SS AIDAN AND OSWALD RC PRIMARY SCHOOL

POLICY DATED: SEPT 2026
RATIFIED: SEPT 2026
POLICY REVIEW: JULY 2027

SAFEGUARDING

POLICY

INTRODUCTION

Child Protection is the process of protecting individual children identified as either suffering or at risk of suffering significant harm as a result of abuse, neglect or exploitation.

Safeguarding is the process of protecting children from abuse, neglect or exploitation, preventing impairment of their health or development and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances.
It also includes protecting children from maltreatment whether that it within or outside the home.

CHILDREN'S BASIC NEEDS:

Basic Physical Care:	Warmth, shelter, food, rest, hygiene and protection from danger.
Affection:	Physical contact, (holding, cuddling). Comforting, patience, time, approval.
Security:	Continuity and consistency of care, stable and predictable environment.
Stimulation of innate potential:	Praise, encouragement, responsiveness.
Guidance and control:	To teach adequate social behaviour.
Responsibility:	Self-care, tidying etc. gaining experience through mistakes as well as successes and receiving praise and encouragement to strive and do better.
Independence:	Making decisions, first about small things, but increasingly about the various aspects of life within the confines of the family and society.

DEFINITION OF CHILD ABUSE

Child abuse is when a child is intentionally harmed by an adult or another child – it can be over a period of time but can also be a one-off action. It can be physical, sexual or emotional and it can happen in person or online. Harm can also include children witnessing the ill-treatment of others and this is particularly relevant when children see, hear or experience domestic abuse and its effects.
Most inflicted injuries are not the result of conscious, premeditated acts by the parent or caregiver, but the unintended consequence of a sudden outburst or temporary loss of control.
Neglect and emotional abuse may be associated with hostility and rejection, but are more often the result of the parent's inability to provide the skills necessary for good parenting or their limited abilities have been overwhelmed by adverse circumstances.

CATEGORIES OF ABUSE

Please see Annexe A for categories of abuse.

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.
Please note that no list of signs and symptoms can be exhaustive. They may give rise to concern but are not in themselves proof that abuse has occurred.

We recognise that children with behavioural difficulties and disabilities can be particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

MENTAL AND PHYSICAL HEALTH

Schools have an important role to play in supporting the mental and physical health and wellbeing of their pupils. Mental health can impact on a child's attendance and progress at school.
Mental health problems, can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
In school, our emotional and mental health wellbeing lead is Mrs. Riley and both Mrs. Riley and Mrs. Chiappe are trained in the mental health first aid training.
Please refer to our Emotional Health and Mental Wellbeing Policy for further information.

SCHOOL COMMITMENT

It is a fundamental and central aspect of our work that the children at SS Aidan and Oswald Primary School receive the highest quality of care. This policy sets out our schools commitment to child protection and how we will respond to concerns about child protection issues; that is – to protect children from harm.
Our school fully recognises the contribution it can make to protect children and support pupils in school and beyond.
The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

FRAMEWORK AND GUIDANCE

The Children Act 1989 S1 (1) states that the welfare of the child is paramount. This statement underpins our Safeguarding Policy and Procedures and this policy has been developed in accordance with the government publications which can be found on the staff conference under safeguarding guidance.

- 'Keeping Children Safe in Education
- 'Working Together to Safeguard Children'
- 'What to do if you are Worried a Child is Being Abused'
- 'Information sharing guidance for safeguarding practitioners'
- 'Guidance for safer working practice for adults who work with children and young people'

Staff are required to read the following documents:

1) School Safeguarding Policy available online and on the staff conference
2) Child on Child Abuse Policy available online and on the staff conference
3) Keeping Children Safe in Education

Full guidance, Keeping Children Safe in Education at:
Keeping children safe in education 2026: September 2026
Keeping children safe in education: Part one

If required, further information and guidance can be found in the following documents:

4) Working together to safeguard children
Working together to safeguard children 2026

5) What to do if you're worried a child is being abused
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

6) Information Sharing Duty Statutory guidance for safeguarding organisations and their practitioners
https://assets.publishing.service.gov.uk/media/6aa2a5b1c5796a7a179c665a/Information_sharing_duty_statutory_guidance.pdf

7) Guidance for safer working practice for adults who work with children and young people
https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital

LINKED POLICIES

This policy should be considered alongside other related policies in school.
- Attendance and Punctuality Policy
- Pastoral Support Policy
- Behaviour Policy
- Staff Handbook which contains information and links on Staff Conduct
- Child on Child Abuse Policy
- Emotional Health and Mental Wellbeing Policy
- Filtering and Monitoring Policy

Our policy applies to all staff including supply teachers, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to ensure that every adult working in our school has clear guidance on the action required where abuse or neglect of a child is suspected.
Staff are asked to rigidly adhere to the guidelines given in this Safeguarding Policy.

ROLES AND RESPONSIBILITIES

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance 'Working Together to Safeguard Children'. 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 ('Keeping Children Safe in Education').

Our primary responsibility is the safeguarding of individual children and any concerns about their emotional, physical or mental well-being must be addressed appropriately. Having responsibility for children during a large part of every day, we are well placed to notice changes in appearance, behaviour and achievement; to confirm their welfare or to raise concerns.

A key role of SS Aidan and Oswald Primary School is to ensure that all children feel safe and protected within the premises and community of school. The governors and staff, including volunteers, fully recognise the contribution they must make to safeguard children in their care and that the procedures are followed with empathy and professionalism.

THE SAFEGUARDING TEAM

Catherine Brogan:	Head-teacher	0161 652 2558
Joanna Lugaric:	Family and Pupil Support Co-ordinator	0161 652 2558
Charlotte Dalton:	Deputy Head-teacher	0161 652 2558
Mr. D Moore:	Governor	0161 652 2558
The LA Safeguarding Advisor is Stacey Brackenbridge		0161 770 8868
The LA Designated Officer is Colette Morris		0161 770 8870
Multi Agency Safeguarding Hub (MASH)		0161 770 7777

Designated Child Protection Person

The Designated Child Protection Person in the primary school setting will ordinarily be the Head Teacher or Deputy Head Teacher. However, the Head Teacher and Named Governor may appoint another member of staff to the role provided that the appointment is made in the context of:

- Proven and documented competency on the part of the appointee
- Robust arrangements for the Designated Child Protection Person to liaise directly with the Head Teacher about child protection and safeguarding issues, including one to ones on a regular basis
- Sufficient direction and support given to the appointee so that they are recognised within the school community as fulfilling this role with confidence and competence
- A clear school safeguarding policy that sets out for all stakeholders the respective roles and other arrangements for safeguarding in the school.

Mrs. Brogan and Mrs. Lugaric are the designated safeguarding leads for Child Protection.

If you have a concern about a **child**, this must be reported to Mrs. Lugaric immediately (in her absence, Mrs. Brogan or Mrs. Dalton).
If you have a concern about a **staff member**, this must be reported to Mrs. Brogan immediately (in her absence, Mrs. Dalton).

Named Governor for Child Protection

The role of the Named Governor is key to ensuring that the governing body fulfils its responsibilities in respect of safeguarding children. The Named Governor should therefore ensure that the school:

- Has an effective safeguarding policy in place and follows local procedures. Policies should be reviewed annually.

- Recruits staff and volunteers in line with safer recruitment processes.
- Has procedures for dealing with allegations of abuse made against staff, supply teachers & volunteers.
- Has a designated senior member of staff for dealing with safeguarding.
- Accesses appropriate safeguarding training for all staff.
- Liaises with the Headteacher to ensure that deficiencies in safeguarding arrangements are remedied without delay.

Headteacher

The Headteacher has prime responsibility for leading the school in fulfilling the ethos and policies set down by the governing body, including those set out above in the responsibilities for the Named Governor.
In such a role the Headteacher will ensure that safeguarding is central to whole school policy and practice, embedded in the delivery of the curriculum and in all systems for managing the school.
Part of the means of demonstrating such leadership is in attending training at least once every 2 years. Such leadership is also demonstrated by embedding safeguarding awareness into the school's organisational development and training programmes.

The Headteacher will ensure that the policies relating to safeguarding will be implemented and monitored on an on-going basis with annual evaluation of effectiveness and review. The Review will be presented as an annual item to the governing body.

The designated staff will:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.
- Develop and update the school's safeguarding policy.
- Ensure the policy is accessible for staff and parents.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that the Head Teacher is kept fully informed of any concerns.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies.
- One of the key ways to improve safeguarding outcomes is working in partnership with parents and build positive, trusting and co-operative relationships with all parents (Working Together to Safeguard Children).
- Liaise with parents, when appropriate, over child protection issues.
- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.
- Be available to discuss child protection concerns of any member of staff.
- Be responsible for record keeping of all child protection concerns and maintain all records in a secure location.
- Decide upon the appropriate level of response to specific concerns about a child.
- Take advice and make referrals to social care when necessary.
- Co-operate fully with agencies involved with the care of a child, compiling information and attending strategy meetings, core groups and case conferences as required.
- Submit reports to, and ensure the school's attendance at, child protection conferences contributing to decision making.
- Ensure the school's delivery of actions planned to safeguard the child (e.g. through core group participation).
- Ensure that the school effectively monitors children about whom there are concerns.
- Develop effective working relationships with other agencies and services.
- Ensure the designated safeguarding officer attends all safeguarding appointments on behalf of the school.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals.
- Ensure that new staff receive a school-based safeguarding children induction within 15 working days of commencement of their contract.
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.

- Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse.

CURRICULUM LINKS

The school has a systematic approach to teaching the children about looking after themselves (Relationships and Health Education). This includes our PSHE curriculum, stranger danger topics, Life to the Full, E-safety and so on, as well as dealing with issues on an on-going basis.
The topics are also the focus of assemblies, health promotion activities, visits from outside professionals and ongoing guidance as opportunities for such teaching and learning arise.
Within our curriculum there will also be opportunities to discuss issues which some children might find sensitive. Care should be taken and staff should make themselves familiar with the background of the children in their care in order to avoid children becoming distressed.

ONLINE SAFETY: Filtering and Monitoring Systems

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material.

Staff Responsibilities

Governors have strategic responsibility for keeping children safe online. Governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place and that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.
Craig Barratt is our named governor who has the lead responsibility for online safety and meeting the Filtering and Monitoring requirements.

C.Brogan (head-teacher) has named responsibility for Online Safety.
C.Brogan liaises closely with our IT providers to ensure an understanding of the filtering and monitoring systems that are in place and our filtering and monitoring provision meets the standard specified in the Keeping Children Safe in Education Statutory guidance.

Our IT Providers have technical responsibility for:

- Maintaining our filtering and monitoring systems
- Providing incident notifications and filtering and monitoring reports. These will be received by C.Brogan who oversees the reports and act on notifications where required.
- Completing actions following concerns or checks to systems. Changes will be made to our individual content filtering when required. These requests will come from C.Brogan.

The filtering and monitoring provision is reviewed annually.

RECRUITMENT

The school will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority.
All members of staff and visitors within school will have undergone a DBS check.

The school will undertake the appropriate training and implement the correct procedures for recruitment and selection of staff to ensure that adults working with the children are suitably screened with CRB and list 99 checks. Induction procedures will cover safeguarding issues and staff will be given a copy of this policy.

TRAINING

Our school will ensure that the safeguarding team attend training relevant to their role' at intervals of no longer than 2 years including Multi Agency Child Protection training within this timescale.

Training and induction for all staff must reference online safety including staff's responsibilities with regards to filtering and monitoring.

After attending the compulsory training, the safeguarding team should also consider accessing the following courses as relevant to the circumstances of the school.

- Communicating with children
- Domestic abuse
- Neglect, Sexual abuse, physical abuse and emotional abuse
- Parental substance use
- Parental mental health
- Parental engagement
- Rapid response to a child death
- Attachment
- Any additional training or events relating to serious case reviews

All school staff that do not have designated lead responsibility for child protection are required to undertake approved training to promote and safeguard the welfare of children and young people every three years. Thus Teaching Staff, Teaching Assistants, Administrators, Welfare Staff, etc. will receive the core training on safeguarding and an induction that is specific to their role including knowing what to do if there are child protection concerns.

As safeguarding is everybody's responsibility then all staff in the school should know who to contact if they are concerned about a child or young person so it is important to ensure all new staff receive appropriate training and induction so that they clearly understand their roles and responsibilities.
New and/or temporary staff (including supply teachers) will be made aware of the policy and procedures at induction within school with clarity about how safeguarding fits into whole school policy.

All staff and governors will be kept informed about child protection procedures using a variety of means such as staff meetings, Inset Days, one-to-ones and briefings in various forms.

STAFF SAFETY

Staff are requested to avoid putting themselves in a position where a false allegation is difficult to disprove.
Avoid situations where you are left alone with a child and out of view of other adults.
Never use force to reprimand a child.
It is suggested that staff read 'Safer Working Practice for Adults who work with Children and Young People'. This includes information about the importance of safer recruitment and best practice in providing a safe environment for children and young people.

A disclosure regarding a staff member may be for one of the following reasons:
If it is alleged that anyone working in the school including supply teachers and volunteers has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

PHYSICAL CONTACT WITH PUPILS

As a general principle, members of staff are advised not to make unnecessary physical contact with pupils. It is, however, unrealistic to suggest that staff should touch pupils only in emergencies; in particular, a distressed child may need reassurance that involves appropriate physical comforting thus some form of physical contact with pupils by teachers is inevitable.

Parents will be made aware that staff may, on occasions have to help change pupils' clothes when administering first aid, after toilet accidents, for PE and on other such occasions.

All teachers should be aware of issues related to touching particularly any sensitive areas of the body. In the event of physical restraint being used it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. The majority of staff have had training in restraint. Where teachers or support staff do not, they should if possible refer to a member of staff who has.

Out of school settings
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, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

SAFEGUARDING PROCEDURES

There are three main elements to our Safeguarding and Child Protection Procedures. Emphasis is placed on early detection and swift intervention:

(a) Prevention:
(Creating a positive school atmosphere with pastoral support strongly embedded in our ethos).

(b) Protection:
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).

(c) Support:
(To pupils and school staff and to children who may have been abused / suffered harm).

DETECTION/ DISCLOSURE

Any disclosures regarding **children** must be reported directly to J.Lugaric (in her absence C.Brogan and C.Dalton).
Any disclosures regarding **staff** (which includes supply teachers) must be reported directly to C.Brogan and / or C.Dalton

Staff need to be aware of any change in the general well-being of pupils so that relevant staff can be made aware and can respond in an appropriate manner.

If a member of staff becomes concerned about a child as a result of observation or disclosure and is unsure of what action they need to take, they should approach Mrs. Lugaric immediately without discussing their concerns with any other member of staff. Discussions should take place in a private area to avoid the risk of visitor's, other staff and children hearing. This is to protect the child involved. Any person discussing their concerns in a public area could be breaching the child's rights and subject to prosecution.

A decision will be made by the safeguarding team as to whether a log will be made on the pupil's file, a safeguarding log needs to be completed or a referral to social care and / or other agencies. A written record of this decision will be made.
If a staff member fails to report a safeguarding issue in a timely manner, JL will meet with the staff member to remind them of the requirements of the school policy. The details of this meeting will be recorded in an e-mail which will be sent to the staff member as a record of the meeting.

Any subsequent event (as detailed above) will be referred to Mrs. Brogan.

SAFEGUARDING LOGS

Serious incidents which occur, or concerns about a child's behaviour, health or welfare, should be referred to the Safeguarding team. This should be done via completion of a CPOMS log alerting the DSL's.

All children at our school should feel able to talk to members of staff if they are worried or anxious. The Safeguarding Team and staff need to be aware of any change in the general well-being of children so that relevant staff can be made aware and can respond in an appropriate manner. This also includes being aware of their duties and responsibilities regarding child protection issues and refer cases if necessary.

The class teacher or the member of staff on duty resolves minor difficulties, worries or upsets involving any child, which arise within the classroom or the playground. The child (or children) concerned participates in a discussion about the incident.
Incidents that are more serious, or concerns about a child's behaviour, health or welfare, should be referred to the SLT, and the Family and Pupil Support Co-ordinator.

Examples of reasons which would warrant a log being made are:

- Any general concerns or worries regarding a child.
- Any sudden changes in behaviour or attitude of a child
- A child telling you something which may concern you
- Change in family dynamics such as parents separating or new siblings
- Serious illness or death of a family member
- Parental concerns / complaints
- Family member in jail or convicted of a serious crime

How do I send a Safeguarding Log?

Any logs by staff members can be sent via CPOMS alerting the DSL's.
These are now stored electronically and from September 2019, we use safeguarding software, C-POMS.

Please ensure that it is the staff member who has the concern or that has been in receipt of information that completes the log. It cannot be passed to another member of staff to complete the log. This is to ensure the correct information can be given and is not open to interpretation or assumption.

HOW TO RESPOND IF A CHILD MAKES A DISCLOSURE

The staff member needs to tell another colleague that immediate cover is required.
The child is taken to a part of the school where privacy can be respected and where the member of staff speaking to the child is able to be seen by other colleagues.
When these arrangements have been made the following guidance should be adhered to:

1) Listen carefully and uncritically at the child's pace
2) Give time and attention
3) Allow the child to give a spontaneous account.
4) Empathise
5) Reassure the child:
   that you are glad they told you
   that they have done nothing wrong
   what you are going to do next
6) Record (be objective):
   Who was present, time, date and place
   What was said; use the child's words wherever possible
   The context in which it was said; try and differentiate between fact, opinion, interpretation, observation and/or allegation
7) Always tell the Designated Lead only, who will inform Social Services if appropriate. Do this immediately

DO NOT:

1) Do not interrogate or ask leading questions
2) Do not make judgments about the people children refer to
3) Do not offer false confidentiality; tell the child you must pass this information on
4) Do not investigate or seek to prove or disprove possible abuse
5) Assume that someone else will take the necessary action
6) Jump to conclusions, be dismissive or react with shock, anger, horror etc.
7) Speculate or accuse anybody
8) Confront another person (adult or child) allegedly involved
9) Offer opinions about what is being said or the persons allegedly involved
10) Forget to record what you have been told
11) Fail to pass this information on to the correct person (the Designated Child Protection Lead)

Children with communication difficulties, or who use alternative/augmentative communication systems

While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;

If you do need to ask questions, what is and isn't OK?

- Never ask closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- Never make suggestions about whom, how or where someone is alleged to have touched, hit etc. e.g. top or bottom, front or back?
- If we must, use only 'minimal prompts' such as 'go on … tell me more about that … tell me everything that you remember about that …'
- Timescales are very important: 'When was the last time this happened?' is an important question.

What else should we think about in relation to a disclosure?

- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal
- Be prepared to answer the 'what happens next?' question
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child……] tells lies'
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity
- Think about what support you could access if faced with this kind of situation in school.

POSSIBLE ACTIONS THE SAFEGUARDING TEAM HAVE TO CONSIDER

The safeguarding team will talk further with the child in an attempt to reassure them and clarify and record what has happened. This will NOT involve detailed investigation or interpretation and no promise of confidentiality will be given.

The safeguarding team will decide whether it is in the best interests of the child that a referral needs to be made to social care. If the child is at risk if significant harm, the school is obliged to make a referral to social services.

A decision (based on the interests of the child) will be made on whether parents are informed of this referral.

The safeguarding team may seek clarification and guidance from social care before making the referral. No decision to refer a child to social care will be made without full consideration and on appropriate advice. The safety of the child is our first priority.

REFERRALS TO SOCIAL CARE

These will be made by the Safeguarding team when it is judged that there is sufficient evidence to make a referral. In cases of Sexual Abuse LCSB guidance states that in a suspicion or allegation the matter must be immediately reported to the Children's Assessment Team.

CHILD PROTECTION CONFERENCES, CORE GROUPS AND CHILD IN NEED

A Child Protection conference is a meeting to discuss concerns about the care of a child. Its main purpose is to see whether the child is at risk of significant harm and, if so, to agree what needs to be done to reduce this risk. The Conference decides whether to make the child the subject of a Child Protection Plan.

Children are made the subject of a Child Protection Plan when they are thought to be at significant risk of harm. This might be from physical abuse, sexual abuse, emotional abuse or neglect. It helps to keep a check on the work being done with these children. The Plan contains details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people.

The Designated Child Protection Person in school will advise school staff on the preparation of reports for child protection conferences, participation in core groups and carrying out specific tasks with the child and family as identified in the child protection plan.

Children who are under the remit of child protection or child in need have a social worker allocated to the family. Every 4-6 weeks a Core Group or Child in Need meeting is held where all those agencies working with the family attend a meeting to check if actions are being met and how the family's current situation is and if any other support is needed.
The agencies involved are social services, education, health, alcohol and drug workers, housing and environmental officers and anyone who plays a key part in ensuring the safety and welfare of the child.

Case Conferences occur approximately every 3 or 6 months dependent upon circumstances.
All those involved in the core group attends the case conference to sit before the safeguarding panel and key decisions are made as to whether the children are to remain on a child protection plan.
Reports are heard from each member including the parents and views are taken on what the outcome should be.

Therefore when a core group meeting, child in need meeting or a case conference is due to take place **Mrs. Lugaric will speak with each of the child's class teacher to gather information on the following areas:**

Attendance & Punctuality
Presentation
SEN status
Any current interventions
Progress and achievements
Friendships
Behaviour and Emotions
Family and Environment

If there are any vital issues arising out of the meeting which staff will need to be aware of; Mrs. Lugaric will ensure she informs relevant staff. For example, regarding parental responsibility, residency and other court orders.

SERIOUS CASE REVIEW PANEL

The Serious Case Review Panel undertakes reviews of serious cases where a child dies and abuse or neglect are known or are suspected to have been a factor in the death or where there is suspicion; the child committed suicide, or died whilst absent having run away from home.

HOW TO RESPOND IF A CHILD MAKES A DISCLOSURE ABOUT A MEMBER OF STAFF

Details must be reported to the Headteacher immediately (Mrs. Brogan).

It is not appropriate to disclose any details of the allegation to the member of staff concerned.

The Headteacher will carry out an initial assessment to establish whether or not the allegation is demonstrably false (e.g. the member of staff was not in school at the supposed time of the allegation).
In all other circumstances the Local Authority Designated Officer will be informed and a joint decision made whether to follow the LA's agreed procedure for dealing with allegations of abuse members of staff.

Where the Headteacher is suspected of having abused a child it is the responsibility of a member of the SLT to inform the designated LA or Diocesan Officer.

Remember that the child is always the primary focus. First consideration must be given to the child.

Staff are requested to avoid putting themselves in a position where a false allegation is difficult to disprove.
Avoid situations where you are left alone with a child and out of view of other adults.
Never use force to reprimand a child.

All staff are advised to read 'Safer Working Practice for Adults who work with Children and Young People'.

NOHIB
(Notification of Hate Incidents and Bullying)

We have a system in place for recording incidents of serious behaviour including racist comments, comments against someone with a disability and homophobic remarks and bullying. This is a requirement from Ofsted, and though such incidents are rare, we need to record them systematically. It is a requirement that the incidents are reported to the Local Authority but this is confidential.

What needs to be reported?

Any incidents regarding:

Race, religion or culture
Sexist or Sexual
Home Circumstances
Sexual Orientation
SEN or Disability
Appearance or Health Conditions

These incidents can be on the form of:

Physical
Verbal
Cyber-Bullying
Written
Psychological

How do I report it?

Staff must complete the NOHIB referral form and e-mail this to Mrs. Lugaric. The NOHIB folder can be found on the school conference under safeguarding.
A weekly submission is completed and sent to the Local Authority.
When staff complete a NOHIB, the names are included in the initial e-mail to enable us to log it correctly for that child. However please note the names will be REMOVED when submitting the log to the local authority.
IT IS CONFIDENTIAL.

CHANNEL / PREVENT

We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc.

Staff should report concerns in writing to the Designated Child Protection Person (Mrs. Lugaric and / or Mrs. Brogan) who have contact details for Prevent and Channel referrals. The Prevent Panel will examine the information and decide on whether to investigate further. They will also consider whether circumstances require the police to be contacted.

OPERATION ENCOMPASS

Operation Encompass is a partnership initiative which focuses upon dynamic information sharing between Greater Manchester Police, Oldham Council and Schools. The initiative has been developed following local and national learning about the effects and harm upon children who hear or see domestic violence within their home. This can have a detrimental and long term impact on their health, well-being, development and ability to learn.

The project has been designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school but which might have an impact on a child attending school the following day. This information will be shared during the working week. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff will be trained to liaise with the police. At SS Aidan and Oswald's this is Mrs. Lugaric. They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to support children and their families. Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident.

We always endeavour to offer the best support possible to our pupils and believe that Operation Encompass is going to be beneficial and supportive for all concerned children and families.

Safeguarding of children in Oldham is a priority for us and we thank you in anticipation for your support for this initiative.

Further information about support for persons involved in domestic violence can be found at www.oldham.gov.uk or www.endthefear.co.uk

All parents have been informed about Operation Encompass via a letter home.

See Annexe B

RECORD KEEPING, INFORMATION SHARING and CONFIDENTIALITY

All children at our school should feel able to talk to members of staff if they are worried or anxious.
It is important to note that if a child feels able to inform their teacher or other member of staff of a concern or worry, confidentiality cannot be guaranteed. Information is likely to be passed on to the safeguarding team to ensure that appropriate support and guidance is in place for the children and their families.
Discretion should be used when talking about the personal and changing circumstances of children. Care is particularly necessary after attending child protection meetings. Information should be treated sensitively and discretion will be needed as issues emerge.

Where children are on the child protection register and leave one school for another the safeguarding team must inform the receiving school and the social worker.
If a child leaves the school with no receiving school, details will be passed on to the School Attendance Improvement Service and Admissions.

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process information fairly and lawfully and to keep the information they hold safe and secure.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. Schools should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety or welfare of children.
The Data Protection Act 2018 and the GDPR do not prevent the sharing of information for the purposes of keeping children safe.

Wherever possible, consent should be obtained before sharing personal information with third parties but may be waived in the circumstances set out below:

1) In some circumstances, achieving consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children.
2) Where consent cannot be obtained to share information or consent is refused or where seeking it may undermine the prevention, detection, or prosecution of a crime the practitioner must judge from the facts whether there is enough public interest to justify sharing information. A concern in relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.
3) The Public Interest test means that practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. The decision making process must weigh up what might happen if the information is shared against what might happen if it is not shared. Every practitioner has a professional responsibility to share information without delay when there are concerns about harm to a child.

KCSIE

Keeping children safe in education now also requires that those working with children and young people should record 'all concerns, discussions and decisions made including the rationale for those decisions'.

GDPR

The General Data Protection Regulation ('GDPR') came into effect on 25 May 2018 and relates to the processing of personal data whether by automated means (i.e. by computer) or non-automated means.

C-POMS

From September 2019, we will be using safeguarding software called C-POMS. Please follow the link for more information: https://www.cpoms.co.uk/
CPOMS Systems Limited (CPOMS) is committed to maintaining compliance with all relevant EU and Member State laws in respect of personal data, and the protection of the rights and freedoms of individuals whose information we collect and process in accordance with the General Data Protection Regulation (GDPR).

Feedback to Staff Who Report Concerns to the Designated Child Protection Person

Rules of confidentiality mean that it may not always be possible or appropriate for the safeguarding team to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the safeguarding team will decide which information needs to be shared, when and with whom. Members of staff, other than the safeguarding team would only have enough details in order to help them act sensitively and appropriately to a pupil.
The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.
Well-kept records are essential to good child protection practice.
Our school is clear about the need to have detailed records of any concerns, incidents or information about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. All information will be written objectively and all records relating to individual Child Protection and Safeguarding concerns must be held securely.
Where children transfer schools during the academic year, their file will be sent to the new school.

SUPPORT FOR CHILDREN

Our school recognises that children who experience harm through abuse, neglect or through witnessing domestic violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk.

There may be some children who need to be closely monitored or access intervention. Examples may be:

- Children who have a social worker
- Those on a Child Protection Register
- Children Looked After
- Those from families experiencing crisis, for example bereavement
- Children with attendance issues and long term absence from school
- Children with behavioural needs
- Children with disabilities
- Children living within families where there is domestic violence, drug or alcohol misuse
- Children suffering with their physical, emotional or mental health



It is important to offer these children and their families' advice and guidance to ensure they receive the support needed and **work closely with teaching staff to ensure relevant support plans are in place and barriers to learning are removed.**

All children at our school should feel able to talk to members of staff if they are worried or anxious. The Pastoral Support Team and staff need to be aware of any change in the general well-being of children so that relevant staff can be made aware and can respond in an appropriate manner. This also includes being aware of their duties and responsibilities regarding child protection issues and refer cases if necessary.

The class teacher or the member of staff on duty resolves minor difficulties, worries or upsets involving any child, which arise within the classroom or the playground.
Incidents that are more serious, or concerns about a child's behaviour, health or welfare, should be referred to the Safeguarding team to make an assessment of their needs and whether that means a referral to other agencies, counselling, intervention, SENCO, one to one support for behaviour, or an EHA for family support. Action plans will be developed and implemented which can be in the form of logs, EHA's, behaviour contracts. These actions will be monitored to assess progress; whether actions are complete, ongoing or identifying new or additional needs and targets. This will take place from reviews and meetings with professionals and parents.

Interventions

Staff carry out interventions for those children who may have been referred by staff or parents. Strategies, programmes and schemes will be put in place to support children through difficulties and trauma.

The interventions can be carried out on a one to one basis or in small groups and can be for a variety of reasons such as:

- Social and emotional skills / Social interaction groups
- Nurture/ Emotional Literacy groups
- Bereavement support and Counselling
- Rainbows Programme
- Counselling via Connect Counselling and Place 2 Be
- Mindfulness
- Support to families in crisis or need
- Coaching to foster resilience, understanding, hope and solutions for vulnerable children

Resources

There are a number of resources within school which ensures support can be tailored to the child's individual needs

PARENTS AND CHILD PROTECTION

The Safeguarding Policy will be available to all parents via the school's website. Copies can be requested from the school office.

Parents are asked to inform school about any change in circumstances within the family such as separation, divorce, court orders. Members of staff need to be aware of legal responsibilities, agreed contact procedures and any involvement of social care. Parents are encouraged to keep the school informed as necessary. This is important so the welfare of the child can be monitored, any support put in place and to allow school to follow any court order correctly.

EMERGENCY CONTACTS

In line with the guidance 'Keeping Children Safe', there must be at least two emergency contacts for children. Please check at the school office if you are unsure.
Alternatively, at the start of each academic year, the office will complete a Data Collection check. Please ensure that you have up to date contacts and telephone numbers on the system to enable us to contact you in an emergency.

PARENTAL RESPONSIBILITY

A brief explanation of PR will be useful here. It means that a child's parent who has PR has the right to be informed and contribute to decisions regarding medical treatment, education, their home, religion, and disciplining of their child.

The attendance and safeguarding team say there should always be clarity on who has parental responsibility.

If the parents of a child are married to each other at the time of the birth, both have PR. Parents do not lose PR if they divorce. For unmarried parents, a mother always has PR but a father only has it if he has acquired it through one of these 3 routes:

1) By jointly registering the birth of the child with the mother (from 1 December 2003)
2) By a PR agreement with the mother
3) By a PR order in court

If there is a dispute between parents and only one has PR, they have the right to make the decision as to who can pick their child up from school. If both have PR and one parent opposes the other picking their child up, school has no jurisdiction unless they have a court order stating otherwise.

HOW A PARENT CAN RAISE A CHILD PROTECTION CONCERN



SUPPORT FOR PARENTS

Parents are encouraged to talk to their child's teacher, Family and Pupil Support Co-ordinator and other staff in the school. Parents should feel able to share concerns about home circumstances or matters that might affect their child's work, behaviour or well-being in school. All discussions are treated as confidential unless a child protection or safeguarding issue arises.
A child's parents or guardians are contacted if it is felt advisable to involve them in a particular situation or issue. This contact is in person or by telephone call or letter.

EARLY HELP ASSESSMENT

Working Together to Safeguard Children highlights that providing help and support to meet the needs of children as soon as problems emerge is key in positive outcomes for children and families.

An EHA is an Early Help Assessment. It is designed to support families. An EHA provides a central base for all professionals working with a family to come together and look at what is being done, what needs to be done, what is effective and is it benefitting the family? It focuses on the parent, young person or adult being in control of their needs.

Families can self - refer to Early Help or schools and other agencies can refer families to the Early Help Service. There are many parents who need general support from a number of agencies but don't know where to find the correct information or support from.
EHA's can also arise from referrals made by Children's Social Care when families do not meet the threshold for social care involvement but still need support.

An EHA is completed by professionals with a parent / carer and focuses on every family member and their needs. The assessment allows us to assess the needs of children and their families at an early stage to target the services necessary.
They have a wide range of services which can support with:
Health and Wellbeing, Education, Employment and Skills, Family and Social needs, Relationships, Finance and Housing.
EHA's are consent driven so a good relationship is needed with the parents and a thorough explanation of what the EHA can do to support and benefit them and their families.

If Mrs. Lugaric is completing an EHA, discussions will be needed with class teachers regarding the child's development and learning, social and emotional wellbeing etc. Attendance at the EHA meetings may be required as, like a core group, all the key agencies working with the family need to meet every 6 weeks to look at whether the actions set have been completed and the next steps to be taken.
Examples of actions can be the class teacher starting interventions in school or referrals to external agencies.

The role of school

- To initiate an Early Help Assessment (EHA) with families and to ensure quality of support and advice to families in need
- To attend EHA's / TAF's (Team around the family) which are led by other professionals
- Arrange and / or attend and support other multi or single agency meetings as appropriate.
- The Early Help Team will conduct home visits to support parents and make recommendations or further referrals.
- Refer / make parents aware of suitable courses running throughout Oldham which can include family workshops
- We also have resources which may assist parents
- The effect of social, economic and cultural issues on families' means different amount of parental involvement thus strategies need to be developed to improve home school communication and parental involvement. Effective liaison and communication with parents is vital.

GUIDANCE ON CHILDREN ARRIVING TO AND FROM SCHOOL

Parents are asked to supply the school with the names of all persons who have permission to collect their child from school (or to confirm that their child may leave the grounds unaccompanied). They are asked to inform the school of any change in this routine.

We ask that all children be collected from school by an adult that we know. Some parents allow children in Year 5 and 6 to walk home alone. If this is your choice we ask that we have your request in writing, so that it is clear that those children will be under the responsibility of their parents from the time they leave the school building.
We ask that older siblings collecting a child be at an age of responsibility to do so. We view this is as 16 years old. Any parent who wants to send an older sibling younger than 16 to collect a child, must put their wishes in writing and the child must be no younger than 14 years of age.

Where parents need to meet children at the end of the day from both Key Stages, we will arrange one collection point for all the children (usually from the class of the youngest child).

In the interests of children's safety, parents must not use the staff car park at any time. Thank You.

FAQs

1. Can school children walk to and from school alone?
We advise parents to consider carefully as to whether you let your child/ren walk to school and home unsupervised (i.e. no adult presence). As a guideline, we would not recommend children walk unsupervised until at least the end of Year 5 / beginning of Year 6. This would be based on your own judgment as to whether you feel your child is responsible enough to do so.
Please inform the school office IN WRITING if your child/ren will be walking home from school unsupervised. The school will be expected to challenge parents if the arrangements are seen to put a child at risk of harm. Children will NOT be allowed to leave the school premises alone if we do not have the request in writing. Further, we will only allow children to leave the school premises once we have responded to your request in writing. This has to be authorised by CB and each request will be reviewed individually to ensure the safety of the child involved.

2. What if a child informs staff they are being picked up from the road but staff are unable to see parents?
No child will be allowed to leave the school premises without an adult picking up from the classroom door, unless an agreement has been reached in line with FAQ 1.

3. Parents have asked that their child gets the bus or a taxi home alone?
No this would not be allowed unless requested in writing and agreed by the Headteacher, in line with the advice in FAQ 1.

4. Can older siblings from other schools pick up?
The school would expect the older sibling to be of a responsible age (16). Any other arrangement must be put in writing by a parent but the child must be no younger than 14 years of age. The school will be expected to challenge parents if the arrangements are seen to put a child at risk of harm.

5. Can other siblings from school collect the children and meet parents at one classroom door?
Yes the older children are to walk through the school (internally) to collect the other siblings and meet the parent at the classroom door of the youngest sibling.

6. What if an unknown adult arrives to pick the child/ren up?
We ask that parents make known to the staff all adults who will be collecting their children.
A pupil will not be allowed to leave school premises unless the office have received notification that another individual will be collecting a child, as a full check needs to be carried out re the identification of the person involved .

END OF POLICY

ANNEXE A

Definitions and signs of child abuse (nspcc.org.uk)

EDUCATIONAL NEGLECT

Many reports over the years have found links between neglect and poor school attendance. The Department of Education in 2012 accepted a recommendation that 'persistent failure to send children to school is a clear sign of neglect and that children's social care services should work with schools to address underlying difficulties'

The NSPCC in 2013 cited that 'failure to ensure regular attendance that prevents the child reaching their full potential academically' as one of their six forms of neglect.

If we feel that your child meets the threshold for educational neglect (see below), a referral will be made to Children's Social Care. This action will be taken after we have exhausted all other options of support and challenge with regards to your child's attendance.

Definition of Neglect and Educational Neglect

'Working together to safeguard children' provides a neglect description:
'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'

Educational neglect – involves a carer failing to provide a stimulating environment, show an interest in the child's education at school, support their learning, or respond to any special needs, as well as failing to comply with state requirements regarding school attendance. (Howarth (2007)).

Threshold's for Educational Neglect

The threshold for 'persistent failure' requires the following to be met over a sustained period:

- Parent(s) have persistently not consented to, or have failed to engage with, support services and interventions provided and offered by school, which may include Early Help
- Parent(s) have persistently not consented to, or engaged with, specialist support services identified to meet the child's needs and remove barriers to attendance. For example, school requesting consent to seeking advice or support from outside agencies including CAMHS, Educational Psychologist or Paediatrician.
- Parent(s) failing to attend most school and/or LA meetings and/or engage with the support offered.
- Parent(s) unable to provide substantiated reasons for most absences from school;
- Or, where Education is provided by parents otherwise than at school through Elective Home Education, a suitable education is not being provided.
- Child is not on roll at a school and is not in receipt of any education (i.e. they are considered to be a "child missing from education." Parent/s have not sought to secure a school place.

Educational Threshold for 'serious impairment of development':

- Primary aged children where school attendance is 75% or less for a sustained period, as this halves the possibility of achieving Level 4, the recognised average level for a child at the end of KS2 (2018/19 national data).
- Where children are severely absent (50% attendance or less).
- Where there has been a lack of parental engagement in the support offered (single agency or Multi-Agency) to address any barriers to school attendance
-

ANNEXE B

Encompass Parents Awareness Letter

Dear Parent/Carer,

Re: Oldham Encompass

Operation Encompass is a partnership initiative which focuses upon dynamic information sharing between Greater Manchester Police, Oldham Council and Schools. The initiative has been developed following local and national learning about the effects and harm upon children who hear or see domestic violence within their home.

The project has been designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school but which might have an impact on a child attending school the following day. This information will be shared during the working week. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

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Yours Sincerely
Mrs. C Brogan
(Head-teacher)