been identified as at risk following completion of the matrix?</i></p> <p><i>What action needs to be taken?</i></p>

References

Barter, C., McCarry, M., Berridge, D., & Evans, K. (2009). Partner exploitation and violence in teenage intimate relationships, London: NSPCC.

Firmin (2016) "Sexual Exploitation and Its Impact on Developing Sexualities and Sexual Relationships: The Need for Contextual Social Work Intervention. *British Journal of Social Work* (Vol) 46, 2318–2337

Firmin (2017) Contextual Risk, Individualised Responses: An Assessment of Safeguarding Responses to Nine Cases of Peer-on-Peer Abuse. *Child Abuse Review*

Radford, L., Corral, S., Bradley, C., Fisher, H., Bassett, C., Howat, N., & Collishaw, S. (2011). *Child abuse and neglect in the UK today*, London: NSPCC

INDEPENDENT INQUIRY INTO CHILD SEXUAL ABUSE

Chief Executive
Local Authority
Thursday 2nd July 2015

Subject: Notice of retention/non-destruction of documents relating to the
Independent Inquiry into Child Sexual Abuse

As you are aware, on 12 March 2015, the Home Secretary established the Independent Inquiry into Child Sexual Abuse to consider whether public bodies – and other non-state institutions – have taken seriously their duty of care to protect children from sexual abuse. I write to you now in my position as Chair of the Inquiry on the issue of information and records held by your organisation, and those organisations for which you are responsible, or which are affiliated to your organisation.

The Terms of Reference for the Inquiry (appended) are extremely broad. As such, it is not yet clear exactly what files, records and documents we will be requesting from your organisations. This will become clearer as the work of the Inquiry progresses. In the meantime we must ensure that no line of investigation is curtailed by the premature destruction of files or records that later become required as evidence.

Accordingly, I have set out in an appendix to this letter a list of categories of document that should be retained pending further requests from the Inquiry. I would be grateful if you could ensure a thorough search of all your paper files, all digital records, and all other information – however held – to ensure that everything of potential relevance to the Inquiry is retained.

Please circulate this letter and its appendices to all parts of your organisation, to those bodies for which you are responsible, or which are affiliated to your organisation. It is of particular importance that your Children's Services Department and designated officer, or team of officers, (as described in the statutory guidance: Working Together to Safeguard Children March 2015) receive and act upon this request.

I thank you for your continued assistance in this matter.

Yours sincerely



Lowell Goddard
Chair, Independent Inquiry into Child Sexual Abuse

INDEPENDENT INQUIRY INTO CHILD SEXUAL ABUSE

Appendix 1: Categories of document for retention

Your organisation is asked to retain any and all documents; correspondence; notes; emails and all other information – however held – which contain or may contain content pertaining directly or indirectly to the sexual abuse of children or to child protection and care. For the purposes of this appendix, the word “children” relates to any person under the age of 18.

Such information may include, but is not limited to, the following:

- a. Any material, including reports; reviews; briefings; minutes; notes and correspondence in relation to allegations (substantiated or not) of individuals, organisations, institutions, public bodies or otherwise who may have been involved in, or have knowledge of, child sexual abuse, or child sexual exploitation;
- b. Any material, including reports; reviews; briefings; minutes; notes and correspondence in relation to allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children;
- c. Any material, including reports; reviews; briefings; minutes; notes and correspondence in relation to institutional failures to protect children from sexual abuse or other exploitation;
- d. Any material relevant to statutory responsibilities for the care of children in public or private care;
- e. Any material relevant to the development of policy on child protection;
- f. Any material relevant to the development of legislation on child protection;
- g. Any material relating to the determination of the award of Honours to persons who are now demonstrated to have had a sexual interest in children or are suspected of having had such an interest.

It is not possible to produce a definitive list under (g). Accordingly we invite you to ensure that no documentation relating to the award of Honours to any person is destroyed pending the outcome of the Independent Inquiry.

INDEPENDENT INQUIRY INTO CHILD SEXUAL ABUSE

Appendix 2: Terms of reference

Terms of Reference

Purpose

1. To consider the extent to which State and non-State institutions have failed in their duty of care to protect children from sexual abuse and exploitation; to consider the extent to which those failings have since been addressed; to identify further action needed to address any failings identified; to consider the steps which it is necessary for State and non-State institutions to take in order to protect children from such abuse in future; and to publish a report with recommendations.
2. In doing so to:
 - a. Consider all the information which is available from the various published and unpublished reviews, court cases, and investigations which have so far concluded;
 - b. Consider the experience of survivors of child sexual abuse; providing opportunities for them to bear witness to the Inquiry, having regard to the need to provide appropriate support in doing so;
 - c. Consider whether State and non-State institutions failed to identify such abuse and/or whether there was otherwise an inappropriate institutional response to allegations of child sexual abuse and/or whether there were ineffective child protection procedures in place;
 - d. Advise on any further action needed to address any institutional protection gaps within current child protection systems on the basis of the findings and lessons learnt from this inquiry;
 - e. Disclose, where appropriate and in line with security and data protection protocols, any documents which were considered as part of the inquiry;
 - f. Liaise with ongoing inquiries, including those currently being conducted in Northern Ireland and Scotland, with a view to (a) ensuring that relevant information is shared, and (b) identifying any State or non-State institutions with child protection obligations that currently fall outside the scope of the present Inquiry and those being conducted in the devolved jurisdictions;
 - g. Produce regular reports, and an interim report by the end of 2018; and
 - h. Conduct the work of the Inquiry as transparent a manner as possible, consistent with the effective investigation of the matters falling within the terms of reference, and having regard to all the relevant duties of confidentiality.

INDEPENDENT INQUIRY INTO CHILD SEXUAL ABUSE

Scope

3. State and non-State institutions. Such institutions will, for example, include:
 - a. Government departments, the Cabinet Office, Parliament and Ministers;
 - b. Police, prosecuting authorities, schools including private and state-funded boarding and day schools, specialist education (such as music tuition), Local Authorities (including care homes and children's services), health services, and prisons/secure estates;
 - c. Churches and other religious denominations and organisations;
 - d. Political Parties; and
 - e. The Armed Services.
4. The Inquiry will cover England and Wales. Should the Inquiry identify any material relating to the devolved administrations, it will be passed to the relevant authorities;
5. The Inquiry will not address allegations relating to events in the Overseas Territories or Crown Dependencies. However, any such allegations received by the Inquiry will be referred to the relevant law enforcement bodies in those jurisdictions;
6. For the purposes of this Inquiry "child" means anyone under the age of 18. However, the panel will consider abuse of individuals over the age of 18, if that abuse started when the individual was a minor.

Principles

7. The Inquiry will have full access to all the material it seeks.
8. Any allegation of child abuse received by the Inquiry will be referred to the Police;
9. All personal and sensitive information will be appropriately protected; and will be made available only to those who need to see it; and
10. It is not part of the Inquiry's function to determine civil or criminal liability of named individuals or organisations. This should not, however, inhibit the Inquiry from reaching findings of fact relevant to its terms of reference.

ICT monitoring and management software.

Introduction:

Schools have a statutory obligation to keep children safe, and following on from the statutory guidelines in KCSIE 2019, Crompton House School have decided to use Impero Console to ensure compliance with Annex C:

Online safety:

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Filters and monitoring:

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

As such Crompton House School had developed this policy to clarify the procedures that occur with the school.

This Policy should be read in conjunction with the Safeguarding policy and the E safety policy

Day to Day Monitoring Process:

1. Access to the Impero console is for staff only and requires a password. The password is changed regularly and is communicated to all staff via email.
2. Access to Impero is based on a restricted access structure. The following 4 groups are used to determine levels of access*:

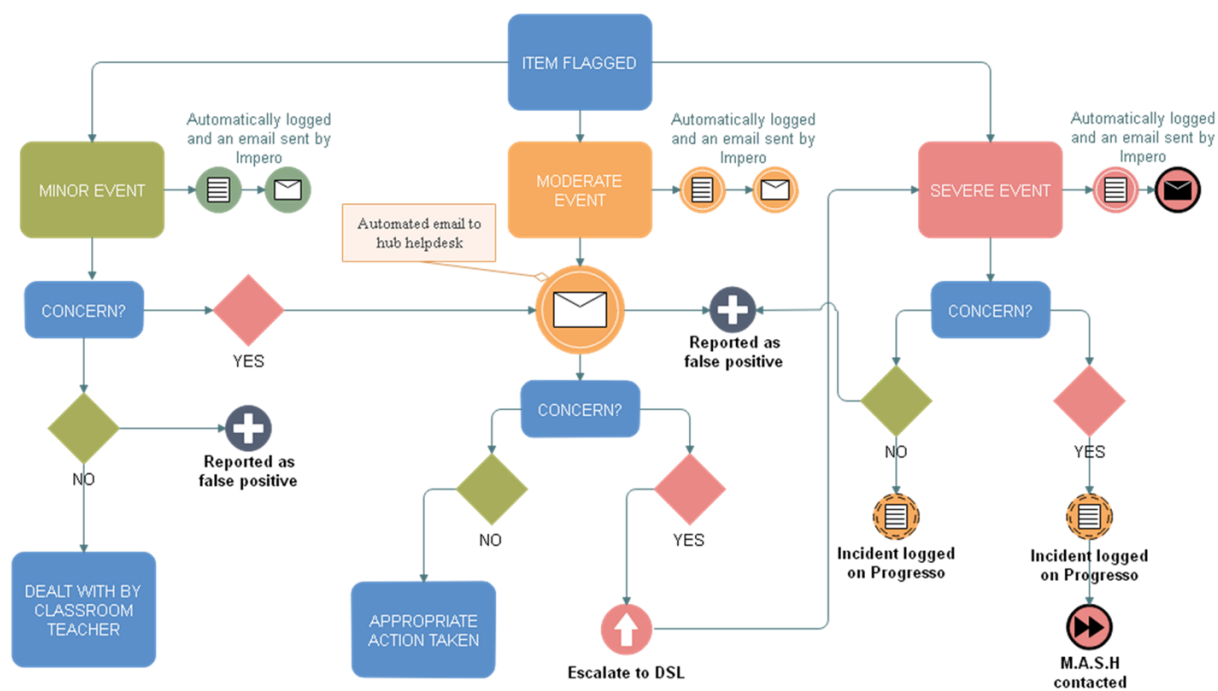
- i) **Impero-Staff**: Has full use of the basic console. Can view and control computers within IT Suits and year groups. Can see student violations. No access to logs, policies or staff.
- ii) **Impero-ICT**: Has same access rights as Impero-Staff plus the ability to reset student passwords and has access to advanced classroom features, such as remotely powering computers on and off. No access to logs, policies or staff.
- iii) **Impero-Tech**: Has same access rights as Impero-ICT plus access to Staff computers and accounts to remotely administer support. Staff are prompted to allow access via a popup window. This group can also perform remote installation of software and other technical tools. No access to logs or policies.
- iv) **Impero-Safeguarding**: Has same access rights as Impero-ICT and can view staff and student access and activity. Can view logs and run reports. Unable to view or edit policies.

* The IT Manager has unrestricted access to all elements of Impero for configuration and administrative purposes.

3. All members of staff must use Impero when teaching with the use of computers and students must be actively monitored during the course of their lesson.

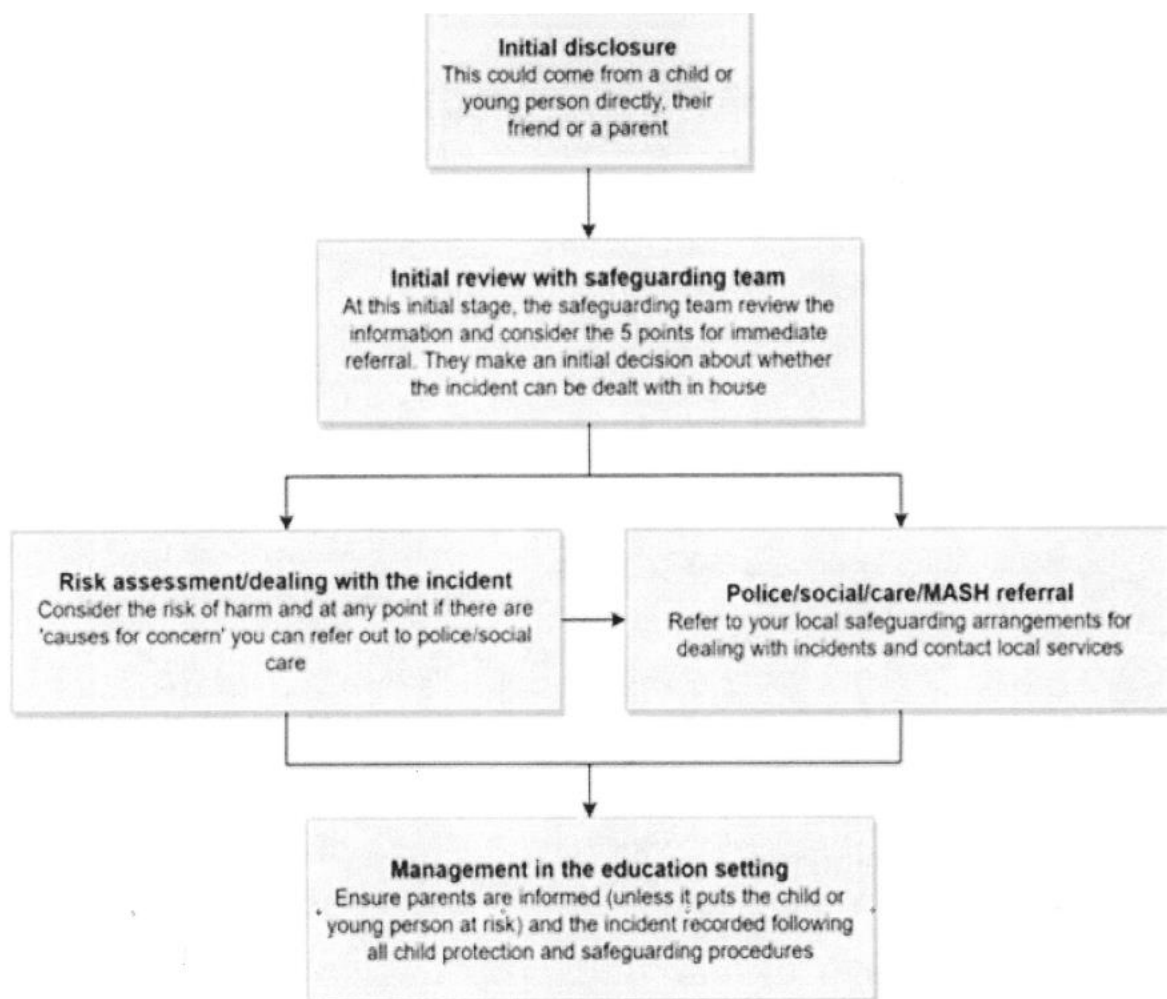
Below is the flowchart to explain how monitoring takes place in school and the actions taken.

Impero Event Process



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Appendix 9: Dealing with Nudes and Semi Nudes



What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

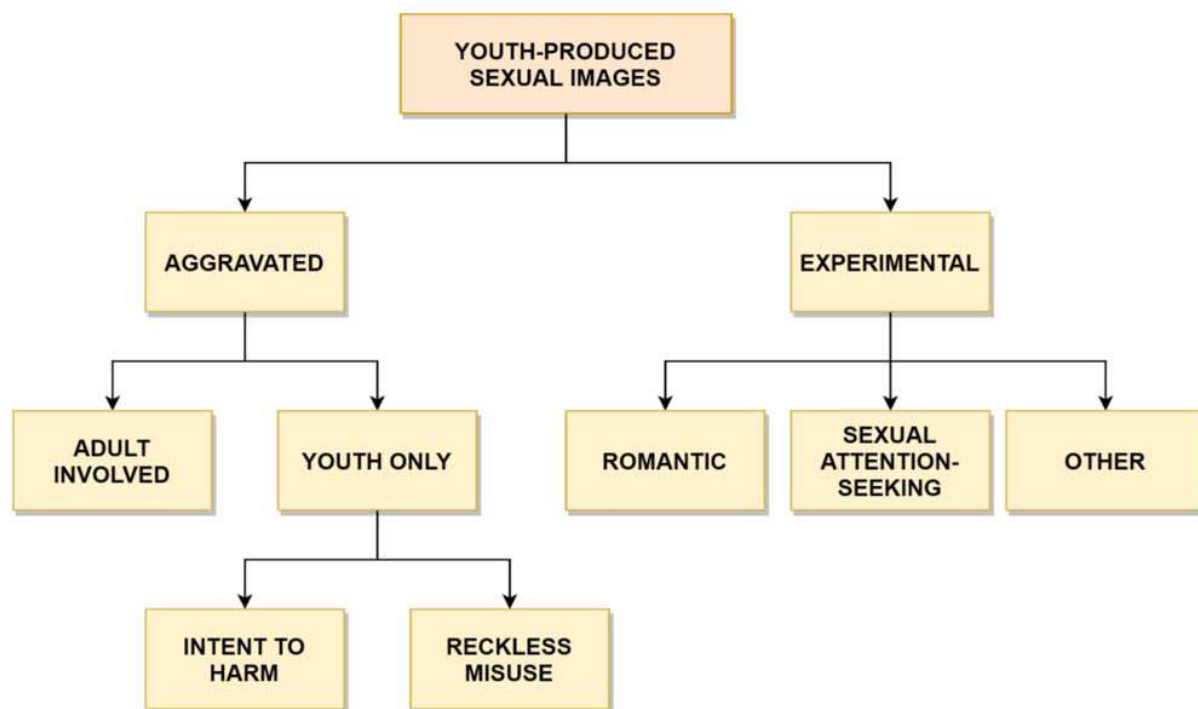
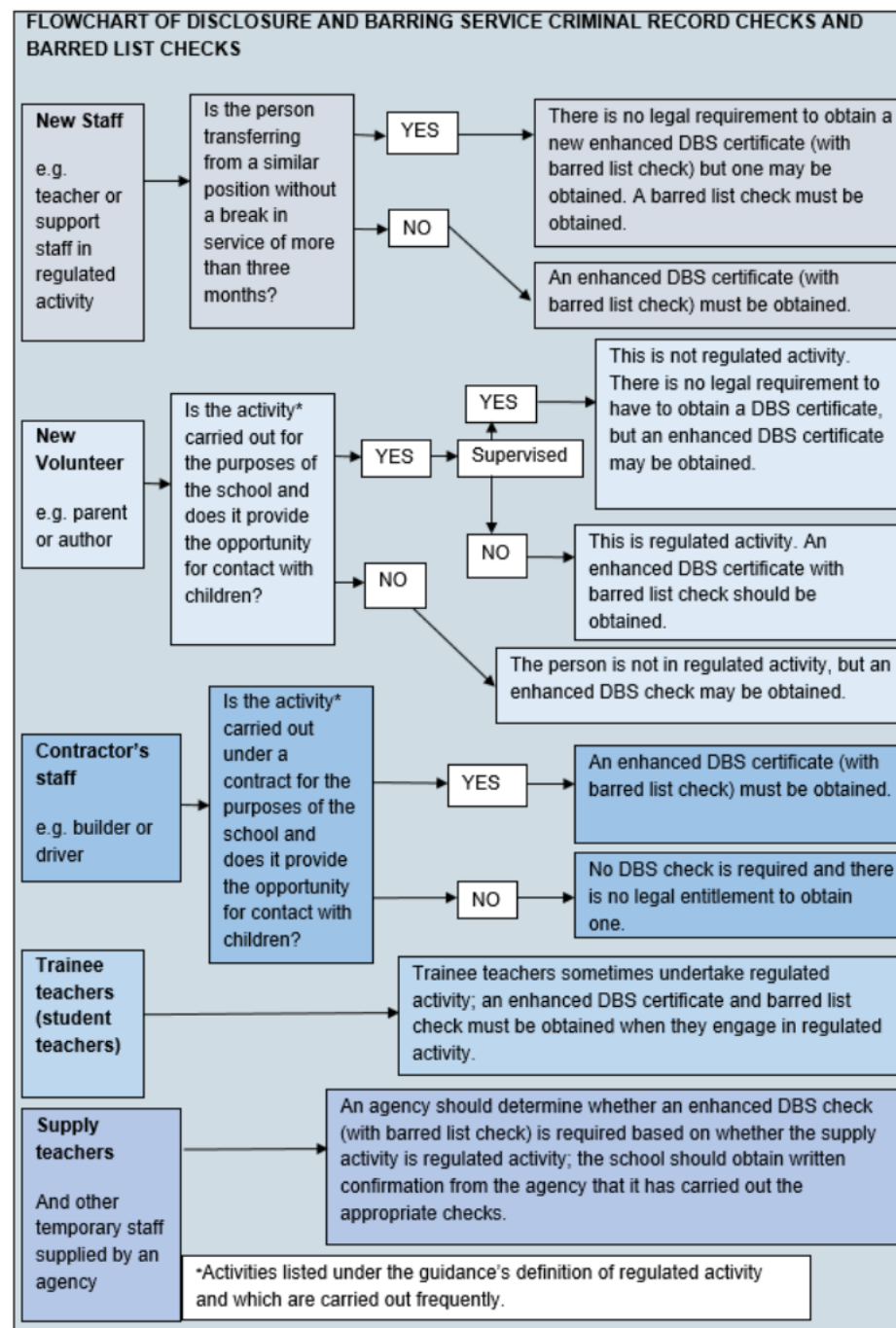


Fig 1: Sexting, a typology (Finkelhor and Wolak)

Appropriate	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Behaviour accepted by peers within peer group context	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision-making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	

Fig 2: Adapted from 'A continuum of children and young people's sexual behaviours' (Hackett, 2010)



Appendix 11: Guidance

1. Disclosure starts before it starts

For a pupil to arrive at the position where they feel safe enough to disclose sensitive information a lot has to happen first. During on and a disclosure begins with a trusting relationship.

2. Recognising unusual behaviours

In the last 12 months, schools have reported an increase in unusual behaviours – and not always from the pupils we would assume. It is vital to recognise at this time that behaviours that we may assume would fit a pupil going through something unsafe may not match. For example : a pupil suffering sexual abuse at home may hide in a corner at school and be scared to take their coat off; equally, they may be aggressive and display sexually threatening behaviour to others.

Trauma, abuse and neglect affect us in different ways. Never assume that a behaviour means something specific unless you know that to be true.

It's important to remember this when giving sanctions or punishments – some of the pupils who challenge us the most behaviourally, are or have been going through some of the most extreme and negative environments themselves.

3. Building trust

Knowing that a trustworthy relationship is vital may feel challenging for staff this year. Some teaching staff will feel that they know their pupils less well than they ever have, or that the pupils have changed their behaviour significantly in a seemingly unpredictable way.

- showing you care, helping them open up
- taking your time, slowing down
- showing you understand, reflecting back.

4. Show you care, help them open up

For some of our pupils, school may be the safest place they have in their lives, and you may be the safest adult they know. The children need to know we care.

Even with all the stresses of a normal day, the small signs and check ins to show that we do care, built up, could be the signal that convinces the pupil that telling you will be a safe thing to do.

Supportive body language, pausing on the multi-tasking and really listening, even to seemingly unimportant things, can be those signals that support the pupil to open up.

If they do begin to share something with you that you think may be a disclosure, repeat back what you have understood (maybe in the pupils' own words), to demonstrate that you have understood correctly.

5. Take your time, slow down

We need to tell our stories in our own time. For some, particularly when the story feels hard, this may take a long time. It is challenging as an adult: we know that if certain things are said then action and support can follow, but it is important that we let pupils go at their own pace – this will increase the trust and prevent a retreat if they feel they have overshared and things are moving too quickly for them, making them feel unsafe and out of control.

Instead, let there be pauses, avoid interrupting and accept that some disclosures may happen over a series of conversations.

This approach also helps us regulate any difficult emotions that may come up for us – staying calm is key for the pupil to feel safe.

6. Reflect back and reassure

If a pupil does begin to share something with you that you think may be a disclosure, repeat back what you have heard (maybe in the pupils' own words), to demonstrate that you have understood correctly.

Reassure the pupil that they have done the right thing in telling you. Avoid using 'why' questions or any language normally associated with pupils being in trouble.

7. Reporting, not investigating

Guidance states how important it is for us to report and not investigate when disclosures are made.

The basic rule of thumb is that staff should ONLY ask enough questions of the child to clarify whether there is a child protection concern. Once the child has clarified that they are being harmed or are at risk (or the staff member is reassured that the child is safe), no further questions are required.

8. Do not promise confidentiality

It is our duty of care to look after our young people's safety. It can be very challenging when a pupil looks about to disclose something to you and begins with 'But you won't tell anyone else will you?'. But it's important that you don't promise this – the safety of the pupil is paramount.

9. Record

There's a lot going on in our daily school lives. After a disclosure ensure that the first thing you do is record the conversation in as much detail as you can, if possible, quoting phrases that were said directly.

We can be overconfident and think we will remember – but other events will happen. Make this a priority and ask other staff to temporarily cover if needs be.

10. Schoolwide structural and cultural support.

All staff can offer support for young people, it is often peripheral staff who receive disclosures such as lunchtime supervisors, caretakers, part time mentors / TA's because they are deemed less intimidating.

Support can be offered by anyone, but streamlines to Form Tutors, Class Teachers, AHOY, HOY, Attendance, Welfare, Matron, SENDCO
SLT, DSL

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