
Safeguarding Policy

Policy agreed by Governors: May 2017

Policy Reviewed: August 2019

This policy applies to all Bury Grammar School (BGS) pupils including those in Early Years Foundation Stage (EYFS).

1. Policy Statement

At Bury Grammar School, we are committed to safeguarding and promoting the physical, emotional and moral safety and welfare of each pupil in our care and we expect all staff and volunteers to share this commitment. We recognise our duty as a safeguarding agency and seek to form positive working relationships with partner agencies and Local Safeguarding Partnerships from where our pupils live. We aim to intervene at an **early stage** when concerns about a pupil are identified to try to prevent the situation for a pupil worsening.

This policy is aligned with policies and inter-agency procedures set out by the **Bury Integrated Safeguarding Partnership (BISP)** and the DSLs are members of this partnership.

This Safeguarding Policy is available to all staff, parents and pupils via the school website and printed copies are available upon request from the School offices. Safe recruitment procedures operate as set out in the Recruitment Policy and the Headteacher and other members of SLT are trained in Safe Recruitment.

2. Scope of Policy

This policy is applicable to the whole school community, including the Headteacher, Governors, teaching staff (including peripatetic Music teachers and Sports coaches) non-teaching staff, volunteers and temporary non employed staff.

This policy is a stand-alone document, but should be read together with policies in the following areas, where more specific safeguarding arrangements are detailed:

- Anti-Bullying
- Attendance
- Behaviour (including Rewards, Sanctions, Use of Force)
- Complaints
- Data Protection Policy and all associated policies aligned with GDPR
- Educational Visits;
- Esafety;

- Health and Safety;
- Intimate Care (EYFS)
- Looked After Child
- Mental Health and Wellbeing
- Mobile Devices
- Prevent Strategy
- Safer Recruitment;
- Special Educational Needs and Disabilities (SEND)
- Whistleblowing
- Self Generated Indecent Images/Youth Produced Indecent images

3. Aims of Policy

The aims of this policy are to:

- Ensure that all staff know that safeguarding is everyone's responsibility and that the school should consider at all times what is in the **best interests of the pupil**.
- Ensure staff are aware that anyone can make a referral to social care if it is in the **best interests of the pupil**.
- Raise awareness of specific types of abuse such as female genital mutilation (FGM), so-called honour based violence, forced marriage and child sexual exploitation. In particular that an individual teacher must report directly to the police if they discover that an act of FGM has been carried out.
- Raise awareness of vulnerable groups of children such as those with special educational needs and disabilities (SEND).
- Provide pupils, parents and staff with clear guidance concerning procedures when safeguarding concerns are raised and know who to speak to should a pupil disclose to them an allegation of abuse.
- Ensure that the school has clear procedures in place to reduce the risk of a **child going missing in education**.
- Emphasise the importance of having procedures for listening to children to ensure early help and intervention. This may including inter-agency working in order to support children and families, making use of such procedures as the Early Help Family Support Plan (EHFSP, formerly CAF) or Team Around the Family Meeting (TAF, formerly TAC) , as well as the School's own systems of pastoral support.
- Raise awareness that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school.
- Raise awareness and provide guidance about different types of abuse.
- Ensure that there is a clearly understood procedure, following an allegation being made against the Principal, or a member of staff.
- Foster an open environment in which all members of the community should feel free to raise concerns in good faith and be assured that such concerns will be responded to in an appropriate manner.
- Ensure that the curriculum includes activities and opportunities which equip our pupils with the skills they need to stay safe from abuse, including e-safety, and to know to whom to turn for help, if necessary.

4. Introduction

- a. This policy has regard to legislation including:
 - Keeping Children Safe in Education (Sept 2019) (KCSIE)
 - including Disqualification under the Childcare Act 2006 and 3
 - What to do if you're worried a child is being abused 2015,
 - Working Together to Safeguard Children (2018) (WT)

- WT refers to non-statutory advice: Information Sharing (March 2015)
 - The Prevent Duty Guidance: for England and Wales (March 2015),
 - including The Prevent Duty: Departmental Advice for schools and childminders 2015 and
 - The Use of Social Media for Online Radicalisation (2015).
- b. This policy follows local and national guidance produced by the **Bury Integrated Safeguarding Partnership (BISP)** although it should be noted that many of our pupils live in areas outside Bury. Local procedures can be obtained from BSCB: <http://www.safeguardingburychildren.org>
- c. In line with the Every Child Matters (ECM) agenda we aim to ensure that every pupil:
- is safe;
 - is healthy;
 - has the opportunity to enjoy and achieve;
 - makes a positive contribution; and
 - achieves economic well being.

When one or more of the above outcomes for children are unmet children may become vulnerable. We seek to promote these outcomes as an integral part of our responsibility to ensure the safeguarding and protection of all those entrusted to our care. Staff should be mindful of these outcomes and must be prepared to refer concerns.

- d. There are three main elements to our safeguarding:
- i. **Prevention** (eg positive school atmosphere, a school culture where staff refer any **concern** at an **early** stage, where safeguarding has a high priority, effective PSHE, E-safety and pastoral support available to pupils and effective safeguarding ‘umbrella’ policies, a belief that anyone can harm a child and a vigilant culture to staff conduct.)

Listening to pupils: having effective systems in place and people to whom pupils can speak with about problems. Pupils are encouraged to speak to any adult. Pupils are informed of the identities of the DSLs which are displayed around school and any pupil can self-refer to the counselling service which the school provides. Other ways in which we listen to children and give them a voice in school include the School Council and councils relating to e-safety.

The School regularly informs its pupils about safeguarding, including online, through the curriculum and PSHE. Depending on the age group different areas are taught, our aim is to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet, utilising guidance from The UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP’s Thinkuknow website (www.thinkuknow.co.uk) amongst others.

The school participates in annual events, such as Anti-bullying week and makes use of restorative justice methods to resolve pastoral incidents in an effort to ensure that children fully understand their rights and responsibilities and secure a longer lasting resolution.

- a) **Protection** (eg by following agreed procedures when a child is in immediate danger, ensuring staff are trained and supported appropriately and sensitively in safeguarding matters and ensuring the school has robust recruitment procedures)

- b) **Support** (to pupils and staff, including those who are survivors of abuse). This includes reassessing situations and taking action when things fail to improve.

5. Policy Review

The Governing Body undertakes an annual review of the School's Safeguarding Policy and Procedures and of the efficiency with which the related duties have been discharged. The Nominated Governor with Responsibility reviews the safeguarding files and the efficiency of implementation of the policy. The school will ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay once identified.

6. Recruitment and Selection

All staff appointed to the school will be subject to an enhanced DBS with barred list check. In addition a prohibition from teaching check, a check to establish a person's right to work in the UK, proof of identity and academic qualifications will be required. Volunteers in regulated activity will be subject to an enhanced DBS with barred list check. Volunteers not in regulated activity will be subject to an enhanced DBS check. For appointments to relevant roles (including the board of Governors) the school will comply with the duty to check for prohibitions from the management of independent schools through the DBS and TRA routes as appropriate.

For full details of recruitment procedures including: selection procedure, pre-employment checks, policy on the recruitment of ex-offenders, assessment criteria and the retention and security of disclosure information please see the Recruitment Policy.

The school will comply with statutory guidance about direct disqualification from childcare. The school will inform relevant staff of the legislation and make staff aware of what information will be required of them and how it will be used to make decisions about direct disqualification. The school will take steps to gather sufficient and accurate information about whether any member of staff covered by the statutory guidance is directly disqualified and will keep a record of the date disqualification checks were completed, on the Single Central Register (SCR).

With regard to the Childcare Act 2006 (as amended, 2018), 'Relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in school. Where this is the case, the member of staff must disclose such information to ensure appropriate action is taken to safeguard the duty of care that the school has towards its staff and employees' welfare. In addition, such a disclosure will identify whether any additional arrangements are needed to support the member of staff. The school will consider whether there are measures that need to be put in place to safeguard children. Additionally, if the circumstances of a member of staff changes they must inform the school immediately.

The school will also require relevant staff to complete a self-declaration form. For new staff the school will ask for this information as part of the pre-employment checks that it carries out. The school will notify Ofsted within 14 days of any significant event which is likely to affect the suitability of any person who is in regular contact with children where childcare is being provided.

Safeguarding induction is carried out for all new staff/volunteers and all staff are required to undergo Child Protection training which is updated regularly in line with BISP requirements and includes information and advice relating to Prevent and online safety. There will be regular, informal updates throughout the school year for all staff.

7. Key Personnel and Cover Arrangements for the DSL

All disclosures of abuse must be discussed with the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL). Pupils, staff and parents should feel at ease to discuss any concerns relating to the welfare of a child with one of the DSLs no matter how trivial they may appear.

Name	Job Title	Contact details
Mrs Rachel Newbold	Designated Safeguarding Lead (DSL) (Deputy Head Pastoral) <u>Overall lead responsibility BGSB</u>	rnewbold@burygrammar.com 0161 696 8600
Mr Rob Lees	Designated Safeguarding Lead (DSL) (Deputy Head Pastoral) <u>Overall lead responsibility BGSB</u>	rlees@burygrammar.com 0161 696 8600
Mrs Chrissy Howard	Deputy Designated Safeguarding Lead BGS (DDSL) (Head of Co-educational Infants and of Girls' and Boys' Junior Schools) and DDSL with responsibility for safeguarding at EYFS (Head of EYFS)	choward@burygrammar.com 0161 696 8600
Mrs Holly Hammond	Deputy Designated Safeguarding Lead BGS (Head of Sixth Form)	hhammond@burygrammar.com 0161 696 8600
Mrs Rachel Hartley	Deputy Designated Safeguarding Lead (DDSL) (Head of Lower School BGSB)	rhartley@burygrammar.com 0161 696 8600
Mrs Sarah Howard	Deputy Designated Safeguarding Lead (DDSL) (Head of Lower School BGSB)	showard@burygrammar.com 0161 696 8600
Mrs S Aylin	Deputy Designated Safeguarding Lead (DDSL) (Deputy Head of the infant and Junior Schools)	saylin@burygrammar.com 0161 696 8600
Mrs Kay Robinson	Deputy Designated Safeguarding Lead BGSB (DDSL) (Senior Health Support Worker)	landerson@burygrammar.com 0161 696 8600
Mrs Lindsay Anderson	Deputy Designated Safeguarding Lead BGSB (DDSL) (Senior Health Support Worker)	landerson@burygrammar.com 0161 696 8600
Dr J Rajasansir	School Governor with Safeguarding oversight	0161 696 8600
Mrs G Winter	Chair of Governors	0161 696 8600
Mr M Edge	Deputy Chair of Governors	0161 696 8600

The school will ensure that there is a duty DSL available in school at all times during a normal school working day. It is also always possible for staff to contact the DSL and DDSLs to raise safeguarding concerns out of hours (including weekends) and during holidays using CPOMS, emailing the DSL directly or by contacting the school offices.

However, if it is not possible to contact the DSL or one of the DDSLs and there is a genuine feeling that a child is at risk of suffering significant harm, this should not delay appropriate action being taken. Staff should consider speaking to a member of the SLT and/or take advice from the local children's social care. Any member of staff can make a referral.

Contact details:

The Bury Multi-Agency Safeguarding Hub (MASH) Team
Telephone: 0161-253 5678
Emergency Number: 0161-253 6606
Police: 0161-872 5050

8. Safeguarding meetings

The DSLs meet regularly with key safeguarding personnel in order to discuss each live case and new and on-going welfare concerns to ensure that sound and well-judged decisions are taken, to ensure consistency of approach and support for DSLs and to review safeguarding practices.

9. Mobile Phone Technology/E-Safety

The School has active councils which include pupil representation, and which amongst other duties, considers e-safety incidents and lessons that can be learnt to improve the safety of pupils.

Appropriate monitoring and filtering systems are in place and reports are analysed. The school is aware of the risk posed by access to the internet by unmonitored or unfiltered 3G and 4G devices and such risk is kept under review. The school has a clear policies pertaining to mobile phone/devices and clear sanctions are in place for digital or cyber misconduct.

The School's E-Safety Policy explains how we try to keep pupils safe in School. Cyber-bullying by pupils, via texts and emails, is treated as seriously as any other type of bullying and is managed through our Anti-Bullying policy. All e-safety incidents are logged using CPOMS and the DSL has overall responsibility for E Safety in school.

Further guidance: [Teaching online safety in schools](#)

10. Records

a. Child Protection Records

The DSLs keep accurate and up to date records of child protection concerns and ensure the security of information. The chronology and all associated documents are maintained on CPOMS. Every child who has a historic or current Child Protection concern has an electronic marker placed on them on CPOMS, and this is cross referenced with a marker on the pupil's open file. Safeguarding/Child Protection information accumulated prior to our introduction of CPOMS, as well as more bulky paper documents pertaining to the above, are held in the hard files in the Child Protection filing cabinet, which is kept locked and secure at all times. Again, such pupils have an electronic marker placed on their CPOMS entry to indicate this.

The child protection files, both hard copies and electronic, are confidential and are not accessible by pupils, parents or staff. The DSLs and the Heads are the only staff members with access to these records.

These records may be made available to the safeguarding Governor to enable him to carry out his annual review during which the identity of the child is protected. In addition such records are also made available to the Independent Schools Inspectorate when inspecting the school for regulatory compliance.

b. Welfare Concerns

Welfare concerns are raised by any staff using the paperless CPOMS system and they are an essential part of the early identification of safeguarding concerns and unmet needs. If any member of staff cannot access CPOMS, speak directly to the DSL.

- The incident is entered onto CPOMS and the relevant staff member is alerted (eg. Head of Year or Section, Class teacher, etc)
- The DSLs are alerted to every CPOMS referral and read and assess each case and may intervene where necessary.
- Pupils for whom there are significant welfare concerns are discussed at weekly safeguarding meetings, and subsequent actions and decisions are added to CPOMS.
- In keeping with confidentiality, only DSLs and staff with significant remit in terms of pastoral responsibility (such as Heads of Year/Section, or Class teachers in the Junior schools) have access to welfare concerns and other records (where appropriate) within CPOMS. The DSLs will ensure that information is only shared when necessary.

c. Pupil Transfer Records

The Headteacher writes to the Headteacher of any school from where a pupil transfers, to request that the school is alerted to any child protection issues relating to a pupil. This is to ensure that records are not lost and concerns are passed on upon transfer between schools. The Registrar will alert the DSL to concerns and where no reply has been received from a feeder school, arrangements will be made to confirm if such a file about a child exists.

In cases where a pupil for whom we hold a child protection file transfers to a different school, the child protection file will only be forwarded to the pupil's new school within 5 working days once confirmation has been received that the pupil has started at the school. In such cases the file will be forwarded by recorded delivery and separate to any other forwarded records. In all cases where records are transferred a receipt of records will be issued when records are received or will be requested when records are transferred.

d. Information sharing guidelines:

GDPR and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately. The following 'golden rules' for information sharing should be followed:

- i. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- ii. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- iii. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.

- iv. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
- v. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- vi. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- vii. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

9. Attendance and Admission Register

Form Tutors, Heads of Year, and Class teachers (in the Infant and Junior schools), are required to monitor attendance closely and contact parents where attendance is a cause for concern. Such cases would normally be raised with the DSLs. Cases of truanting must always be taken seriously in recognition that children become vulnerable when they are not in school and such cases must always be referred to the DSLs.

Any pupil whose attendance falls below 90% during the course of a full school term may be referred to the Education Welfare Unit of the Local Authority in which the pupil resides. Such action will be taken by the DSLs following consultation with the Head. Clearly each case will be judged on individual circumstances as there may be a reasonable explanation for such absence and it may be an indication that the child or family are in need of some degree of early help intervention.

The admission register must be maintained and compliant with the requirements of **KCSIE 2019 Annex A**.

10. Child Missing in Education (CME)

Knowing where children are during school hours is an extremely important aspect of safeguarding. A child going missing from education is a potential indicator of abuse or neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. Bury Grammar School monitors attendance carefully and addresses poor or irregular attendance without delay. The school will always follow up with parents/carers when pupils are not at school. The school has at least two up to date contact numbers for parents and carers who should remember to update school as soon as possible if the numbers change.

The school will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 days or more. School will inform the local authority of any pupil deleted from the admission register under circumstances as outlined in Keeping Children Safe in Education (September 2019) Annex A.

In response to the guidance in Keeping Children Safe in Education (2019) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

In addition, the school will alert the Local Authority in the following cases:

- Where the child is removed from school to be home educated;
- Where the family has apparently moved away;
- When the child has been certified as medically unfit to attend;

- When the child is in custody for more than four months, or has been permanently excluded.

Bury Grammar School will ensure that pupils who are expected to attend school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further guidance: [Child missing in education 2016](#)

11. Visitors, Identity Checks and ID Badges

All visitors during the school day are required, on arrival, to sign in at the appropriate School Office. Visitors will be issued with an appropriate visitor's badge which contains further instructions for the safety of the visitor. Visitors should remain under the supervision of a member of staff at all times and be escorted back to the appropriate School Office where the badge must be returned.

Any person who is visiting the school to work directly with young people on a 'one off' activity should have his/her identity checked or verified by the person hosting the event and may not be left unsupervised with children.

All staff on the BGS campus wear ID badges. In the case of a forgotten badge a temporary badge should be signed out from the School Offices.

12. Foreign Exchange Visits

When organising Foreign Exchange visits, the organiser must ensure that reasonable steps have been taken to safeguard pupils at BGS and visiting pupils (including checking that we have no concerns about BGS host families and requiring that foreign exchange schools give similar assurances). UK host families are DBS checked. Such steps should be made explicitly clear in the risk assessment and discussed with the DSL who must subsequently authorise the risk assessment.

Of particular importance here is that parents should feel that they have the right to object to their child staying with a particular host family if they so wish, ie a host family should not be forced upon a child. For further guidance please refer to the Singleton Report 2009 (paragraph 46-54).

13. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is

no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

BGS staff should notify the DSLs when they become aware of private fostering arrangements. The DSLs will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

14. Third party groups

The Safeguarding Policy will be brought to the attention of organisers of third party groups using the School facilities and applies to them. Voluntary sector groups that operate within the School, provide off-site services to our pupils, or use the School facilities, will be expected either to adhere to this Safeguarding Policy or to operate a policy which is compliant with the requirements of the Bury Integrated Safeguarding Partnership (BISP)

15. Use of Mobile Devices in Early Years Foundation Stage Setting

A 'mobile device' may be a phone, iPad, iPod or iPhone, Blackberry or any form of hand held phone, tablet or laptop with the facility to take photographs and transmit them electronically and/or to hold conversations or personal video recorders and cameras.

Staff may bring personal mobile devices for their own use but these may not be used to contact parents or carers. Staff must ensure that their personal devices do not contain inappropriate or illegal content. All mobile devices must be kept in safe areas outside the setting throughout contact time with children. This includes all staff, parent helpers and students. Parents are not allowed to use their mobile devices within the EYFS setting and there are notices informing visitors of this on all the entry points.

Personal mobile devices, cannot be used to record classroom activities – only school property can be used for this purpose. Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. These form an effective record of a child's progression in the Early Years Foundation Stage. However it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Images can only be transferred to and stored on a school computer to be printed. Parental consent is sought for photographs to be taken or published ie on the school website or in publications.

During trips and visits - school provided mobile phones and cameras should be used. A member of staff may take his/her personal device but only for the purposes of contacting school.

16. Child Abuse and how to recognise it

Recognising child abuse is not easy and it is not our responsibility to decide whether or not a pupil has been abused.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Staff members have a responsibility to pass on any concerns they may have and if they are not happy with the action taken to raise such a concern with the DSLs. If staff continue to remain dissatisfied then they should raise the concern with the Headteacher.

Definition of abuse

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

- a. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- b. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- c. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- d. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- e. **Physical Abuse – signs**
Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. If a child shows a number of these symptoms, or any of them to a marked degree, they should immediately inform the DSLs who may make a referral to children's social care:
 - unexplained recurrent injuries or burns
 - improbable excuses or refusal to explain injuries
 - wearing clothes to cover injuries, even in hot weather

- refusal to undress for gym
- bald patches
- chronic running away
- fear of medical help or examination
- self-destructive tendencies
- aggression towards others
- fear of physical contact – shrinking back if touched
- admitting that they are deservedly punished, but the punishment is excessive (such as a child being beaten every night to ‘make him study’)
- fear of suspected abuser being contacted

f. **Emotional Abuse – signs**

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. If a child shows a number of these symptoms, or any of them to a marked degree, they should immediately inform the DSLs who may make a referral to children’s social care:

- physical, mental and emotional development delay
- sudden speech disorders
- continual self-deprecation (‘I’m stupid, ugly, worthless, etc’)
- over-reaction to mistakes
- extreme fear of any new situation
- inappropriate response to pain (‘I deserve this’)
- neurotic behaviour (rocking, hair twisting, self-mutilation)
- extremes of passivity or aggression
- running away

g. **Neglect – signs**

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. If a child shows a number of these symptoms, or any of them to a marked degree, they should immediately inform the DSLs who may make a referral to children’s social care:

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- untreated medical problems
- no social relationships
- compulsive scavenging
- destructive tendencies

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone

h. **Sexual abuse – signs**

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. If a child shows a number of these symptoms, or any of them to a

marked degree, they should immediately inform the DSLs, who may make a referral to children's social care:

- being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- medical problems such as chronic itching, pain in the genitals, venereal diseases
- other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- personality changes such as becoming insecure or clinging
- regression to younger behaviour patterns such as thumb sucking
- sudden loss of appetite or compulsive eating
- being isolated or withdrawn
- inability to concentrate
- lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- starting to wet again, day or night/nightmares
- become worried about clothing being removed
- suddenly drawing sexually explicit pictures
- trying to be 'ultra-good' or perfect; over-reacting to criticism.

Specific Safeguarding Issues/ Serious Violence

All staff should have an awareness of specific safeguarding issues and of indicators which might signal that children are at risk from or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

Staff should be aware that behaviours linked to drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) sexting put children in danger.

Staff need to be aware of the associated risks and measures in place to manage these.

Further Guidance: [Advice to schools and colleges on gangs and youth violence](#)
[Criminal exploitation of children and vulnerable adults: county lines](#)

Child Sexual Exploitation

Staff should be aware of signs of students being vulnerable to child sexual exploitation. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late

- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

The following vulnerabilities have been seen in children prior to child sexual exploitation abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of so called honour based violence, physical and emotional abuse and neglect).
- Recent bereavement or loss.
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only).
- Attending school with young people who are sexually exploited.
- Social isolation or social difficulties.
- Economic vulnerability.
- Having a physical or learning disability.
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families.
- Friends with young people who are sexually exploited.
- Homelessness or insecure accommodation status.
- Lacking friends from the same age group.
- Living in a gang neighbourhood.
- Being in care, particularly those in residential care and those with disrupted care histories.
- Living in hostel, bed and breakfast accommodation or a foyer.
- Low self-esteem or self-confidence.
- Young carers.
- Family members or other connections involved in adult sex work.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these vulnerabilities will be exploited. Child sexual exploitation can occur without any of these issues.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such. Members of staff who suspect that a child is at risk of child sexual exploitation should share these concerns with the DSLs.

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹² should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Staff should be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not be aware of the practice or that it might be conducted on them, so sensitivity should always be shown when approaching the subject. From October 2015 it is a statutory **duty** on teachers to report cases of FGM in under 18s to the police. In school, this will usually come from a disclosure. The local police number is **0161 872 5050**.

Risk factors for FGM include:

- A girl having relatives who have been subjected to FGM
- Parents wishing for a student to be withdrawn from PSHE
- A visit from a female family elder from a country where the practice is prevalent
- A girl discussing the practice, referring to a 'special procedure' or talking about attending a special occasion to 'become a woman'.
- A child being taken out of the country by a parent or relative for a prolonged period to a country where the practice is prevalent
- Low level integration into UK society

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that a student has already been subjected to FGM might include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return

- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Staff members that believe a girl is at risk of suffering, or suspect they have suffered FGM must report this to the police. They should also discuss the case with the DSLs and involve children's social care as appropriate. The DSLs will always refer to Police and Social Care, cases where FGM is known to have happened or is suspected as may have happened.

Bullying

In certain circumstances bullying can be considered a child protection issue. Detailed guidance for dealing with bullying and how the school promotes an anti-bullying environment is published in: the school's Anti-bullying policy, the staff handbook and in the school planner for pupils. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering (or likely to suffer) significant harm. BGS staff members are required to raise any concerns pertaining to bullying using CPOMS. On the whole, Heads of Year or Section, or class teachers at Infant/Junior School level manage bullying incidents and all bullying incidents are raised with the DSLs.

Peer on peer abuse

This is a complex area. Staff should recognise that children are capable of abusing their peers and that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- Upskirting
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing-type violence and rituals.

Abuse is abuse and should never be passed off as "banter" or "part of growing up". There are different gender issues that can be prevalent when dealing with peer on peer abuse for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At Bury Grammar School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. The school seeks to minimise the risk of peer on peer abuse through the teaching of safeguarding issues through the school's PSHE programme and assemblies. Clear expectations regarding acceptable pupil behaviour are reinforced in the pupil planners and by form tutors. The school's Anti-bullying Policy is discussed at least annually with pupils and posters appear in all form rooms.

We recognise that some students will sometimes negatively affect the learning and well-being of others. Further information on how the school deals with incidents between pupils can be found in the school's Behaviour Policy and Anti-bullying Policy. Such policies ensure that both the victim and perpetrator are supported fully.

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

sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Victims of peer on peer abuse will be supported by appropriate pastoral staff and will be offered counselling with the school counsellor in addition to any support offered by external agencies. In any case the school will consider what support is most appropriate and seek advice where required.

If a member of staff has reasonable cause to suspect that a pupil is being abused by another pupil or that they are suffering, or likely to suffer significant harm, they should immediately record their concerns on CPOMS and discuss their concerns with the DSLs who will then ensure a co-ordinated approach and refer any abuse to the relevant agencies. This includes the electronic circulation of inappropriate images of pupils e.g. images shared via a mobile phone, handheld device or social website. Details of acceptable use of ICT and measures taken to promote e-safety can be found in the school's E-Safety Policy.

Upskirting

The Voyeurism (Offences) Act 2019 criminalises the act of 'Upskirting.' This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice. It is now a criminal offence.

Self-generated and youth-produced indecent images (SG/YPII): Staff should be aware that incidents of SG/YPII being sent or received are becoming increasingly common and that when a child sends (distributes) such images they may be breaking the law and leaving themselves vulnerable to exploitation by third parties. In addition there is increasing evidence that such activity may result in depression, self-harm and, in extreme cases, suicide.

In all such cases, the BGS policies pertaining to indecent images will be followed and a risk assessment conducted. Such incidents will always be treated as a safeguarding concern unless there is very good reason not to, such as an element of intimidation, bullying or exploitation. In cases of SG/YPII the School follows guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people.'

[UKCCIS 2017- Sexting in schools and colleges, responding to incidents and safeguarding young people](#)

Trafficking: Trafficking of persons means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. Trafficking is a crime and where suspected, will always be reported to the police and social care.

Forced Marriage: A forced marriage is a crime in England. It is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

So Called Honour Based Violence (HBV): So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM, (pages 59 – 61 focus on the role of schools) and pages 13 – 14 of the Multi-agency guidelines: Handling case of forced marriage.

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

A Police and Education early intervention safeguarding partnership that supports children and young people exposed to domestic abuse. **Operation Encompass** is the reporting to schools before the start of the next school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening. This information will be shared on school days during the school term. When incidents occur on a Friday, Saturday or Sunday, the Police will make contact with the school on the following Monday. The information is given in strict confidence to the school's Key Adult to enable support to be given dependent on the needs and wishes of the child.

Key Adults:

BGSG- Rachel Newbold/Chrissy Howard

BGSB- Rob Lees/Lindsay Anderson

The Key adults will be able to take appropriate steps to support pupils during what could be an emotionally difficult day.

Particularly Vulnerable Children: Staff and volunteers need to be particularly vigilant with regard to certain children:

- **Pupils with Special educational needs and disabilities (SEND)**
Children with SEND can face additional safeguarding challenges. Staff should understand and be mindful of additional barriers that can exist in recognising abuse and neglect in this group of children such as:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEND can be disproportionately impacted by bullying without outwardly showing any signs;
 - communication barriers and difficulties in overcoming these barriers

At Bury Grammar School we identify pupils who might need more support to be kept safe or to keep themselves safe and review regularly

- **Children Subject to a Child Protection Plan including a Child in Need or a Child at Risk**
Any incidents or concerns involving these children must be reported immediately to the DSL who will contact the allocated Social Worker and/or Police if a crime has been committed
- **Looked After Children**
Any incidents or concerns must be brought to the notice of the DSL who is also the designated teacher for LAC.
- **Domestic Violence**
Children living in a household where **violence** is an issue: any pastoral concerns must be referred to the appropriate DSL.

Remember: Anyone can make a referral and referrals to statutory agencies do not require parental consent.

In addition, extra support and protection may be required for children who are vulnerable by virtue of:

- disability,
- mental health issues,
- homelessness,
- refugee/asylum seeker status,
- alcoholism or substance abuse within the family,
- young carers
- children who have English as an additional Language.

16. Practical safeguarding procedures for staff

The following procedures must be followed in all cases:

It is important to remember that:

- **it is not a member of staff's responsibility to carry out any form of investigation.**
- **any person can make a referral to social care should the need arise and this policy should not constrain a person from exercising such judgement.**

If BGS staff have a concern about a pupil it should be reported to a DSL without delay.

a) If you have a general welfare concern about a pupil

A general welfare concern can be defined as being where a pupil is failing to achieve one or more of the outcomes for children as outlined by the Every Child Matters agenda and where child protection is unlikely to be an immediate issue. It includes where a child may be failing to achieve at school owing to an unmet learning need.

Staff must be prepared to report concerns no matter how small these concerns may appear because providing early help is more effective in promoting the welfare of children than reacting later. All welfare referrals will be discussed by the DSLs at the weekly safeguarding meeting.

Such a welfare concern may result in an early help assessment and staff should be aware that children may be at increased need of early help if they are a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care and/or
- is showing early signs of abuse and/or neglect.

The school adopts a **WARM** approach when dealing with each welfare referral:

- **W**elfare concern raised on CPOMS or directly to DSL
- **A**ssessment by DSL
- **R**esponse (No action; continued monitoring; pastoral support; EHFSP/TAF; referral to the Early Help panel or referral to MASH)
- **M**onitoring (until it is deemed that the referral can be closed).

Usually welfare issues are resolved quickly and sensitively through discussion with the pupil and/or parent.

Procedure:

- i. If you have a welfare concern about a pupil, no matter how small, you should report these concerns at the earliest opportunity using CPOMS or directly to the DSL (**see appendix 5**).
- ii. The DSLs will review the concern and will assess it according to Bury Integrated Safeguarding Partnership guidelines:
 - **Level 1** - represents children with no identified additional needs. Their needs are met through universal services.
 - **Level 2** - represents children with additional needs that can be met by targeted support by a single agency or practitioner e.g. SALT, school or Children Centre Outreach.
 - **Level 3** - represents children with additional needs that can be met by targeted support by a Multi-agency Support Package (Team around the Family).
 - **Level 4** - represents children with significant needs that persist and have not been met by targeted support, such as the Early Help Family Support Plan, CIN.
 - **Level 5** - represents children with complex and enduring needs at the highest level of vulnerability that will be met by multi-agency support from specialist services led by Social Care (Safeguarding/Looked after Children).

Children may enter any level at any age or stage of development and may move between levels as their circumstances and needs change.

- iii. In most cases it is anticipated that following the assessment a single agency approach will be sufficient to resolve the concern and the school will normally aim to contact the parents/guardians at an early stage in an attempt to work together to address the concern.
- iv. Where a welfare issue remains unresolved or where it is clear that there are additional unmet needs or that a multi-agency approach will be required, the School will consider working with the family using an **Early Help Family Support Plan (EHFSP, formerly CAF.)** This may result in a **Team Around the Family Meeting (TAF, formerly TAC)** at a later stage involving professionals from additional agencies to ensure that all agencies are fully aware of the unmet needs, share appropriate information and decide upon how best to proceed. The use of an EHFSP will usually require consent and cooperation from parents and the pupil and a member of staff acting as the **lead professional**. Where consent is not obtained to an EHFSP being carried out the school will continue to monitor and support the pupil and family.
- v. Consent to share information with other professionals is guided by policies set out by BGS and should be gained from a parent or a Gillick competent child unless:
 - There is evidence that a child is suffering or likely to suffer significant harm.
 - There is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.
 - There is a need to share information to prevent significant harm from arising to a child.Applying this to the threshold model above means that consent to share information and to undertake an assessment should be gained from a parent or a Gillick competent child when working at level 1–3. At level 4 it is important to assess carefully whether there is sufficient reason to share confidential information without consent and that the reason for doing so is fully documented. If at levels 1–3 a parent does not give consent this may, in itself and depending on circumstances, demonstrate that a referral to Children’s Social Care is required.
- vi. Where on balance, the assessment is that the situation is not improving despite the use of a Common Assessment or other such early help assessments (failing TAF), then a referral to the Early Help panel may be deemed necessary which should be made through the Multi-agency Safeguarding Hub (MASH). Consent of the parents is required for referral to the Early Help. If consent is withheld then the school will refer to MASH as a Child in Need with a view to a section 17 assessment being conducted by Social Care.
- vii. Where on balance, the assessment is that the concern no longer exists because steps have been taken to successfully address the concern, the welfare log will be endorsed on CPOMS. The concern could be opened again should the situation worsen.

b) If you notice physical injuries in areas associated with non-accidental injury (see Appendix 1), and these injuries were not sustained during school time/activities

- i. Most injuries sustained by pupils will have a perfectly adequate explanation but they must be investigated.
- ii. Colleagues should be vigilant to any noticeable physical injuries which a pupil sustains and discretely question the pupil in order to discover their cause.
- iii. The injury should be referred using CPOMS and the explanation for the cause of the injury triangulated with parents. The body map on CPOMS should be used to locate the injuries.
- iv. The DSL will decide whether or not further action is required and, if so, what action to take.
- v. If the situation develops into a child protection issue then a marker is placed on the child’s open record.
- vi. If referral is considered appropriate, the referral will be made through the Multi-agency Safeguarding Hub (MASH) for where the child lives.

- vii. If referral is not considered appropriate, the DSL will monitor the situation and ensure that CPOMS records are kept.
- viii. In cases which are not clear-cut the DSL will contact the Multi-agency Safeguarding Hub (MASH) for a consultation. This can be done without disclosing the identity of the pupil.
- ix. All records are strictly confidential and will only be disclosed to colleagues on a need to know basis.
- x. If it comes to light that a pupil has been physically assaulted by a parent/guardian, even if there are no obvious or visible injuries, then this information must be passed directly to the DSL who will seek advice from the Multi-agency Safeguarding Hub (MASH).

c) If a pupil makes an allegation of abuse

- i. If a pupil volunteers information to you about abuse, the most important aspect of your response is to be willing to listen to and to believe what the pupil is saying.
- ii. Staff is advised that interviews with pupils should take place in rooms with visual access.
- iii. You may ask if the pupil wishes to have someone else present. If the pupil insists on speaking with you alone then let a colleague know that the interview is taking place.
- iv. It is important that you do not ask questions which might convey to the pupil your own ideas about what might have happened (eg 'Did he/she do x to you?'). The only questions which you should ask are: 'What do you wish to say to me?' and 'Is there anything further you wish to say to me?'
- v. It is also important that you explain with sensitivity that action may be required, that other adults (eg the DSL) will need to be informed and that you are not able to promise that your conversation with the pupil will be confidential to you and to him.
- vi. You should immediately make a written note of the discussion, using the actual words of the pupil where possible. These notes should record date, time and place and should be referred to the DSL as soon as possible.
- vii. If referral is considered appropriate, such referral will be made through the Multi-agency Safeguarding Hub (MASH) for where the child lives.
- viii. Before such a referral is made, the parents of the pupil would usually be informed; it must also be explained to them their consent for referral is **not** being sought. In the case of suspected sexual abuse, fabricated or induced illness, or when a pupil is believed to be in danger of significant harm the parents **must not be informed** that a referral is being made. In the case of serious harm the police will be informed from the outset.
- ix. If an incident occurs outside of school hours, but while the pupil is in the care of the school (eg a school trip), then the DSL should be contacted as soon as possible.

d) If you suspect abuse by one or more pupils against another pupil (peer on peer abuse)

- i. In the event of disclosures about child on child abuse, all children involved, whether perpetrator or victim, will be treated as being 'at risk'.
- ii. A bullying or youth produced sexual imagery incident for example will be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Other examples may include gender issues which may be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or pupils being subject to initiation/hazing type violence.
- iii. Any such abuse which puts children at significant risk will be referred to local agencies and will not be passed off as 'banter' or 'part of growing up'.
- iv. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation of such allegations and the appropriate school or setting's Anti bullying policy, Behaviour and discipline policies, including sanctions, will apply:
 - i. In the event of physical or emotional abuse of one pupil by another it will be taken seriously and dealt with through the school's Anti-Bullying Policy.

- ii. If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm as a result of such abuse, the school will refer its concerns to the Multi-agency Safeguarding Hub (MASH).
- iii. In the case of suspected abuse by siblings the relevant Designated Safeguarding Lead should be informed. An assessment will be made and advice may be sought from the Multi-agency Safeguarding Hub (MASH), often without the need to disclose details of the child.
- iv. The child's parents will be informed at the earliest opportunity.
- v. In all matters of sexual abuse then the school will refer its concerns to the Multiagency Safeguarding Hub (MASH).
- vi. Staff should be aware that such abuse mentioned above may include sexting, banter, sexual assaults and gender based issues.
- vii. Staff should be aware that certain groups of children may be especially vulnerable eg children who are young carers or who have SEND including children with Autistic Spectrum Disorder.

e) If you become aware that a pupil may be privately fostered

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

People become private foster carers for all sorts of reasons. Private foster carers can be a friend of the child's family, or be someone who is willing to care for a child of a family they do not know. It is not a private fostering arrangement if the placement was made by a social worker who has intervened on behalf of the local authority.

Examples include:

- A child from overseas who is sent to live with a family in this country for health care or education.
- A teenager living with a friend's family because of a breakdown in relationship with their own family.
- Teenagers living with the family of a pupil friend or girlfriend.
- A child staying with friends because their parent is in hospital and there is no one else to look after them.
- Children living with a family as a result of parental separation or divorce.

The duties of local authorities (LA) in relation to privately fostered children are laid out in Part IX of the Children Act 1989. The Act places a duty on parents and private foster carers to notify the local authorities of a private fostering arrangement at least six weeks before the arrangement is due to start; not to do so is a criminal offence. It also states that the local authority has a responsibility to satisfy itself that the child is being safeguarded and their welfare promoted, and that their carers are given appropriate advice and support.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child

has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

The school has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

If an adult is aware that a child may be privately fostered then they must inform the DSL. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we verify the relationship of the adults to the child who is being registered.

f) If you suspect a pupil may be vulnerable to radicalisation

- i. The Counter-Terrorism and Security Act 2015 places a duty on the school to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).
- ii. The school has a separate Prevent Strategy which should be followed.
- iii. The school risk assesses the threat of pupils being drawn into extremism and uses the local area profile to help inform this risk assessment. Bury is classed as Low Priority when assessing threats, risks and vulnerabilities with Greater Manchester as a whole
- iv. However this is not straight forward since our pupils do not only come from Bury but also come from other areas such as Manchester (Prevent priority area).
- v. Staff should be aware of national and local threats including International Terrorism, Northern Ireland-related terrorism and Extreme right-wing terrorism.
- vi. Currently, the most significant terrorist threat that we face in the UK comes from Al Qa'ida and the so called 'Islamic State' which has seen young people travel to war zones in areas such as Syria and Iraq. Such organisations and like-minded terrorist organisations are inspired by violent Islamism and make good use of social media to reach out to young people.
- vii. Much of the media which these organisations have posted on-line contain scenes of horrific brutality. Staff should be aware that children may have watched such postings and may be profoundly affected by the contents and must refer concerns in this respect.
- viii. Channel is a national Home Office Safeguarding project which aims to prevent children and adults from being drawn into violent radicalisation or becoming involved in terrorist related activity.
- ix. It uses a multi-agency approach with existing collaboration between local authorities, statutory partners, the police and the local community to:
 - Identify individuals at risk of being drawn into terrorism
 - Assess the nature and extent of that risk
 - Develop the most appropriate support plan for the individual concerned.
- x. Any behaviour or comments which may give cause for concern should be referred to the DSLs using CPOMS and the **Prevent Policy** must be followed.
- xi. An in-school assessment would normally then take place prior to deciding to refer to Channel although advice may be sought from Channel prior to deciding whether to make a referral. In any case the pupil would be monitored for an agreed period of time following the initial referral.
- xii. Channel will find any information useful which establishes:
 - Engagement with a group, cause or ideology;
 - Intent to cause harm; and
 - Capability to cause harm.

Channel Coordinator(s)

Central Park HQ
Greater Manchester Police
Northampton Road
Newton Heath
M40 5BP
Tel - 0161-856 6103
Tel 101 or in an emergency Tel 999

DfE Helpline

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact the DfE helpline.

Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Email counter.extremism@education.gsi.gov.uk

Telephone 020 7340 7264

In all cases, if you have a concern about poor or unsafe practice or you feel that the safeguarding policies and procedures are not working then you must speak with the DSL or the Head.

You should expect your concerns to be taken seriously.

If you continue to have concerns then you should follow the school's Whistle Blowing Policy.

g) One to one tuition/meetings arrangements

- h) Where one to one tuition needs to occur, staff need to ensure that they safeguard themselves and the pupil by placing a barrier (desk) between them and the pupil and that the door is open or there is visual access. Staff need to consider the best place to sit in the room and avoid being tucked away in corners.
- i) One to one music tuition presents a hazard which music teachers and VMTs must risk assess. Physical contact should not take place and 'playing positions' should be demonstrated but not physically assisted.
- j) Sports tuition should also be risk assessed, it may be that physical contact is necessary and proper to aid coaching but this should always occur in a way that would not lead a reasonable observer to question conduct, intentions or suitability to care for other people's children.

See Staff Code of Conduct (Appendix 2) for further advice on safeguarding staff and pupils

17. Allegations against a member of staff, volunteer or the Principal

When allegations of abuse arise against a person working with children (including volunteers) the school must follow the procedures outlined in Working Together to Safeguard Children (2018).

- i. The procedures should be used when an allegation is made that an adult has:
 - Behaved in a way that has harmed, or may have harmed a child;
 - Possibly committed a criminal offence against, or related to a child; or
 - Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

- ii. Allegations of abuse may involve a member of the school staff, the DSL or a volunteer. In these circumstances the allegation must be reported immediately and directly to the **Principal**, or in the absence of the Principal, the Chair of Governors.
- iii. Where the allegation of abuse is against the Principal, it must be reported immediately and directly to the **Chair of Governors** and without notifying the Principal.
- iv. If you receive an allegation or witness abusive behaviour then you should report it immediately to the Principal or if the allegation or behaviour concerns the Principal, to the Chair of Governors. You must not attempt to address it with the person whom the concern relates to.
- v. On receipt of such an allegation these persons will immediately contact the Designated Officer (DO formally LADO) and seek advice on the way forward before any form of investigation takes place. If the DO is not available then a senior member of the MASH team or a police officer (Bury Public Protection Investigation Unit) should be contacted. This must happen within one working day of the report being made to the Principal or Chair of Governors.
- vi. Consent from parents is not required before reporting a matter to the DO.
- vii. In case of serious harm or a crime being committed the Police will be informed from the outset. If for any reason a member of staff cannot contact the BSGS persons detailed above, then the matter must be referred directly to the DO.
- viii. The School will not undertake its own investigation of allegations without prior consultation with the DO, or, in the most serious cases, the police so as not to jeopardise statutory investigations.
- ix. Where the allegation is against a former member of staff, it will be referred directly to the police.
- x. When immediate contact is made with the DO to discuss an allegation, consideration will be given to the nature, content and context of the allegation and a course of action agreed including any involvement of the police. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/ children agreed.
- xi. School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. School will give due weight to the views of the DO and the police when making a decision about suspension.
- xii. From 1st October 2012, there have been restrictions on the reporting or publishing of allegations against teachers and so School will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.
- xiii. Where an investigation leads to the dismissal of a member of staff (paid or unpaid) because s/he is considered unsuitable to work with children or where someone resigns in circumstances where s/he would have been dismissed, the school will promptly make a report, including as much evidence about the circumstances of the case as possible, to the DBS and at least within one month. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. School will also make such a report where a compromise agreement has been reached or where an individual fails to cooperate with an investigation.
- xiv. The School will also consider making a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it will not be necessary for a referral also to be made to TRA, as information is shared between the two bodies.
- xv. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a TRA referral.

- xvi. If there has been a substantiated allegation against a member of staff, the school will work with the DO to determine whether there are any improvements to be made to its procedures or practice to help prevent similar events in the future.
- xvii. In line with Government Procedures in dealing with allegations of abuse against teachers and other staff (DfE 2012), allegations found to be malicious will be removed from personnel records. Records will be kept of all other allegations but any that are not substantiated, are unfounded or malicious will not be referred to in employer references.
- xviii. The School will make every effort to manage and minimise the stress arising from the allegations and ensuing processes. An individual will be informed of an allegation as soon as possible and the likely course of action explained, unless there is an objection from the LADO, Children's Social Care Services or the police. Any member of staff subject to an allegation will be offered support throughout the process. S/he will be encouraged to seek advice and support at the earliest opportunity from a professional association or trade union if s/he is a member, or from a colleague. Wherever possible, the member of staff will be given a full opportunity to answer the allegation and make representations about it. The member of staff, or her/his representative, will be given the name of a named representative who will then keep her/him up to date regarding the progress of the case and consider what other support is appropriate. This named representative would normally be the Senior Deputy Head. Social contact with colleagues will not be prevented unless there is evidence to suggest that such contact is likely to prejudice the collection of evidence. The need for help and support is equally applicable when considering a suspended person's return to work. A phased return and the provision of a mentor to provide assistance and support in the short term will be provided, if appropriate.
- xix. If the child has suffered injury, the Health Support Worker will provide emergency assistance if required. The DSL will accompany the child to hospital to ensure professional assessment and immediate treatment of the injury. In this case, parents will be informed immediately. There will be no communication about the alleged abuse with the child who is the subject of the allegation. Parents will be informed about the allegation as soon as possible unless a strategy discussion is required or police and/or Children's Social Care are involved. In this case, there will be discussion and agreement on what can be disclosed. Unless there is a criminal prosecution, parents will be informed about the progress of a case (though not any details of a disciplinary hearing) and the outcome, in confidence. Parents will also be informed of the prohibition on reporting or publishing allegations against teachers in section 141F of the Education Act 2002.

18. Visiting Speakers

Prevent requires that all visiting speakers, whether invited by staff or pupils are suitable and are suitably supervised. Whenever it is proposed to use the services of a visiting speaker, they should be risk assessed and permission should be sought from the DSL in her capacity as Single Point of Contact for Prevent. This is done using the **Visiting Speaker Proposal Form (Appendix 7)** which contains a risk assessment.

19. Training

All staff and volunteers are reminded of their responsibilities and procedures relating to safeguarding issues at the September staff meeting each year and at suitable times throughout the year, for example, if there is a change to procedure. In addition the school will survey the staff from time to time to check on their understanding of specific safeguarding issues.

The school records the date of last safeguarding training on the single central record. Training certificates are placed in personnel files.

All staff complete on-line training covering the prevent duty and additional training appropriate to their role.

The DSL and Deputy DSLs will be trained specifically in DSL duties every two years and receive inter-agency training through BSCB in specific areas every year.

The Headteacher and whole staff receive regular safeguarding training in line with BSCB regulations (currently every three years). Courses are also arranged each year for colleagues with specific responsibilities (eg Form Tutors/Heads of Year).

New staff, including temporary staff and volunteers, will receive induction training on safeguarding issues from a Designated Safeguarding Lead before they have contact with pupils. Such training must include:

- a) A copy of the School's Employee handbook;*
- b) A copy of the School's safeguarding policy;*
- c) The staff code of conduct;*
- d) The behaviour policy
- e) The safeguarding response to children who go missing in education
- f) The identity of the DSLs and information about their role;
- g) A copy of Part 1 Keeping Children Safe in Education (September 2016) including a requirement to read Annex A;*
- h) Whistleblowing procedures;*
- i) School Visitor Policy.*
- j) Prevent Duty*
- k) E Safety Policy

This information may be provided electronically but should be explained at induction

Individual training on safeguarding issues is available through the CPD budget and staff should approach the DSL regarding such training needs. The Bursar will ensure appropriate guidance and training is given to the support staff, who come under her responsibility, by one of the DSLs from BGSB or BGSG since members of the support staff often carry out their roles in both schools.

The Safeguarding Policy is available to all staff electronically in the 'Policies' area of Staff Public, the school website or in hard copy from the DSLs.

20. Whistleblowing

The school has a separate Whistleblowing Policy. If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Principal (or to the Chairman of Governors where the concern relates to the Principal). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is **0808 800 5000**.

Further guidance: [NSPCC Support for professionals who are worried about children in the workplace](#)

21. Management and Accountability for Safeguarding and Child Protection at BGS

The Principal is ultimately accountable for Safeguarding and Child protection at BGS.

The Deputy Heads (Pastoral) at BGS and BGSB are the Designated Safeguarding Leads (DSL) for their respective school, and have delegated responsibility for all safeguarding and child protection matters across the that school. The DDSLs deputise in the absence of a DSL.

The job description for the DSL and DDSL is at appendix 3 and this forms part of the DSLs' and DDSLs' overall job description.

The nominated School Governor with responsibility for monitoring safeguarding is **Dr J Rajasansir**. He conducts an annual check of arrangements for safeguarding within the school. All governors receive basic induction training in safeguarding and receive annual updates. In addition, The Governing Body receives and interrogates the annual report on safeguarding matters from the DSLs in which no names of pupils are disclosed, enabling it to review how effectively the school is fulfilling its obligations under current legislation.

The Governing Body approve the Safeguarding Policy each year although changes and working amendments may be made without the need to receive further approval within the year.

22. Contact numbers:

Name	Job Title	Contact details
Mrs Rachel Newbold	Designated Safeguarding Lead (DSL) (Deputy Head Pastoral) <u>Overall lead responsibility BGS</u>	rnewbold@burygrammar.com 0161 696 8600
Mr Rob Lees	Designated Safeguarding Lead (DSL) (Deputy Head Pastoral) <u>Overall lead responsibility BGSB</u>	rlees@burygrammar.com 0161 696 8600
Mrs Chrissy Howard	Deputy Designated Safeguarding Lead BGS (DDSL) (Head of Co-educational Infants and of Girls' and Boys' Junior Schools) and DDSL with responsibility for safeguarding at EYFS (Head of EYFS)	choward@burygrammar.com 0161 696 8600
Mrs Holly Hammond	Deputy Designated Safeguarding Lead BGS (Head of Sixth Form)	hhammond@burygrammar.com 0161 696 8600
Mrs Rachel Hartley	Deputy Designated Safeguarding Lead (DDSL) (Head of Lower School BGS)	rhartley@burygrammar.com 0161 696 8600
Mrs Sarah Howard	Deputy Designated Safeguarding Lead (DDSL) (Head of Lower School BGSB)	showard@burygrammar.com 0161 696 8600
Mrs S Aylin	Deputy Designated Safeguarding Lead (DDSL) (Deputy Head of the infant and Junior Schools)	saylin@burygrammar.com 0161 696 8600
Mrs Kay Robinson	Deputy Designated Safeguarding Lead BGSB (DDSL) (Senior Health Support Worker)	landerson@burygrammar.com 0161 696 8600
Mrs Lindsay Anderson	Deputy Designated Safeguarding Lead BGSB (DDSL) (Senior Health Support Worker)	landerson@burygrammar.com 0161 696 8600
Dr J Rajasansir	School Governor with Safeguarding oversight	0161 696 8600
Mrs G Winter	Chair of Governors	0161 696 8600
Mr M Edge	Deputy Chair of Governors	0161 696 8600

The Bury Multi-Agency Safeguarding Hub (MASH) Team

Telephone: 0161-253-5678

Emergency Number: 0161-253 6606

Police: 0161-872 5050

Bury Integrated Safeguarding Partnership (BISP)

18-20 St Mary's Place,

Bury,

BL9 0DZ.

Tel: 0161-253 6153

All referrals – Multi-Agency Safeguarding Hub (MASH Team): Tel: 0161-253 5678, 9.00am – 5.00pm
Out of hours/Emergency Duty Team: Tel: 0161-253 6606
Advice and Assessment: Tel: 0161-253 5454 for children already undergoing a Child and Family Assessment
Higher Lane Children’s Services: Tel: 0161-253 6868 for children who are Looked After, Child in Need or on a Child Protection Plan
www.safeguardingburychildren.org

Local Authority Designated Officer (DO)

Bury Integrated Safeguarding Partnership
18–20 St Mary’s Place
Bury
BL9 0DZ
Tel: 0161-253 6153
The current DO for Bury is Mr Mark Gay. His direct line is 0161-253 5342
Or Donna Green donna.green@bury.gov.uk Tel: 0161-253 5582/5342

NSPCC Child Protection helpline: 0808 800 5000

NSPCC Whistle-blowing helpline: 0800 0280285

Text 88868

help@nspcc.org.uk

Disclosure and Barring Service (DBS)

P O Box 181

Darlington

DL1 9FA

email: customerservices@dbs.gsi.gov.uk

Tel: 0870 900 0811

Telephone for referrals: 01325 953 795

National College for Teaching and Leadership

Helpline Tel: 0345 6090009

Channel Coordinator(s) (DC Muj Hussain & DC Jane Wilcock)

Central Park HQ

Greater Manchester Police

Northampton Road

Newton Heath

M40 5BP

Tel - 0161-856 6103

Tel 101 or in an emergency Tel 999

DfE Helpline

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact the DfE helpline.

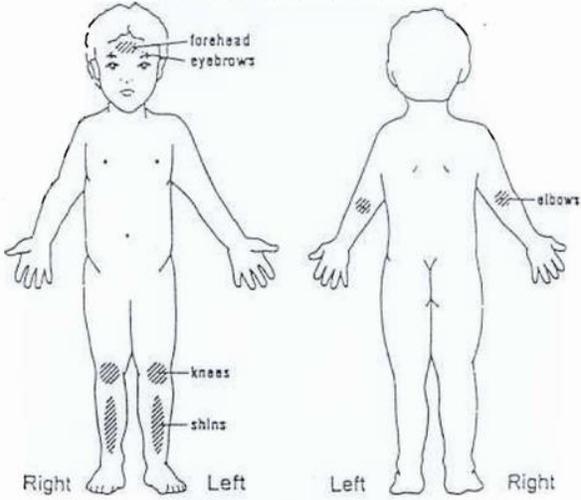
Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Email counter.extremism@education.gsi.gov.uk

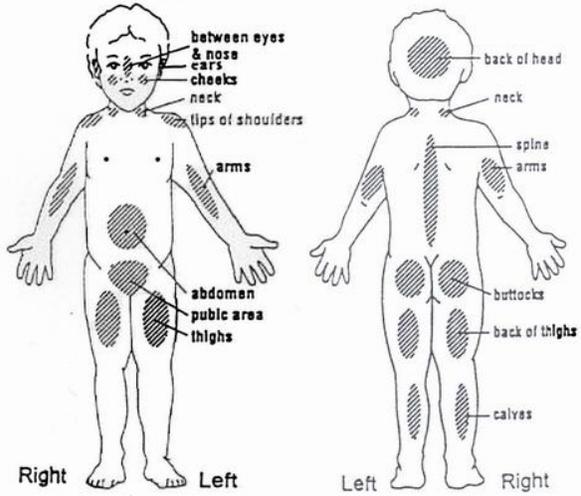
Telephone 020 7340 7264

Appendix 1: Common sites and questionable sites for bruises

COMMON SITES FOR BRUISES



QUESTIONABLE SITES FOR BRUISES



Appendix 2: Staff Code of Conduct (see Employee Handbook)

1. INTRODUCTION

- The school is required to set out a Code of Conduct for all school employees.
- In addition to this policy, all staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.
- Employees should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal.

2. PURPOSE, SCOPE AND PRINCIPLES

- A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe, and the school should notify staff of this code and the expectations therein. School staff are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.
- This Code of Conduct applies to all staff who are employed by the school, including the Headteacher.

3. SETTING AN EXAMPLE

- All staff set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore avoid using inappropriate or offensive language at all times.
- All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- Abide by the school dress code.

4. SAFEGUARDING PUPILS/STUDENTS

- Ensure that relationships with pupils remain on a professional footing. [Particular attention is drawn to the provisions of the Sexual Offences Act 2003 which creates a criminal offence of abuse of a position of trust (when a person aged 18 or over is in a position of trust with a person under 18 and engages in sexual activity with or in the presence of that child or causes or incites that child to engage in or watch sexual activity)].
- Do not act in a discriminatory manner, favourably or unfavourably, towards any pupil. All pupils should be treated equally. Staff should never build a 'special' relationship with, or confer particular favours on, a pupil.
- Establish professional boundaries between yourself and the pupils – **they are not friends** even when they have left the school.
- Where one to one tuition needs to occur, ensure that you safeguard yourself and the pupil by placing a barrier (desk) between you and the pupil and that the door is open. Consider the best place to sit in the room and avoid being tucked away in corners.
- One to one music tuition presents a hazard which music teachers and VMTs must risk assess. Physical contact should not take place and 'playing positions' should be demonstrated but not physically assisted.
- Sports tuition should also be risk assessed, it may be that physical contact is necessary and proper to aid coaching but this should always occur in a way that would not lead a reasonable observer to question conduct, intentions or suitability to care for other people's children.
- Do not behave in a way that could lead a reasonable observer to question conduct, intentions or suitability to care for other people's children. In particular when reprimanding a pupil, it should convey disapproval of the behaviour whilst maintaining care for the pupil. Shouting at a pupil should be

avoided and staff should be aware that behaviour which results in a pupil feeling intimidated may amount to an assault.

- Use of expletives or other language or phrases which may cause a reasonable person to question conduct, intentions or suitability of an adult may result in disciplinary action being taken.
- Wear your staff ID at all times when on the BGS campus.
- Challenge persons who are not staff or pupils who are on site without a visitors badge or alert the School Office.
- Alert the School Office if you notice an external door is insecure.
- Be aware of what policies are in place, especially safeguarding ‘umbrella’ policies.
- Work in an open and transparent way with children.
- Seek advice promptly from a member of the SLT about any incident which could give rise for concern.
- Apply the same professional standards regardless of race, gender or sexuality.
- Staff have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse and neglect.
- The duty to safeguard pupils includes the duty to report concerns about a pupil to the school’s Designated Safeguarding Lead.
- Staff are provided with personal copies of the school’s Safeguarding Policy and made aware of the location of the Whistleblowing Procedure and staff must be familiar with these documents.
- Staff must not seriously demean or undermine pupils, their parents or carers, or colleagues.
- Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.
- Do not use your mobile phone in public areas open to children around the school campus. The use of such devices should be restricted to private areas and offices.
- Do not use your own digital camera/video for work unless you have sought permission.
- Do not store images of any pupil from BGS on a personal home computer or personal mobile phone.

5. PUPIL DEVELOPMENT

- Staff must comply with school policies and procedures that support the well-being and development of pupils.
- Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.
- Staff must follow reasonable instructions that support the development of pupils (such as IEPs).

6. HONESTY AND INTEGRITY

- Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for schools.
- Gifts from suppliers or associates of the school must be declared to the Headteacher, with the exception of “one off” token gifts from students or parents which are less than £15 in value. Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted.

7. CONDUCT OUTSIDE WORK

- Staff are required to disclose to the Headteacher as soon as is reasonably practicable if they are arrested, charged or cautioned with an offence within or outside of the United Kingdom.

- Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community.
- In particular, if the school is in receipt of information that the staff member is involved in any type of criminal activity this may result in disciplinary action being taken.
- Do not make arrangements to socialise, contact, communicate or meet with pupils outside school unless engaged in an authorised school activity.
- **Social media** - Staff must exercise caution when using information technology and be aware of the risks to themselves and others. In particular they must **not** communicate with or be 'friends' through social networking sites with current pupils or former pupils who have not yet reached the age of 21; nor should they be friends with the parents of pupils.
- They should not store images of pupils at the school on their electronic equipment (Personal mobile phones, personal camera etc).
- Staff may not undertake work outside school, either paid or voluntary, without the permission of the Headteacher.

8. CONFIDENTIALITY

- Where staff have access to confidential information about pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil.
- All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.
- However, staff have an obligation to share with their manager or the school's Designated Safeguarding Lead, any information which gives rise to concern about the safety or welfare of a pupil. Staff must **never** promise a pupil that they will not act on information that they are told by the pupil.

9. WHISTLEBLOWING

- The school has a separate Whistleblowing Policy.
- If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Principal (or to the Chair of Governors where the concern relates to the Principal).
- Any concern will be thoroughly investigated under the school's whistle-blowing procedures.
- Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation.
- No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

10. DISCIPLINARY ACTION

- All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

There may be circumstances, for example where a member of staff is also a parent of a pupil at the school, where reasonable adjustments to the above may be permissible. Under such circumstances do not behave in a way that could lead a reasonable observer to question conduct, intentions or suitability to care for other people's children.

Appendix 3: Job Description for the Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for safeguarding and child protection (including online safety) at Bury Grammar School. In the absence of the DSL, the DDSLs have responsibility. The key role of the Designated Safeguarding Lead is:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The designated officer(s) for child protection concerns (all cases which concern a staff member),
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Contact the LADO on any matters that the DSL feels cannot be dealt with internally
- Liaise with the Headteacher to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

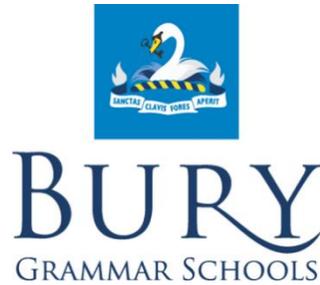
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the School's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capacity required to keep children safe whilst they are online at school

- Can recognise the additional risk that children with SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The designated safeguarding lead should ensure the school's or college's policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with **Bury Integrated Safeguarding Partnership (BISP)** to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Consider if it would be appropriate to share any information with the new school or college in advance of a child leaving school. For example, information that would allow the new school or college to continue to support victims of abuse and have that support in place for when the child arrives.
- Has overall responsibility for E Safety in school and ensure the E safety policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.

Appendix 4:



Safeguarding and Child Protection Annual Checklist for Staff

Name Position

- I have received the Bury Grammar School Safeguarding Policy and know how to access the most up to date version of it on the BGS website
- I have received Keeping Children Safe in Education 2019 (Part 1) and Annex A and I have read them and understand them.
- I have received the Staff Code of Conduct (contained within the Employee Handbook), have read it and agree to abide by it and understand that I may be the subject of disciplinary action should I fail to do so.
- I have read and have an understanding of the principles outlined in the above documents and agree to abide by the contents of these documents
- I have an understanding of the current guidelines and legal contexts regarding Child Protection
- I have an understanding of the definition of abuse, the different types of abuse and what hurts children
- I fully understand the correct procedures regarding the reporting of a disclosure of abuse or a welfare concern to the relevant members of staff at BGS
- I understand that I must be prepared to identify children who may benefit from early help.
- I fully understand the correct procedures regarding the reporting of an allegation against a member of staff including the Head Teacher and DSL
- I am aware of the name of the Designated Safeguarding Lead and of staff members who are deputy DSLs at Bury Grammar School
- I am aware of the Prevent Duty and understand my obligation under this duty.
- I am aware of the school’s Whistleblowing policy and where to access it on the BGS Network
- I confirm that I have not been involved in any activity/incident since my last DBS/CRB check or within the last 12 months which might result in a change to my DBS (previously CRB) status, should a new check be requested. (If you are unable to confirm this, please detail any changes in writing to the Headteacher immediately. This information is given in the strictest confidence.)

Signature

Date

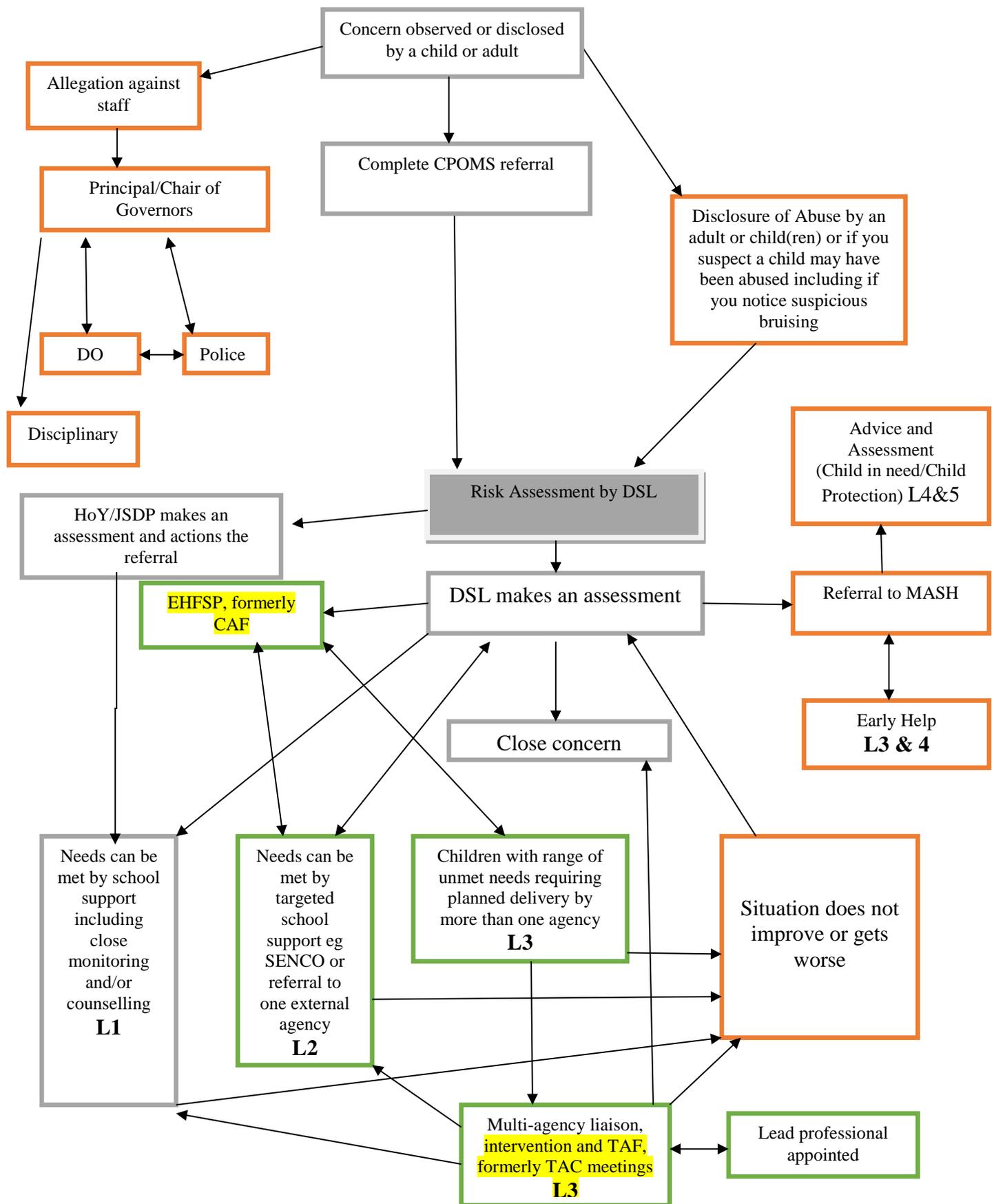
Appendix 5: Quick Guide to Record Keeping and CPOMS

CPOMS is a highly secure online paperless pastoral management information system. Meritec's unique MeriLock security system is a world-class approach to data protection and security. Augmenting an email address and password with a CPOMS Authenticator app on an electronic device and encompassing 128-bit SSL security with all sensitive data encrypted, MeriLock ensures the information held in CPOMS is secure. CPOMS also allows control of access inside the system, ensuring that at every level, sensitive information remains protected. Using CPOMS, staff access is controlled based on individual students, classes, year groups, categories, or system functionality.

- From any internet enabled computer log onto <https://burygrammar.cpoms.net>
- If it is your first time then choose '**reset password**' and follow that procedure
- To add a referral click '**add incident**'
- Complete the boxes and ensure you choose the correct **category** for the incident.
- **Submit** the incident to the DSL/Senior Safeguarding Team
- CPOMS is configured so that incidents can be viewed by relevant members of the pastoral team- HOY/Health team etc
- The DSL/SST/System Manager may require you to carry out further actions, you will be alerted that further actions are required and should log back into the system to see what is required.

Members of staff (such as maintenance or Office staff) without access to CPOMS should raise concerns directly with the DSL or DDSLs.

Appendix 6: BGS Model for Safeguarding and Child Protection



Appendix 7: **Visiting Speaker (not in regulated activity)** **Risk Assessment Form**

Name of Speaker:			
Purpose of engagement:			
Topic of discussion:			
Date of engagement:			
Age of pupils to be addressed:			
Name(s) of supervising staff:			
Will the speaker be discussing political issues, religious issues or issues relating to terrorism? If so what is the context?			
Risk:	No formal vetting checks carried out so <u>unknown</u> safeguarding risk to pupils		
Hazard:	Safeguarding risk to pupils Pupils exposed to extremist views		
Control Measures to reduce risk:			
	Essential (if yes ✓)	Desirable (If yes ✓)	
Will the speaker be supervised at <u>all</u> times?	<input type="checkbox"/>	<input type="checkbox"/>	
Has consideration been given to the action plan should the speaker begin to discuss inappropriate content?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the SPoC satisfied that there is no Prevent related concern about this speaker.	<input type="checkbox"/>	<input type="checkbox"/>	
Will the speaker be made aware of the need to avoid promoting partisan political views?	<input type="checkbox"/>	<input type="checkbox"/>	
Has a Google name search been conducted about this speaker and returned a negative result for concerns.	<input type="checkbox"/>	<input type="checkbox"/>	

KEY: To qualify as an acceptable risk all 5 ESSENTIAL boxes must be ticked. Anything less will constitute an UNACCEPTABLE RISK.

Does the individual hold a current DBS	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Acceptable Risk

Unacceptable Risk

Assessed by:		Member of staff submitting	Date:	
Authorised by:		DSL	Date:	

Policy Revision Log

Date	Changes
May 2017	Joint policy written
April 2018	Policy reviewed and updated
August 2018	Policy Reviewed and updated RN in light of KCSIE 2018
May 2019	Updated with changes in HR
August 2019	Updated with Changes- Dated KCSIE 2019/ Up skirting/ serious violence/ transition to partnerships