



## Child Protection Policy

<b>Document Control Information</b>			
<b>Child Protection Policy</b>			
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<b>Revision History</b>			
<b>Author</b>	<b>Summary of changes</b>	<b>Issue</b>	<b>Date Authorised</b>
R Righini	New Policy	1	24 <sup>th</sup> Nov 2012
W Warren	Policy update – new recommendations	2	8 <sup>th</sup> July 2014
W Warren	Policy update – new recommendations	3	4 <sup>th</sup> December 2014
W Warren	Policy update – new recommendations	4	21 <sup>st</sup> April 2015
W Warren	Policy update – new recommendations	5	9 <sup>th</sup> December 2016
R Righini	Group Policy audit	6	31 <sup>st</sup> August 2017
G Howard	Policy update – new recommendations	7	3 <sup>rd</sup> Sep 2018
G Howard	Updated KCSIE regulations	8	30 <sup>th</sup> June 2019
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<b>Document Owner &amp; Reviewer:</b>	<i>Designated Safeguarding Lead</i>		
<b>Equality Impact</b>			
<b>Statement</b>	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the Equality Act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.</p>		
<b>Screening</b>	<p>This document has been screened by the Equality Team and the impact has been assessed as:</p> <p><input type="checkbox"/> Not applicable  <input type="checkbox"/> Low  <input type="checkbox"/> Medium  <input type="checkbox"/> High</p>		

## **1. Purpose**

- 1.1. A Child Protection Policy is a statutory requirement and is designed to ensure all children in our care are safeguarded.

## **2. Scope of Policy**

- 2.1. New Bridge Learning Centre recognises that all adults, including temporary staff, volunteers and governors have a full and active part to play in protecting our young people from harm, and that the child's welfare is our paramount concern.
- 2.2. We recognise that some of our young people may be the victims of neglect, physical, sexual or emotional abuse. Staff will often, by their day to day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need.
- 2.3. New Bridge Learning Centre will follow the procedures as laid down by the Oldham Safeguarding Partnership, which replaces the LSCB, following 'The Children and Social Care Act 2017' requirements that revised safeguarding multiagency arrangements are in place by Sept 2019 and the statutory guidance for schools and colleges 'Keeping Children Safe in Education 2019', in line with government publication: 'Working Together to Safeguard Children' 2018 and 'What to do if you are worried a child is being abused (advice for practitioners)'. We will give priority to working together with other agencies to protect children in our care
- 2.4. This policy deals with the protection of children under the age of 18 years. A separate policy (Vulnerable Adults Protection policy) covers adults (18 years and over).

## **3. Reason for Review**

- 3.1. This policy was reviewed as part of a Group audit.

## **4. Aim(s)**

- 4.1. We will ensure that arrangements are in place for:
  - 4.1.1. all reasonable measures to be taken to minimise the risks of harm to children's welfare
  - 4.1.2. all appropriate actions to be taken to address concerns about the welfare of a child working to agreed local policies and procedures in full partnership with other local agencies.
  - 4.1.3. all new members of staff to be referred to our Child Protection policy and procedures as part of their induction into New Bridge Learning Centre and for all staff to familiarise themselves with this policy.
  - 4.1.4. an interpreter to be made available to any young person/family that requires this.
- 4.2. New Bridge Learning Centre will ensure that staff are made aware that children with special educational needs (SEN) can face additional safeguarding challenges. These can include:
  - 4.2.1. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

4.2.2. the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

4.2.3. communication barriers and difficulties in overcoming these barriers.

## 5. Procedures and practice

### 5.1. Key Contacts within New Bridge Learning Centre

5.1.1. If you need any help or advice you can refer directly to a member of the Safeguarding team, who have undergone Designated Safeguarding Training, which is currently:

Senior Staff	Position	Contact Details
Graham Quinn	CEO	07912 732749
Dawn Allison	Head of Site	0161 883 2402
Karen Bingley	Extended Schools Director (Holiday Club and After School Club Designated person)	0161 883 2401
Rebeckah Hollingsworth	Director of Child Protection and Emotional Well-being	0161 883 2401
Suhel Miah	Director of Equality & Diversity and also single point of contact for PREVENT	0161 883 2401
Geoff Howard	Assistant CEO Pastoral	0161 883 2401

Other Staff	Position	Contact Details
Michelle Lane	KS5 Pastoral Lead	0161 883 2402
Nicola Nelson	KS5 Pastoral Lead	0161 883 2403

Nominated Safeguarding & Children Looked After Governor
Jean Webber

Key Contacts outside of New Bridge Learning Centre	Contact Details
Multi-Agency Safeguarding Hub (MASH)	0161 770 7777
Early Help Referral	0161 770 6672
Local Authority Designated Officer	Colette Morris 0161 770 8870
LSCB Manager	Sue Harrison 0161 770 8096

### 5.2. In order to protect our children, we will:

5.2.1. establish and maintain an environment where all our children can feel secure, valued and listened to

5.2.2. ensure that all our children know that there are people within New Bridge Learning Centre whom they can approach if they are worried about any problems

5.2.3. raise awareness of all staff of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse

5.2.4. respond quickly and effectively to cases of suspected abuse

- 5.2.5. monitor and support children at risk
- 5.2.6. monitor the attendance of children subject to a Child Protection Plan
- 5.2.7. ensure that any child who is subject to a Child Protection Plan who is absent without explanation for two days is referred to Social Care
- 5.2.8. take part alongside Social Care in regularly reviewing the outcomes for the child against specific plans (e.g. Child in Need, Child Protection, Looked After Children)
- 5.2.9. provide opportunities through the curriculum for children to develop an awareness of what puts them at risk and how to keep themselves safe
- 5.2.10. work closely with families and external agencies
- 5.2.11. ensure that all adults within New Bridge Learning Centre who have access to our young people have been checked as to their suitability, including verification of their identity, qualifications, and have an enhanced Disclosure Barring Service check. Where appropriate, we will ensure compliance under the Childcare Disqualification Act 2006 and we will keep a central record for audit purposes
- 5.2.12. ensure all staff are referred to this policy along with the 'Code of Conduct for Staff', Disqualification under the Childcare Act 2006 and Section 1 of the 'Keeping Children Safe in Education 2019'. We will also ensure a copy of this policy is available on the website and is available in hardcopy format for those who require it
- 5.2.13. provide continuing support to a child about whom there have been concerns who leaves New Bridge Learning Centre by ensuring the appropriate information is forwarded under confidential cover to the child's new school

### **5.3. Policies and Procedures**

- 5.3.1. In order to fulfil our safeguarding responsibilities, we will ensure that the following are in place:
  - 5.3.1.1. clear lines of accountability for safeguarding young people including clear procedures for staff to follow
  - 5.3.1.2. safer recruitment and HR procedures that take into account the need to safeguard and promote the welfare of young people
  - 5.3.1.3. procedures for dealing with allegations of abuse against staff
  - 5.3.1.4. appropriate whistleblowing procedures and a culture that enables issues about safeguarding and promoting the welfare of young people to be addressed
  - 5.3.1.5. arrangements to ensure that all staff undertake appropriate training
  - 5.3.1.6. arrangements to work effectively with other organisations including arrangements for information sharing

#### **5.4. Roles and Responsibilities**

- 5.4.1. Safeguarding is everyone's responsibility. Staff should always act in the best interests of the child and have an attitude of 'it could happen here'.
- 5.4.2. Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering harm. All adults within New Bridge Learning Centre have a responsibility to safeguard children and promote their welfare
- 5.4.3. All adults within New Bridge Learning Centre have a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage. Adults should not themselves investigate possible abuse or neglect. Their key role is to refer concerns.

#### **5.5. The Trustees will ensure that:**

- 5.5.1. New Bridge Learning Centre has a child protection policy and procedures in place in accordance with locally agreed inter-agency procedures and that the policy is reviewed annually and made available via the school website and upon request
- 5.5.2. New Bridge Learning Centre operates safer recruitment procedures and makes sure that all appropriate checks are carried out on any person who works with our children and that a single central record is maintained
- 5.5.3. New Bridge Learning Centre has procedures for dealing with allegations of abuse against all adults
- 5.5.4. staff undertake appropriate child protection training and are aware of New Bridge Learning Centre policy and procedures in relation to the safeguarding of children
- 5.5.5. staff working with Reception and Year 1 pupils, including at Before and After School clubs attended by children under eight years of age, are made aware of the Disqualification under the Childcare Act 2006
- 5.5.6. a governor is nominated to be responsible for safeguarding
- 5.5.7. where services or activities are provided on any of our premises by another body, trustees will ensure that the visitors' policy is adhered to
- 5.5.8. all EV procedures are followed to keep our children safe
- 5.5.9. all adopted policies and procedures are fully implemented and followed by all staff
- 5.5.10. sufficient resources and time are allocated to enable the Safeguarding team and other staff to discharge their responsibilities
- 5.5.11. all adults feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively and effectively in accordance with agreed whistleblowing policy

#### **5.6. The Safeguarding Team will:**

- 5.6.1. pass on any information about suspected abuse or neglect as soon as it is known
- 5.6.2. attend child protection meetings/conferences as appropriate
- 5.6.3. attend refresher training every two years
- 5.6.4. keep accurate and secure records ensuring that all such records are kept confidentially and securely and are separate from the child's educational records
- 5.6.5. ensure that all staff have relevant training
- 5.6.6. ensure that all staff have access to and understand the Child Protection policy
- 5.6.7. recognise how to identify signs of abuse and when it is appropriate to make a referral
- 5.6.8. refer cases of suspected abuse or allegations to the relevant investigating agencies
- 5.6.9. act as a source of support, advice and knowledge within New Bridge Learning Centre
- 5.6.10. adhere to the Oldham Safeguarding Partnership and New Bridge Learning Centre procedures with regard to referring a child if there are concerns about possible abuse
- 5.6.11. liaise and work in partnership with Children's Social Care, and other relevant agencies
- 5.6.12. ensure that relevant safeguarding policies are updated and reviewed annually and work with trustees regarding this
- 5.6.13. ensure that parents are informed about the importance of safeguarding, the organisation's role within that and the ways in which they can report concerns and support their children in staying safe.
- 5.6.14. this will be done through letters and information packs, the school's website and parent display boards.
- 5.6.15. ensure that when a child leaves New Bridge Learning Centre their child protection records are passed on to the receiving school. Copies of the records will not be retained. A telephone call will be made to the Designated Senior Person of the receiving school advising that child protection records are being transferred

**5.7. All adults within New Bridge Learning Centre will:**

- 5.7.1. comply fully with New Bridge Learning Centre policies and procedures
- 5.7.2. attend appropriate training and be aware of potential indicators of abuse
- 5.7.3. inform the Safeguarding team of any concerns and follow agreed procedures for reporting

- 5.7.4. be open to hearing concerns from children and others, without seeking to investigate these concerns
- 5.7.5. be informed on how to report any concerns relating to the CEO or any member of staff within the organisation
- 5.7.6. be discreet regarding any concern they may have or in a disclosure being made
- 5.7.7. be prepared to identify children who may benefit from Early Help.

## **5.8. Early Help referral**

- 5.8.1. Early Help means providing support as soon as a problem emerges at any point in a child's life.
- 5.8.2. Key staff within the organisation receive regular updates and attend training regarding the Early Help Referral system.
- 5.8.3. Staff are made aware of the Early Help Referral system and process through whole staff meetings and any updates will be communicated via email and placed on the New Bridge Learning Centre operations manual.

## **5.9. Forms of Abuse**

- 5.9.1. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Possible signs and symptoms can be found at Appendix 1.
- 5.9.2. Department advice 'What to do if you are worried a child is being abused – Advice for practitioners' provides more information on understanding and identifying abuse and neglect.
- 5.9.3. The NSPCC website also provides useful additional information on types of abuse and what to look out for.
- 5.9.4. Physical abuse is deliberately physically hurting a child
  - 5.9.4.1. Physical abuse may take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.
  - 5.9.4.2. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse
  - 5.9.4.3. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment
- 5.9.5. Emotional abuse is the persistent emotional maltreatment of a child



- 5.9.5.1. Emotional abuse is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development
  - 5.9.5.2. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child
  - 5.9.5.3. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
  - 5.9.5.4. Emotional abuse may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- 5.9.6. Sexual abuse is any sexual activity with a child
- 5.9.6.1. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health
  - 5.9.6.2. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children
- 5.9.7. Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development
- 5.9.7.1. Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify
  - 5.9.7.2. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs or alcohol over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse
- 5.9.8. Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status
- 5.9.8.1. Child sexual exploitation can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even

- where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them
- 5.9.8.2. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point

5.9.9. Honour Based Violence (HBV)

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

5.9.10. Female Genital Mutilation (FGM)

- 5.9.10.1. Professionals in all agencies need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM.
- 5.9.10.2. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.
- 5.9.10.3. Reporting of FGM is now mandatory for all staff via our child protection procedure.
- 5.9.10.4. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

**5.10. Radicalisation & Extremism**

- 5.10.1. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind
- 5.10.2. Extremism is defined as the holding of extreme political or religious views
- 5.10.3. We will not tolerate extremist activity of any sort, which creates an environment for radicalising individuals and could lead them on a pathway towards terrorism (Counter-Terrorism and Security Act 2015). More detailed information can be found in the Anti-Bullying policy
- 5.10.4. On rare occasions, staff may have cause for concern regarding extremism due to a child's behaviour, comments or activities. All staff have a duty to ensure that extremism is not tolerated or promoted within the organisation. The DSL will be notified if any such concerns arise, who will escalate to the single point of contact for Prevent who will liaise with the local authority and Channel, as may be necessary. From time to time, during the curriculum in different subjects including PSHCE references will be made to political matters. Staff are required to ensure that political matters of any description are only referred to in a balanced, unbiased way

- 5.10.5. Key staff will be aware of the Channel programme to make a referral with regards to radicalisation and extremism.
- 5.10.6. Key staff will undertake Prevent training

### **5.11. Peer on Peer abuse**

- 5.11.1. Peer on peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff will be made aware of safeguarding issues from peer abuse including bullying (including cyberbullying), gender based violence, sexual assaults and sexting.
- 5.11.2. Peer on peer abuse can be motivated by perceived difference e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. Peer on peer abuse can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim, (vulnerable adults are at particular risk of harm).
- 5.11.3. Stopping violence and ensuring immediate physical safety is the first priority of all staff.
- 5.11.4. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement and/or involved in crime.
- 5.11.5. New Bridge Learning Centre, does not tolerate any forms of bullying including that of peer on peer abuse. All allegations of peer on peer abuse will be investigated and dealt with accordingly. Further information can be found within the Anti-Bullying strategy. Pupils are able to report all forms of bullying via the school website or by talking to any member of staff.

### **5.12. Cyberbullying & sexting**

- 5.12.1. This happens 'online' through information technology with a widespread audience & devices to communicate through. This form of bullying can occur at any time in or outside of school or college but should be assessed by staff if it involves a pupil.

### **5.13. Other Specific Safeguarding Issues**

- 5.13.1. Other specific safeguarding issues are as follows and further information can be found on the [www.gov.uk](http://www.gov.uk) website;
  - 5.13.1.1. bullying/peer on peer abuse including cyberbullying and sexting
  - 5.13.1.2. children missing education
  - 5.13.1.3. children missing from home or care
  - 5.13.1.4. domestic violence
  - 5.13.1.5. drugs
  - 5.13.1.6. fabricated or induced illness
  - 5.13.1.7. faith abuse
  - 5.13.1.8. forced marriage
  - 5.13.1.9. gangs and youth violence
  - 5.13.1.10. gender-based violence/violence against women and girls (VAWG)
  - 5.13.1.11. hate
  - 5.13.1.12. mental health
  - 5.13.1.13. missing children and adults
  - 5.13.1.14. private fostering
  - 5.13.1.15. relationship abuse
  - 5.13.1.16. trafficking

#### **5.14. Online Safety**

- 5.14.1. We recognise the importance of online safety and keeping children safe in education, as a result we have a comprehensive E-Safety approach for all learners which includes a rolling programme of six week training delivered to all young people
- 5.14.2. Trustees will ensure that all young people are not exposed to risks from:
  - 5.14.2.1. content: being exposed to illegal, inappropriate or harmful material
  - 5.14.2.2. contact: being subjected to harmful online interaction with other users; and
  - 5.14.2.3. conduct: personal online behaviour that increases the likelihood of risk
- 5.14.3. Trustees will ensure appropriate filters and monitoring systems are in place throughout the organisation.
- 5.14.4. A clear policy in relation to the use of mobile technology can be found in our E-Safety policy.

#### **5.15. Looked after Children**

- 5.15.1. The most common reason for children becoming looked after is as a result of abuse and/or neglect.
- 5.15.2. Trustees will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- 5.15.3. Appropriate staff will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- 5.15.4. Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child.

#### **5.16. Missing Children**

- 5.16.1. A child going missing from an education setting is a potential indicator of abuse and neglect. New Bridge Learning Centre has procedures in place for all young people who are missing which can be found in the Children Missing Education policy.

#### **5.17. Collecting Children**

- 5.17.1. As a safeguarding measure New Bridge Learning Centre operates a 'password' system.
- 5.17.2. All families are asked to set a 'password' which is recorded on the school database and which must then be repeated to staff by whomever they have authorised to pick up their child before the organisation will permit them to leave the premises. This is an important measure that protects our vulnerable young people and gives both the parent and the organisation the confidence to know that only people authorised to do so will be able to take responsibility for a child.

#### **5.18. Red Flag**

- 5.18.1. New Bridge Learning Centre has a red flag system which is accessible by all members of the staff team via the organisation's database. The red flag is password protected and is used to highlight those young people who may require extra support or protection in and around our premises

and to highlight those young people that may need monitoring more closely.

- 5.18.2. Information is entered onto the red flag system by a member of the Safeguarding team and an email is sent to all staff when an entry has been made to alert them

### **5.19. Visitors**

- 5.19.1. A summary of the safeguarding procedures and the names of those designated within this policy are displayed within the reception area on all sites. All visitors are expected to sign in upon arrival and are allocated a visitor's badge. Visitors will be allocated a coloured lanyard depending upon whether they have been DBS checked; this enables staff to immediately identify those visitors who are not to be left alone with our young people.

### **5.20. Whistleblowing**

- 5.20.1. Whistleblowing is when someone suspects wrongdoing at work. Officially this is called 'making a disclosure in the public interest'. Staff can report things that are not right, are illegal or if anyone at work is neglecting their duties. Staff should be aware of their duty to raise concerns about the attitude and actions of colleagues via the Head of Site, CEO, the Safeguarding team, the Safeguarding Governor, the Chair of Governors or via Trustees.
- 5.20.2. Other whistleblowing channels are open to staff if they feel they are unable to raise an issue with a colleague or feel that genuine concerns are not being addressed with regards to safeguarding practices. These channels will be relayed to staff in annual training updates and can be found in the Keeping Children Safe in Education 2019 part one.
- 5.20.3. Please refer to the Whistleblowing policy.

### **5.21. Supporting staff**

- 5.21.1. We recognise that staff working at New Bridge Learning Centre who have become involved with a child who has suffered harm, or appears to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with a member of the Safeguarding team and to seek further support as appropriate.

### **5.22. Training**

- 5.22.1. All staff will undertake the compulsory safeguarding training which is offered throughout the year as part of the organisation's CPD programme. Any changes to legislation will be reported to staff through whole school staff meetings.
- 5.22.2. Trustees will allow designated personnel to attend relevant safeguarding training. The Safeguarding team will receive inter-agency training every 2 years.
- 5.22.3. New staff will receive safeguarding training as part of their induction.
- 5.22.4. Trustees, governors and other key colleagues will receive safer recruitment training.
- 5.22.5. Opportunities are given to staff to contribute to and shape safeguarding arrangements and child protection policy via meetings and training.
- 5.22.6. The designated safeguarding lead(s) will undertake Prevent awareness training.
- 5.22.7. The designated safeguarding lead(s) will attend safeguarding network meetings to keep up to date with new guidance.

5.22.8. New guidance will be relayed to all staff within the New Bridge Learning Centre by full staff meetings, staff training days, emails and updates via the school website.

### **5.23. Safer Recruitment**

- 5.23.1. New Bridge Learning Centre ensures we practice safer recruitment by undertaking enhanced DBS checks of all adults who work with our children. Recruitment adverts highlight the priority that the organisation places on this and its commitments to safeguarding. The organisation follows the legal requirement that recruitment panels appointing staff should include at least one person who has been trained in safer recruitment.
- 5.23.2. New Bridge Learning Centre ensures that staff working with Reception and Year 1 pupils, including at Before and After School clubs attended by children under eight years of age, are informed of their obligations relating to being disqualified from working in those settings.
- 5.23.3. Staff are made aware of the relevant legislation and must advise the CEO if they are concerned that they may be disqualified.
- 5.23.4. Additional checks are carried out by the organisation to ensure that anyone appointed to work with our children is not prohibited from teaching. This check is carried out by the online National College of Teaching and Learning.

### **5.24. Management of Records**

- 5.24.1. All confidential safeguarding records will be stored centrally by the Safeguarding team in a locked cabinet. Child protection records will be kept for birth + 25 years, unless a young person moves school, in which case records will be transferred following appropriate procedures

### **5.25. Sharing of information**

- 5.25.1. Sharing of information is on a need-to-know basis. Information is shared with other members of staff where this can be justified in the best interests of the young person. Information is shared with other agencies as appropriate and with regard to locally agreed procedures. Confidentiality/information sharing should never come before the safeguarding of the young person.

### **5.26. Transferring files**

- 5.26.1. Arrangements are in place for the transfer of files from other schools to New Bridge Learning Centre. This is carried out by a member of the Safeguarding team.

### **5.27. Allegations against staff**

- 5.27.1. All safeguarding allegations relating to staff, paid or voluntary, must be reported directly to the CEO without informing the subject of the concern/allegation. All matters will be dealt with in confidence and in line with the procedures laid down by Oldham Safeguarding Partnership.
- 5.27.2. Full evidence will be made available to the member of staff of the allegation as soon as is agreed appropriate within the on-going needs of any investigation by the police, Social Care Services or by any disciplinary process.
- 5.27.3. In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. The CEO on all such occasions will

discuss the content of the allegation with the Local Authority Designated Officer (LADO).

5.27.4. New Bridge Learning Centre's Procedure for Dealing with Allegations of Abuse Against Staff will need to be followed.

5.27.5. Any concern of a child protection nature received by any person and relating to the CEO must be passed in confidence to the Chair of Trustees or Chair of Governors.

5.27.6. All staff need to be aware of their vulnerability to allegations and must address their practice accordingly.

## **5.28. Reporting Procedures**

5.28.1. All staff may raise concerns directly with Children's Social Care Services and should be prepared to identify children who may benefit from early help referral.

5.28.2. However, New Bridge Learning Centre has procedures in place that staff are asked to follow and pass any concerns they have to a member of the Safeguarding team who will seek advice/make a judgement as to whether a referral to Social Care Services is made or if there is a need for any other action be taken (Appendix 1, 2 and 3 can be referred to).

5.28.3. All concerns and/or disclosures must be recorded on a referral form (Appendix 4) immediately. Forms are available at reception on all sites and from the safeguarding team. Any notes to accompany the concern/disclosure should be attached securely to the referral form.

5.28.4. A body map is also available to record any markings (Appendix 5).

5.28.5. All staff must be aware of the high level of confidentiality of notes and individual staff members should pass all notes and records on to a member of the Safeguarding team.

5.28.6. It is the responsibility of all staff working within the organisation to record and report child protection concerns, i.e. where they believe a child has been or is at risk of abuse or significant harm. This responsibility extends to all staff and not just those specifically working with children.

5.28.7. If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral.

5.28.8. Where referrals have not been made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

5.28.9. Teachers have a duty of care to report immediately to the police that an act of FGM appears to have been carried out.

## **5.29. Complaints**

5.29.1. Please refer to the Compliments and Complaints Policy.

## **5.30. Health & Safety**

5.30.1. Health and safety issues are described fully in the Health & Safety policy. It is the responsibility of all staff to report any issues without delay to a member of the leadership team.

## **6. Other useful documents**

6.1. Safeguarding Vulnerable Adults

## **7. Monitoring**

This policy will be monitored through the MAT's accountability framework.

## Guidance Notes

If a child discloses information to you:

### Always

- Report immediately as soon as you have a concern
- Record the date, time, place, any non-verbal behaviour and the words used by the child, noting any questions the child raises
- Accept what is said
- Reassure the child, but only as far as is honest; don't make promises you may not be able to keep e.g. 'Everything will be alright now', 'You'll never have to see that person again'
- Explain what you have to do next and who you have to talk to
- Pass the completed reporting form to a member of the Safeguarding team

### Never

- Ask leading questions (just listen and be supportive, rather than directly questioning the child)
- Ask the child to write down their account (unless advised to do so by the Designated Person for Child Protection and/or a member of the Safeguarding team)
- Ask the child to repeat the information for another member of staff
- Jump to conclusions
- Investigate (unless advised to do so by the Designated Person for Child Protection and/or the Safeguarding team)
- Take photographs of marks
- Attempt any medical judgement or arrange a medical examination
- Discuss with other members of staff (unless advised to do so by the Designated Person for Child Protection and/or the Safeguarding team). It is absolutely essential that staff do not discuss between each other any issues relating to a particular young person as this may compromise themselves or the young person.
- Tape/video record an interview
- Promise confidentiality – you should explain to the child that you may need to pass information on to other professionals to help keep them or other children safe
- Ask a child to remove any clothing. Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the child

Once you suspect or know of any abuse of any child, you should immediately inform a member of the Safeguarding team. Even if you have only heard rumours of abuse, or you have a suspicion but do not have firm evidence, you should still contact them to discuss your concerns.

ALL STAFF MAY RAISE CONCERNS DIRECTLY WITH CHILDREN'S SOCIAL CARE SERVICES

TEACHING STAFF HAVE A DUTY OF CARE TO REPORT IMMEDIATELY TO THE POLICE THOSE CASES WHERE THEY SUSPECT FGM MAY HAVE BEEN CARRIED OUT



## Possible Signs and Symptoms of Abuse/Neglect

Form of Abuse	Possible Signs of Abuse
Physical	Unexplained injuries or burns, particularly if they are recurrent Refusal to discuss injuries Improbable explanations for injuries Untreated injuries or lingering illness not attended to Admission of punishment which appears to be excessive Shrinking from physical contact Fear of returning home or of parents being contacted Fear of undressing Fear of medical help Aggression/bullying Over compliant behaviour or a 'watchful attitude' Running away Significant changes in behaviour without explanation Deterioration in work Unexplained pattern of absences which may serve to hide bruises or other physical injuries Untreated medical problems Unexplained weight loss
Sexual	Bruises, scratches, burns or bite marks on the body Scratches, abrasions or persistent infections in the anal or genital regions Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father Sexual awareness inappropriate to the child's age – shown, for example in drawings, vocabulary, games and so on Frequent public masturbation Attempts to teach other children about sexual activity Refusing to stay with certain people or go to certain places Aggressiveness, anger, anxiety, fearfulness Withdrawal from friends Changes in behaviour
Emotional	Continual self-deprecation Fear of new situations Inappropriate emotional responses to painful situations Self-harm or mutilation Compulsive stealing/scrounging Drug/Solvent abuse Neurotic behaviour – obsessive rocking, thumb sucking and so on Air of detachment – 'don't care' attitude Social isolation – does not join in and has few friends Desperate attention-seeking behaviour Eating problems, inducing overeating and lack of appetite Depression, withdrawal Sleep disturbances Unexplained gifts of money Changes in behaviour

Form of Abuse	Possible Signs of Abuse
Neglect	Constant hunger Poor personal hygiene Inappropriate/dirty clothing Frequent lateness or non-attendance at school Untreated medical problems Low self-esteem Poor social relationships Compulsive stealing or scrounging Constant tiredness Living conditions are filthy/cold
Honour Based Viloence (HBV)	Female Genital Mutilation (FGM) Forced marriage Breast ironing
Child Sexual Exploitation (CSE)	Children who appear with unexplained gifts or new possessions Children who associate with other young people involved in exploitation Children who have older boyfriends and girlfriends Children who suffer from sexually transmitted infections or become pregnant Children who suffer from changes in emotional well-being Children who misuse drugs and alcohol Children who go missing for periods of time or regularly come home late; and Children who regularly miss school or education or do not take part in education

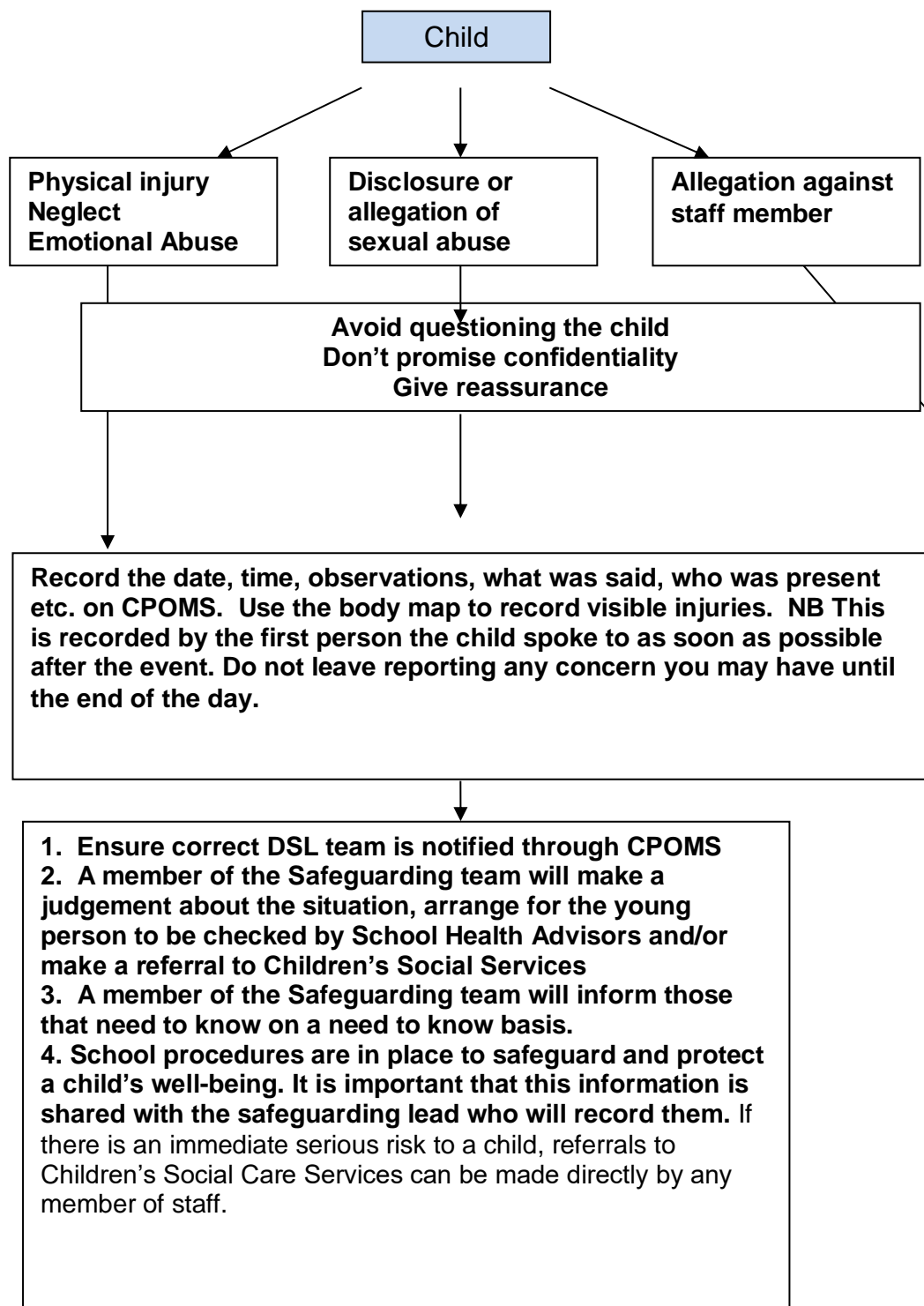
Further information on CSE and FGM can be found on [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216669/dh\\_124588.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf)

#### Possible Signs of Online Exploitation

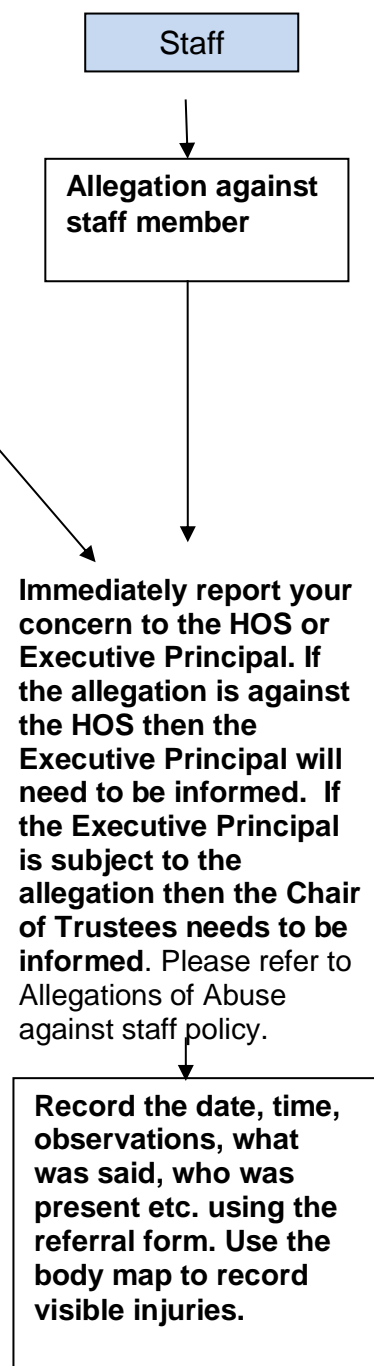
Online grooming techniques can include:

- Gathering personal details, such as age, name, address, mobile number, name of school and photographs
- Promising meetings with sports idols or celebrities or offers of merchandise
- Offering cheap tickets to sporting or music events
- Offering material gifts including electronic games, music or software
- Paying young people to appear naked and perform sexual acts
- Bullying and intimidating behaviour, such as threatening to expose the child by contacting their parents to inform them of their child's communications or postings on a social networking site, and/or saying they know where the child lives, plays sport, or goes to school
- Asking sexually themed questions, such as 'Do you have a boyfriend?'
- Asking to meet children and young people offline
- Sending sexually themed images to a child, depicting adult content or the abuse of other children
- Masquerading as a minor or assuming a false identity on a social networking site to deceive a child

## Flowchart



## Appendix 3



**Safeguarding Concern/Disclosure Form**

**Appendix 4**

## SAFEGUARDING CONCERN/DISCLOSURE

Please hand this form to a member of the safeguarding team attached to the relevant disclosure form

The purpose of this form is to report concerns regarding young people and vulnerable adults. Information contained within this form is confidential and must not be discussed with any other members of staff. If unsure please speak to a member of the safeguarding team. Do not leave it until the end of the day before reporting a concern/disclosure.

Date (of concern/disclosure):		Time (of concern/disclosure):	
Name of person filling in This form:			
Name of young person/adult:		Year Group/ Tutor Group/ School:	

Brief description of concern(s)/account of disclosure (please continue overleaf if required).



### To be completed by the Safeguarding team

ACTION TAKEN	DATE	BY WHOM	NOTES
Consultation with young person/adult			
Contact parents/carers			
Referral to Social Services			
Referral to School Health Advisors (SHA)			
Referral to Head of Year/ Pastoral Manager			
Referral to MASH team			
Continue to monitor			
Other (please state)			
Signed (Designated Person for Child Protection):			
Dated:			

**Brief description of concern(s)/account of disclosure (continuation.....)**

**To be completed by the Safeguarding team**

	YES	NO	Comments (state who should be feeding back and person to follow up if feedback not received)
Feedback required?			
Signed:			
Dated:			
Feedback Received Comments			

Body Map



**SAFEGUARDING CONCERN/DISCLOSURE**

Please hand this form to a member of the safeguarding team attached to the relevant disclosure form

**Please use this only if you need to identify any markings on a young person.  
Please ensure that this is stapled to the relevant safeguarding form.**

