



BURY
GRAMMAR SCHOOL

Safeguarding Policy

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Author: Senior Deputy Head (Pastoral)
This policy is for Bury Grammar School

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Policy Statement

At Bury Grammar School, we are committed to safeguarding and promoting the physical, mental, 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. All staff and volunteers take all welfare concerns seriously and encourage pupils to talk to them about anything that worries them. The School will always act in the best interest of the child.

This policy is aligned with policies and inter-agency procedures set out by the **Bury Integrated Safeguarding Partnership (BISP)** and the DSL is a 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 Principal and other members of SLT are trained in Safe Recruitment.

Scope of Policy

This policy is applicable to the whole school community, including the Principal, 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
- Online Safety
- 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
- Sharing nudes and Semi Nudes (previously YPII)
- Code of Conduct

- Low Level Concerns Policy
- Child-on-child Abuse Policy

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, 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.

A Safer School Culture

The governing body will ensure that the following appropriate policies and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Employee handbook, including the Staff Code of Conduct
- Whistle Blowing policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are absent from education
- Guidance on Safer Working Practices

- Safeguarding policy
- Online Safety policy
- School Behaviour policy
- School Exclusion Policy
- Use of Force policy
- Mental Health Policy
- Acceptable User Policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

Members of staff are expected to abide by the Staff Code of Conduct at all times.

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the child needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children’s social care services	The branch of the local authority that deals with children’s social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the child needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children’s services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.

KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.

TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

This policy has regard to legislation including:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006' (September 2018)
- DfE (2024) 'Keeping children safe in education 2024'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021)

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'

Roles and responsibilities

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and Deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g., via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- Empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.

- Avoid victim-blaming attitudes, and challenge it in a professional way if it occurs.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.

Teachers, including the Principal have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

Governors have a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance ['Working Together to Safeguard Children'](#).
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that all staff at BGS working directly with children read at least Part one and Annex B of KCSIE.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more Deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

- Ensure systems are in place for children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g., if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g., emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.

- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

The Principal has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

The DSL has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what “available” means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
 - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.

- To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the Principal to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the Deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker.
 - Understanding the academic progress and attainment of these pupils.
 - Maintaining a culture of high aspirations for these pupils.
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
 - Helping to promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.

- Ensure the school's Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training and update this training at least every two years.
- 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; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referral processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Definition of Safeguarding

The terms “children” and “child” refer to anyone under the age of 18.

For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of pupils' mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

There are four main elements to our safeguarding:

- Prevention:** (e.g., positive school atmosphere, a school culture where staff refer any **concern** at an **early** stage, where safeguarding has a high priority, effective PSHE, RSE, Online 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.)

- b. 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 DSL and DDSLs which are displayed around school and any pupil can self-refer to the counselling service which the school provides. Pupils have access to a 'Talk to Us' App on their devices in the senior school and sixth form and student intranet and worry boxes are placed in all medical rooms. Other ways in which we listen to children and give them a voice in school include the School Council and the School's Equality and Diversity Committee.

The School seeks to give its pupils an age-appropriate understanding of how to promote both their own safety, including online and well-being and that of other children. The School is sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of all forms of abuse and/or neglect, and children with special educational needs or disabilities. This is through various teaching and learning opportunities, as part of a broad and balanced curriculum, including PSHE, RSE, tutor periods and assemblies. The school recognises that preventative education is most effective in the context of a whole school approach that prepares pupils for life in modern Britain and creates a zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/ harassment. The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned in the school's Behaviour Policy and pastoral support systems in place. 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 and CEOP's Thinkuknow website amongst others. Other relevant issues are covered through Relationships Education for all Primary Pupils and Relationships and Sex Education for all secondary pupils and Health Education for all pupils. Pupils are taught to recognise when they are at risk and how to get help when they need it. The content covered is fully inclusive and developed to be age and stage of development appropriate, especially when considering the needs of children with SEND and other vulnerabilities. The statutory guidance can be found here: [Statutory guidance: relationships education, relationships and sex education \(RSHE\) and health education.](#)

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.

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

Multi Agency Working

This policy follows local and national guidance produced by the Bury Integrated Safeguarding Partnership (BISP) and will operate safeguarding procedures in line with locally agreed multi agency safeguarding arrangements put in place by the safeguarding partners, although it should be noted that many of our pupils live in areas outside Bury.

Local procedures can be obtained from BISP:

<https://burysafeguardingpartnership.bury.gov.uk/>

The school will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

The school will develop trusting relationships between families and agencies to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school will also be mindful of the importance of inter-agency working in identifying and preventing CSE.

The school will reflect the DfE's expectations to secure strong multi-agency working by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspective to evaluate provision.
- Prioritising and sharing resources depending on pupils' needs.
- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging other's assumptions in a respectful manner.

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 the DSL/ DDSL no matter how trivial they may appear.

The DSL and DDSLs 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 DSL/DDSLS and to review safeguarding practices.

Name	Job Title	Contact details
Mrs Rachel Newbold	Designated Safeguarding Lead (DSL) - Senior Deputy Head Pastoral	<u>rnewbold@burygrammar.com</u> 0161 696 8600
Miss Jessica Sherriff	Deputy Designated Safeguarding Lead - Head of Sixth Form	<u>jsherriff@burygrammar.com</u> 0161 696 8600
Mrs Rachel Hartley	Deputy Designated Safeguarding Lead (DDSL) - Senior Teacher Pastoral)	<u>rhartley@burygrammar.com</u> 0161 696 8600

Mr Rob Lees	Deputy Designated Safeguarding Lead (DDSL) - Senior Deputy Head Enrichment and Partnerships	<u>rlees@burygrammar.com</u> 0161 696 8600
Mrs Sarah Howard	Deputy Designated Safeguarding Lead (DDSL) - Senior Teacher Inclusion, Head of PSHEE and Online Safety Officer	<u>showard@burygrammar.com</u> 0161 696 8600
Mrs Samantha Aylin	Deputy Designated Safeguarding Lead (DDSL) – Head of Infants and Primary Assistant Head (Pastoral)	<u>saylin@burygrammar.com</u> 0161 696 8600
Mrs Kay Robinson	Deputy Designated Safeguarding Lead (DDSL) - Head of Health Support and School Mental Health Lead	<u>krobinson@burygrammar.com</u> 0161 696 8600
Miss Lindsay Carey	Deputy Designated Safeguarding Lead (DDSL) - Senior Health Support Worker	<u>lcarey@burygrammar.com</u> 0161 696 8600
Mrs Sarah McMahon	Deputy Designated Safeguarding Lead (DDSL) - Head of Kindergarten, Wrap Around Care Manager	<u>smcmahon@burygrammar.com</u> 0161 696 8600
Mrs Nikki Pearson	Deputy Designated Safeguarding Lead (DDSL)- Pastoral Officer	<u>npearson@burygrammar.com</u> 0161 696 8600
Mrs Jo Anderson	Principal	<u>principal@burygrammar.com</u> 0161 696 8600
Mr Tim McDougall	School Governor with Safeguarding, Online Safety and bullying oversight	0161 696 8600
Mr Richard Smyth	Chair of Governors	0161 696 8600
Ms Nicola Smith	Vice 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, emailing the specific safeguarding email address 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 Local Authority Children's Social Care and/ or police. 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

Records

Child Protection Records

The DSL keeps 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 DSL and the Principal 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.

Pupil Transfer Records

The Principal 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. The SENCO will also be made aware of any concerns as required.

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.

In addition to the child protection file, the DSL will consider if it is appropriate to share any information with the new school or college in advance of a pupil leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for them when the child arrives.

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.

As stated in KCSIE (2024), 'The Data protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.' This includes allowing practitioners to share information without consent where there is good reason to do so and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place the child at risk.

Communication and Confidentiality

When recording, holding, using and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where

referrals were and were not made to another agency such as LA children's social care or the Prevent program.

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

[Attendance and Admission Register](#)

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within five days of when a pupil's name is added to the admissions register. The school will ensure that the admissions register is kept up-to-date and accurate at all times.

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 DSL. 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 DSL.

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 DSL 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 2024**.

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.

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 his/her capacity as Single Point of Contact for Prevent. This is done using the **Visiting Speaker Proposal Form** which contains a risk assessment. This takes into account any vetting considered appropriate in the circumstances and a google search will be conducted on all visiting speakers to check for any history of unsuitable material.

The School has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

All visiting speakers are expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs, and at no point undermine these. In some cases, the School may request a copy of the visiting speaker's presentation or additional information in advance of the session being provided.

All visiting speakers, including those speaking via webinar, will be required to provide photographic proof of ID unless the speaker is known by the School. It is the responsibility of the supervising member

of staff to check the ID and to supervise the speaker at all times. If a visiting speaker is carrying out other duties for the School, on a paid or unpaid basis, then they may be in “regulated activity” and may be categorised as either staff or a volunteer. If that is the case, then formal vetting checks will be necessary in accordance with the usual practices for staff and/or volunteers; HR must be informed and they will be recorded on the School’s single central register (SCR).

Early help

Early help means providing support as soon as a problem emerges, at any point in a child’s life. The school will be proactive in ensuring that every pupil is able to access full-time education to aid their development and protect them from harm whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.

Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.
- Are bereaved.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Are viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are missing education, or persistently absent from school, or not in receipt of full-time education.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded.
- Show early signs of abuse and/or neglect in other ways.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

Abuse, neglect and exploitation and how to recognise it

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

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 DSL. If staff continue to remain dissatisfied, then they should raise the concern with the Principal.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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. Children may be abused by an adult or adults or by another child or children.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also

important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Types of Abuse and Neglect can be found in KCSIE 2024

- 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 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 DSL 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 DSL 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 DSL 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 DSL, 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

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

[Appendix A](#) of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Child-on-Child Abuse

All staff should be alert to the risk of child-on-child abuse and understand their role in preventing, identifying and responding to it. Staff should know that children are capable of abusing other children and that it can happen both inside and outside of school and online. Staff should never dismiss abusive behaviour as a normal part of growing up, or 'just banter,' just having a laugh,' 'part of growing up,' or 'boys being boys,' and should not develop high thresholds before taking action, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. All staff will understand the importance of challenging inappropriate behaviour between peers. Child-on-child abuse should be taken as seriously as abuse by adults, and it is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff need to be aware, that even if there are no reports at school, it does not mean it is not happening; it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding abuse, they should speak to the DSL.

What is Child-on-child Abuse?

Child-on-child abuse is any form of abuse perpetrated by a child towards another child. This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); (to be responded to in accordance with the detailed guidance in Part 5 of KCSIE, 2024)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; (to be responded to in accordance with the detailed guidance in Part 5 of KCSIE, 2024)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

These categories of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being abused by a family member or by older boys. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

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 DSL 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 Online Safety Policy. If a child is in immediate danger or at risk of harm, a referral to Local Authority Children's Social Care and/or the police will be made immediately.

The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy, Behaviour Policy and Exclusion Policy, where relevant.

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face-to-face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

At Bury Grammar School, we recognise the need for a whole school approach to online safety to protect and educate pupils and staff in their use of technology and the need to establish mechanisms to identify, intervene in, and escalate any concerns when appropriate.

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

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. The School will report to the Anti-Phishing Working Group (<https://apwg.org/>) if it feels pupils, or staff are at risk.

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

The School is aware of the risk posed by access to the internet by unmonitored or unfiltered 3G, 4G and 5G devices. The School recognises that this access means some children, whilst at school, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. Such risk is kept under review.

When children use the School's network to access the internet, they are protected from inappropriate content by our monitoring and filtering systems which are regularly reviewed for their effectiveness and reports are regularly analysed. The School has clear policies pertaining to mobile phone/devices and clear sanctions and safeguarding and escalation procedures are in place for digital or cyber misconduct as a result however the School also recognises that pupils are able to access the internet using their own data plan.

The School's Online 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 Online Safety in school.

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

Filtering and Monitoring

The school has appropriate filtering and monitoring systems on school devices and the school network and regularly reviews their effectiveness. All staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The school meets the [filtering and monitoring standards](#) published by the Department for Education, with clearly identified and assigned roles and responsibilities to manage filtering and monitoring systems and reviewing filtering and monitoring provision at least annually and when something happens- e.g. a new technology is introduced or when there is a remote period of education. The School blocks harmful and inappropriate content without unreasonably impacting teaching and learning and has effective monitoring strategies in place that meets safeguarding needs. Governors review the standards and there is regular discussion about what more needs to be done to support the school in ensuring it continues to meet the filtering and monitoring standards. Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

Additional guidance on filtering and monitoring can be found at:

[UKSIC 'Appropriate' filtering and monitoring](#)

Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use.

The school will also make it clear to parents what their children are being asked to do online for school.

Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, staff will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Mobile phones must remain **switched off** during school hours. This includes break and lunchtimes. Mobile phones are not allowed on site – this is defined as ‘inside the school gates.’ Any pupil seen using their mobile phone during school hours will have their phone confiscated. Confiscated phones must be taken to reception where the phone will be secured and can be picked up at the end of the school day. Pupils are allowed to use their phone to contact home in relation to safety/transport home after a drama, music or sporting activity. In these instances, pupils should seek permission from a member of staff in advance. Pupils who use their phone in school will be issued with a sanction. Persistent breaches of this policy will be dealt with using the School’s behaviour policy.

Pupils must not use their phone to listen to music if they are cycling to school. Pupils should also be mindful of traffic and dangerous situations if using their phone when walking to and from school. The safe use of mobile phones will be taught to pupils via PSHE lessons and in the pastoral curriculum. Sixth form pupils may use mobile phones within the sixth form centre and for research purposes only in the LRC spaces and the Courthouse building during private study.

Use of Mobile Devices in Early Years Foundation Stage Setting

A ‘mobile device’ may be a phone, iPad, iPod or iPhone, tablet or laptop, smartwatch or any form of electronic device with imaging and sharing capabilities.

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. Staff wearing smartwatches must ensure that notifications are turned off and that watches are set to ‘Flight mode/ School mode’ or are not connected to the internet. This includes all staff, parent helpers and pupils. 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 i.e. 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.

Upskirting

Under the Voyeurism (Offences) Act 2019, upskirting refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

“Operating equipment” includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

How pupils are kept safe when they are accessing ‘online learning’ whilst out of school

Online Safety for remote teaching and online learning

The school will ensure that any use of online learning tools and systems is in line with privacy and data protection/ GDPR requirements. Staff should raise any safeguarding concerns regarding pupil IT use to the DSL and record on CPOMS. It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and / or parent immediately and end the online interaction if necessary. Recording lessons does not prevent abuse. If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately.

Staff Code of Conduct for remote teaching and learning

Staff engaging with pupils and / or parents online have a responsibility to model safe practice at all times. Staff and pupils must abide by the Acceptable Use Policies. Staff and pupil/ student communications must remain professional at all times and pupils must adhere to the remote learning expectations and guidelines. Staff must use only official BGS provided communication tools and should avoid the use of social media or personal email accounts to contact pupils or parents. Where members of staff have been asked to speak directly to children to help identify any concerns staff should make calls from the school site via school phones and devices if possible. If personal phones are used to make calls, staff need to make sure that they withhold their personal number. When staff are teaching online, their dress and appearance must be similar to the clothing they would wear on a normal school day. Ideally, when teaching online, the background should be blurred and staff and pupils should be in living/ communal areas, no bedrooms. In some cases, staff will be teaching online in school whilst their class are learning remotely at home. Staff recognise that filters at a child’s home may be set at a threshold which is different to the school and resources and videos used must be age appropriate- pupils may not have support immediately to hand at home if they feel distressed or anxious about content.

One to One Situations Online

Staff are permitted to work one to one with a pupil only where necessary and with the knowledge and consent of a senior leaders and parents/carers. Staff need to ensure that wherever possible there is visual access and/or an open door in a one-to-one situation and avoid the use of ‘engaged’ or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy. Staff must always report any situation where a pupil becomes distressed, anxious, or angry and consider the needs and circumstances of the pupil involved. Where possible, it is preferable that another teacher joins the meeting/online lesson.

Online safety away from school

It is important that all staff who interact with pupils, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should continue to be made to Local Authority Children's Social Care and as required the police.

Guidance on online learning can be found in Guidance for Safer Working Practices (February 2022)

[Guidance for Safer Working Practices \(February 2022\)](#)

The school is in regular contact with parents to reinforce the importance of children being safe online. Parents are informed of what pupils are being asked to do online, including the main sites that they will be asked to access to assist them in their learning when doing so remotely and who they are interacting with online during the school day.

Sharing nudes and semi-nudes (images/videos)

The “consensual and non-consensual sharing of nude and semi-nude images and/or videos”, colloquially known as “sexting”, and collectively called “youth-produced sexual imagery” is defined as the creation of sexually explicit content by a person under the age of 18 that is shared with another person under the age of 18. This definition does not cover persons under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline. The term ‘nudes’ is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents.

“Deep fakes” and “deep nudes” refer to digitally manipulated and AI-generated nudes and semi-nudes.

Indecent imagery is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Indecent images also include indecent “**pseudo-images**”, which are images have been created or manipulated using computer software and/or AI.

Staff will also be made aware that the laws imposed on the sharing of nudes and semi-nudes applies to digitally manipulated and AI-generated imagery.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal, which makes responding to incidents involving children and young people complex.

As it is a criminal offence to possess, distribute, show and make indecent images of children, any disclosure of information about an incidence of YPSI will always be taken very seriously by the School.

Staff should be aware that incidents of pupils being sent or receiving nudes and semi nudes are 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.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. The DSL will work to support the affected pupils and inform them of the reporting routes to remove a nude or semi-nude that has been shared online or to prevent an image from being shared online.

When an incident involving youth-produced sexual imagery comes to the School's attention:

- the incident should be referred to the DSL as soon as possible
- the DSL will hold an initial review meeting with appropriate school staff
- there will be subsequent interviews with the young people involved (if appropriate)
- parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern that a young person has been harmed or is at risk of harm, a referral will be made to Local Authority Children's Social Care and/or the police immediately.

An immediate referral to police and/or Local Authority Children's Social Care will also be made if at this initial stage:

- the incident involves an adult
- there is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- what is known about the imagery suggests violent content
- the imagery involves sexual acts and any pupil in the imagery is under 13
- there is reason to believe a young person is at immediate risk of harm because of the sharing of the imagery, e.g., the young person is presenting as suicidal or self-harming.

If none of the above applies, then the School may decide to respond to the incident without involving the police or Children's Social Care. However, the School can choose to escalate the incident at any time if further information/concerns come to light.

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 any case where nudes or semi-nudes have been shared, the School will follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): [Sharing nudes and semi nudes: advice for education settings working with children and young people \(March 2024\)](#) and [Searching, screening and confiscation Advice for headteachers, school staff and governing bodies \(2018\)](#)

Adult Involvement in Youth Produced Sexual Imagery

Sexually motivated incidents

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

Financially motivated incidents

Financially motivated incidents of YPSI involving adults may also be called “**sextortion**”, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money.

In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.
- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or AI-generated images of the child or young person.

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked in order to obtain images, personal information, and contacts.

- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

Contextual Safeguarding

Staff recognise the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare. Contextual safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers sometimes have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent-child relationships. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

The School assesses the risks and issues in the wider community and works with external agencies and sectors when considering the well-being and safety of pupils in recognition that children are vulnerable to abuse in a range of social contexts.

Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Children with Social Workers

The School recognises that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. The Local Authority should share the fact a child has a social worker with school. The school takes these needs into account when making plans to support pupils who have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Home Educated Children

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carer has expressed their intention to remove their child from school with a view to educating at home, the School will coordinate a meeting with parents/carers and other key professionals where possible, ideally before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Looked After Children and Previously Looked After Children

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can potentially be at greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The school ensures that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e., whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers. Any incidents or concerns must be brought to the notice of the DSL who is also the designated teacher for LAC. The School has a separate Looked After Child Policy which provides additional information on how Looked After and Previously Looked After Children are supported.

Pupils with Special Educational Needs and disabilities (SEND)

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Staff should understand and be mindful of additional barriers that can exist in recognising abuse, including child-on-child 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
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges.

At Bury Grammar School we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. More information can be found in the School's SEND policy on how pupils with SEND are supported in school.

Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor from harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At BGS, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak, which includes our BGS Pride Group, Equality and Diversity Group as well as highlighting key members of staff with whom they can discuss concerns, and providing a number of ways to report any issues that they face including our 'Talk to Us' App and worry boxes.

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

Domestic Violence

Children living in a household where **violence** is an issue: any pastoral concerns must be referred to the appropriate DSL.

Pupils requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

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

Use of the school premises for non-school activities

Where the school hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's [guidance](#) on keeping children safe in out-of-school settings in these circumstances. As with any safeguarding allegation, the school will follow the safeguarding policies and procedures, including informing the LADO, should it receive an allegation relating to an incident that happened when an individual or organisation was using the school premises.

Where the school provides the activities under the direct supervision of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The school will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g., charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary. All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider if this is ever appropriate for an individual pupil working together with the LA. The school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

Foreign Exchange Visits

School-arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults. Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable. 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).

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 DSL when they become aware of private fostering arrangements. 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 will take steps to verify the relationship of the adults to the child who is being registered.

Welfare Concerns

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or Deputy DSLs and record the concern on CPOMS.

Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or Deputy DSL, if they have a concern about a pupil.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing.

Where the DSL is not available to discuss the concern, staff members will contact the Deputy DSLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the

reasons for making those decisions, will be recorded in writing by the DSL and kept securely on CPOMS.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

One to one tuition/meetings arrangements

- a) 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.
- b) 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.
- c) 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 4) for further advice on safeguarding staff and pupils

Managing referrals

The reporting and referral process outlined in the Model for Safeguarding and Child Protection at BGS Flowchart will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

Whistleblowing

The School has a separate Whistleblowing Policy. At Bury Grammar School, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff and contractors. Any concerns about the conduct of other adults in the school should be reported 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.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy.

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](#)

Allegations against a member of staff, volunteer or the Principal

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers, or contractors

At Bury Grammar School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the principal without delay; any concerns about the principal should go to the Chair of Governors.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the principal.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The principal will decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

Allegations that may meet the harms threshold

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

A Person can be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.

It is an allegation if the person has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, the School will conduct basic enquiries in line with local procedures to establish the facts to determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school, or a combination of these.

All allegations will be considered with the intention of learning lessons and making improvements, even where allegations have been found to be unsubstantiated, false and malicious. This will include thinking about teachers' professional vulnerability, risk assessing and risk management to prevent circumstances where allegations might be made.

School Procedures

- i. The guidance in Part 4 of KCSIE (2024) will be followed when allegations of abuse arise against anyone working in the school that provides education for children under 18 years of age.
- ii. The school will ensure allegations against supply teachers and contracted staff are dealt with properly. The school will take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor

- do they have all the relevant information required by the LADO as part of the referral process. The school will ensure that agencies are involved in the process and fully informed. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. Under no circumstances will the school cease to use supply staff for safeguarding reasons without involving the agency and/or other authorities.
- iii. Allegations of abuse may involve a member of the school staff, the DSL, volunteer or contractor. 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.
 - iv. 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.
 - v. Where there is a conflict of interest in reporting the matter to the Principal, the LADO must be contacted directly
 - vi. 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.
 - vii. On receipt of such an allegation these persons will immediately contact the Local Authority Designated Officer and seek advice on the way forward before any form of investigation takes place. If the LADO 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.
 - viii. Consent from parents is not required before reporting a matter to the LADO.
 - ix. 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 BGS persons detailed above, then the matter must be referred directly to the LADO.
 - x. The School will not undertake its own investigation of allegations without prior consultation with the LADO, or, in the most serious cases, the police so as not to jeopardise statutory investigations.
 - xi. Where the allegation is against a former member of staff, it will be referred directly to the police.
 - xii. When immediate contact is made with the LADO 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.
 - xiii. 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 LADO and the police when making a decision about suspension.
 - xiv. Suspension should not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The Principal must consider carefully whether the circumstances warrant suspension from contact with children at the school or college, until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school or college is/are at risk of harm, or the case is so serious that there might be grounds for dismissal.
 - xv. 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.
 - xvi. 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.

- xvii. 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.
- xviii. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a TRA referral.
- xix. If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to its procedures or practice to help prevent similar events in the future.
- xx. 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 and the allegation will be considered with the intention of learning lessons and making improvements. This will include thinking about teacher's professional vulnerability, risk assessing and risk management to prevent circumstances where allegations might be made.
- xxi. 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.
- xxii. 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 Local Authority 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.
- xxiii. 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 Local Authority 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.

- xxiv. In all instances where the school identifies that a child has been harmed, that there may be an immediate risk of harm, or if the situation is an emergency contact to child services will be made and when appropriate, the police in accordance with the processes set out in part 1 of KCSIE (2024).

Low Level Concerns

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- humiliating pupils

It is crucial that all low-level concerns are shared responsibly with the DSL and recorded and dealt with appropriately.

If the concern has been raised via a third party, the DSL will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously.
- to the individual involved and any witnesses.

Reports about supply staff and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff are encouraged and should feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns will be recorded in writing, including:

- the name of individual sharing their concerns (respecting any wish to remain anonymous as far as possible)
- details of the concern
- context in which the concern arose
- evidence collated by the DSL where the concern has been raised via a third party
- The decision categorising the type of behaviour
- action taken
- the rationale for decisions and actions taken

Records will be kept confidential, held securely and comply with the Data Protection Act 2018. Records are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to the LADO.

Reports of low-level concerns will be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reported will be noted, whilst respecting wishes to remain anonymous as far as reasonably possible. **The rationale for all decisions and actions taken will be recorded.**

Low level concerns should be reported to the same persons as set out in relation to concerns and allegations that meet the harms test. Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

When a pattern of behaviour is identified, the school will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

The records' review might identify that there are wider cultural issues within the School that enabled the behaviour to occur. If this is the case, policies or processes will be revised and extra training delivered to minimise the risk of it happening again.

The School has a separate Low Level Concerns Policy which provides more information on how low-level concerns are monitored, recorded and dealt with appropriately to create a safer culture for all staff, students and visitors. The purpose of the policy is to embed a culture of openness, trust and transparency in which the School's values and expected behavior which is set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

With all low-level concerns, the DSL will consider whether any lessons can be learned and if improvements can be made.

Recruitment and Selection

All staff appointed to the school will be subject to an enhanced DBS with barred list check. In addition, checks to establish a person's right to work in the UK, full employment history, proof of identity and academic qualifications are also required along with a medical check. Teachers have additional checks to ensure that they are not prohibited from teaching. 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 and any other checks which may be deemed necessary to ensure the suitability of the persons appointed to these roles.

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

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 change 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, cyber security and online safety, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. There will be regular, informal updates throughout the school year for all staff to provide them with relevant skills and knowledge to safeguard children effectively.

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. This training provides them with the relevant skills and knowledge to safeguard children effectively.

The school records the date of the initial safeguarding training and subsequent annual updates.

All staff complete on-line training covering the prevent duty, online safety, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, cyber security training 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 BISP in specific areas every year to develop and refresh their knowledge and skills.

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

School Governors receive appropriate safeguarding training and child protection (including online) training at induction to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated.

Safer recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

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) Keeping Children Safe in Education (2024) [Part One and Annex B];
- b) A copy of the School's Employee Handbook;*
- c) A copy of the School's safeguarding policy;*
- d) The staff code of conduct;*
- e) The behaviour policy
- f) The exclusion policy
- g) The safeguarding response to children who go missing in education/ are absent from education
- h) The role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies). (See KCSIE 2024)
- i) A copy of Part 1 and Annex B of Keeping Children Safe in Education (September 2024)*
- j) Whistleblowing procedures;*
- k) Acceptable User Policy
- l) School Visitor Policy.*
- m) Prevent Duty*
- n) Online Safety Policy

All staff must have also read the above documents, as well as receiving training on them.

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 Principal will ensure appropriate guidance and training is given to the support staff, who come under her responsibility, by the DSL.

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

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

[Management and Accountability for Safeguarding and Child Protection at BGS](#)

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

The Senior Deputy Head (Pastoral) is the Designated Safeguarding Lead (DSL) for the whole school and have responsibility for all safeguarding and child protection matters across the whole 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 **Mr Tim McDougall**. 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.

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.

Appendix 1: Specific Safeguarding Issues

Children who are absent from education

Knowing where children are during school hours is an extremely important aspect of safeguarding. Children being absent from education for prolonged periods and/or on repeat occasions is a potential indicator of abuse or neglect and may also raise concerns about other safeguarding issues. Children who are persistently absent and missing from education are at significant risk of underachieving, being the victims of harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life. They are often amongst the most vulnerable children in our society.

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. Action will always be taken if any absence of a pupil gives rise to concerns about their welfare. The school has at least two up to date contact numbers for parents and carers in order to facilitate contacting parents or carers if a pupil is not at school when they are expected to be here. Parents 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, particularly on repeat occasions and/or for prolonged periods 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 2024).

In response to the guidance in Keeping Children Safe in Education (2024) 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.
- Staff who understand the importance of effective information sharing between parents, the School and local authorities which is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.
- Procedures to inform the Local Authority when we plan to take pupils off roll when they:
 - a. Leave school to be home educated
 - b. Move away from the school's location
 - c. Remain medically unfit beyond compulsory school age
 - d. Are in custody for four months or more (and will not return to school afterwards) or
 - e. Are permanently excluded

This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

- All staff are aware of the School's procedures that are used for searching for and reporting any pupil missing from school. The procedure includes the requirement to record any incident, the action taken, and the reasons given by the pupil for being missing; and to help prevent the risks of their going missing in future.
- Children with Family Members in Prison: Such children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health.

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 following reasonable enquiries to establish the child's whereabouts. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further guidance: [Children Missing Education 2016](#) and [Children Missing Education Protocol 2019 20](#)

Child Missing from Education (CME) School Attendance Team

3 Knowsley Place Duke Street Bury BL9 0EJ

Email: cme@bury.gov.uk

Fax: 0161 253 5730

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent 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 wellbeing, 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 and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Under no circumstances should a dangerous weapon be brought into the school or carried in the wider community, nor should any pupil be involved in violent criminal conduct inside or outside of school. In most circumstances, if a pupil were discovered to have been involved in this type of behaviour, it will be necessary for the School to consult the police and other statutory agencies. The involvement of any pupil in carrying a weapon or engaging in violent conduct would be treated as a serious disciplinary issue and considered under the School's exclusion policy and procedures.

Further Guidance: [Preventing Youth Violence and Gang Involvement- Practical Advice for Schools and Colleges](#)
[Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance](#)

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by

people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) the School ensures that pupils are given practical advice on how to keep themselves safe and that sessions focus on confidence building activities and developing personal abilities.

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.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Staff should be especially vigilant to signs and other evidence that a child is or is at risk of becoming a victim of CSE and report their concerns immediately to the DSL. The DSL will then make a referral to the relevant authorities in accordance with agreed inter-agency procedures.

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/suspicious 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.

Potential vulnerabilities include:

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

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories).
- Sexual identity
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only).
- Lacking friends from the same age group.
- Living in a gang neighbourhood.
- Living in hostel, bed and breakfast accommodation or a foyer.
- Low self-esteem or self-confidence.
- Young carers.

More information can be found in: [Child sexual exploitation: Definition and a guide for practitioners \(DfE 2017\)](#)

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 DSL.

Child Criminal Exploitation

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. The coercion may be achieved through grooming, intimidation, acts of violence or debt bondage.

Staff should be aware of signs of pupils being vulnerable to Child Criminal Exploitation. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

Children, young people or adults who are exploited, coerced or trafficked into committing crimes are victims who require a safeguarding response and access to support. As such, any member of the School who has concerns about an individual who is being exploited, or is at risk of criminal exploitation, should contact the DSL who will follow local safeguarding guidance and share this information with the relevant services. The School will cooperate with statutory agencies to facilitate a coordinated safeguarding response to protect and support children and young people involved in, or at risk of, criminal exploitation.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) using dedicated mobile phone lines or other form of 'deal line'. This activity will happen locally, as well as across the UK. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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 cognitive ability, physical strength, status, and access to economic or other resources.

A number of the indicators for CSE and CCE as detailed above may be applicable where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g., knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services who offer support to victims of county lines exploitation.

Any member of staff or parent who has concerns relating to the potential criminal exploitation of a child should contact the DSL as a matter of urgency.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home office (2018)- [Criminal Exploitation of children and vulnerable adults: County Lines guidance](#)

Modern Slavery and the National Referral Mechanism

Slavery is not an issue confined to history or an issue that only exists in certain countries – it is something that is still happening today. It is a global problem, and the UK is no exception. It is a growing issue, affecting men, women and children. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Reporting modern slavery

The School will work with First Responder Organisations to make referrals where potential victims of modern slavery are identified.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and the referral process to the National Referral Mechanism is available in the Modern Slavery Statutory Guidance: [Modern Slavery: how to identify and support victims- GOV.UK](#)

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead (or a Deputy), will consider referring into the Cyber Choices programme, aiming to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Additional advice can be found at: [Cyber Choices](#), [NPCC- When to call the police](#) and [National Cyber Security Centre- NCSC.GOV.UK](#)

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 and discuss any such cases with the DSLs and children's social care.

In school, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made). It is recommended that teachers make a report orally by calling 101, the single non-emergency number. Where there is a risk of life or likelihood of serious immediate harm, this should be reported immediately to the police, including dialling 999 if appropriate. In most cases, reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day.

The duty does not apply in relation to at risk or suspected cases.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PHSE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman.

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. Staff should not assume that FGM only happens outside the UK.

Indications that a pupil 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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead needs to be aware of contact details and referral routes into the Local Housing Authority so that concerns can be raised and progressed at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into Local Authority Children's Social Care where a child has been harmed or is at risk of harm.

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-

11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The School will ensure that pupils are supported.

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. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

So Called 'Honour-Based' Abuse

So-called 'honour-based' abuse 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 HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

There are a range of potential indicators that a child may be at risk of HBA. 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.

Multi-agency statutory guidance on female genital (April 2016)

Multi-agency practice guidelines: Handling cases of forced marriage (June 2014)

Radicalisation

For the purposes of this policy, “**radicalisation**” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, “**extremism**” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

All Staff undertake Prevent awareness training and the DSL is able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “**the Prevent duty**”. The Prevent duty will form part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

Domestic Abuse

The Domestic Abuse Act 2021 (part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are ‘personally connected to each other:

- a. physical or sexual abuse
- b. violent or threatening behaviour
- c. controlling or coercive behaviour
- d. economic abuse (adverse effect on the victim's ability to acquire; use or maintain money or other property; or obtain goods or services
- e. psychological, emotional, or other abuse

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

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.

Operation Encompass is 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: Rachel Newbold

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

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

The Operation Encompass advice and helpline service is available for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. This is available 8am-1pm, Monday to Friday on 0204 513 9990.

Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Nevertheless, staff are well-placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff and pupils receive on-going educational guidance on recognising signs of mental health problems in young people. Where children have suffered abuse, neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood,

adolescence and into adulthood. Staff are made aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking directly to the DSL or a Deputy DSL as well as recording their concerns on CPOMS.

Additional DfE guidance: [Mental Health and Behaviour in Schools](#) (2018)
[Promoting children and young people's mental health and wellbeing: a whole school or college approach](#) (2021)

The School's admissions form asks if the child has, or has had a social worker and asks for contact details.

Incel Movement

Involuntary celibates, known as incels, are members of an online subculture who define themselves as unable to find a romantic or sexual partner despite desiring one. Incels are mostly male and heterosexual. Because of this they often hold particularly hostile and violent views not only towards women but also towards men who are sexually active. While many are simply lonely and use the community for support in an age of digital isolation, some radicals advocate for social and sexual rebellion. These extremist incels seek revenge through violent attacks against people they call "Chads and Stacys", a reference to men and women they perceive as very successful when it comes to sex.

Discussions in incel forums are characterised by resentment, misogyny, misanthropy, self-pity and self-loathing, racism, a sense of entitlement to sex, and the endorsement of violence against sexually active people.

Slang is a big part of how incels communicate online and it is finding its way into common language, owing to social media and the prominence of memes. This means that children and young people are being exposed to this kind of language and rhetoric and may take it on board without really thinking about it. Alternatively, they may be drawn into the incel mindset.

The School plays a crucial role in helping pupils understand the world around them, both through PSHE/SRE, the curriculum, assemblies and the pastoral programme. This allows for a whole school approach to teaching pupils about a range of current issues, including Incel culture. It is important that staff are able to recognise, challenge and identify incel views and identify pupils most at risk and recognise where early intervention is needed.

Any behaviour or comments which give cause for concern should be referred to the DSL using CPOMS. An in-school assessment will then take place prior to deciding to refer to Child Services. In any case the pupil will be monitored for an agreed period of time following the initial referral. The DSL will support staff with any concerns that they may have.

Appendix 2: 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.

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

Staff must be prepared to report **any** 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.
- Is LGBTQ+

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.

The school will consider whether a family group decision-making forum is appropriate to determine the help and support the family network can provide for a pupil where concerns have been raised about their safety or wellbeing.

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.
- ii. The DSL will review the concern and will assess it according to the 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 requires specific support in addition to universal services. Usually involves a single agency.
- **Level 3** - represents children with additional and complex needs requiring co-ordination of multi-agency help and support by a Lead Professional.
- **Level 4** - represents children with additional, complex needs, including potential risk requiring an assessment of need, a multiagency plan developed with the family and a social work lead professional coordinating multiagency help and support.
- **Level 5** - represents children with additional, complex needs, including risk 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).

Bury Continuum of Need

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** This may result in a **Team Around the Family Meeting (TAF)** 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 Local Authority 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.

e) 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).

f) 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 are 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 (e.g., '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 (e.g., 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 (e.g., a school trip), then the DSL should be contacted as soon as possible.

g) If you suspect abuse by one or more pupils against another pupil (child-on-child 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 child-on-child 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 Exclusion 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 e.g., children who are young carers or who have SEND including children with Autistic Spectrum Disorder.

h) 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.

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

Children are vulnerable to extremist ideology and radicalisation. As with other forms of harms and abuse, protecting children from this risk is part of the School's safeguarding approach and procedures.

- 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. **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- iii. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- iv. **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- v. The school has a separate Prevent Policy which should be followed.
- vi. 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
- vii. 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).
- viii. Staff should be aware of national and local threats including International Terrorism, Northern Ireland-related terrorism, and Extreme right-wing terrorism.
- ix. Any behaviour or comments which may give cause for concern should be referred to the DSL using CPOMS and the **Prevent Policy** must be followed. (This includes potential early indicators of radicalisation and/or extremism)
- x. An in-school assessment would normally then take place prior to deciding whether to make a referral although advice may be sought from the Bury Prevent team or GMP Prevent Team on 0161 856 6362. In any case the pupil would be monitored for an agreed period of time following the initial referral.
- xi. Channel will find any information useful which establishes:
 - Engagement with a group, cause, or ideology
 - Intent to cause harm and
 - Capability to cause harm.
- xii. All referrals are carefully assessed by the police and the Channel Team to see if they are suitable for Channel or may require another intervention. If suitable, the case is discussed with all relevant partners at a Channel panel to decide what support, if any, is needed. Referred individuals are informed and must give consent (or via a parent or guardian if they are children) before an intervention can take place.
- xiii. Since April 2019 the Channel Process in Greater Manchester has been coordinated by Local Authority staff and not GMP officers. This work is done by the GM Channel team. This team coordinate all Channel Panels across the 10 Greater Manchester local Authorities. They do the pre-panel work, go out and speak with the individuals and parents/carers and then case manage the interventions offered by the Channel panels. The team are available on 0161 227 3545 (Monday to Friday, 9am-5pm) for advice around referrals or concerns.
- xiv. The Channel panel is chaired by the local authority and works with multi-agency partners to collectively assess the risk to an individual and decide whether an intervention is necessary. If a Channel intervention is required, the panel works with local partners to develop an appropriate tailored support package. The support package is monitored closely and reviewed regularly by the Channel panel.
- xv. The Channel panel is chaired by the local authority and can include a variety of statutory partners such as the police, children's services, social services, education professionals and mental health care professionals.

All staff complete Prevent Training as part of their induction about prevent and tackling extremism. Where staff are concerned that pupils are developing extremist views or show signs of becoming radicalised, they should discuss this with the DSL who are able to support staff with any concerns they may have.

We use the curriculum to ensure that pupils understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in pupil's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputies) making a Prevent referral.

The school is committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society. The School ensures that pupils understand how people with extreme views share these with others, especially using the internet.

Recognising Extremism

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. The school will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Displaying a desire for status amongst their peers
- Displaying a desire for excitement and adventure
- Displaying a need to dominate and control others
- Displaying a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Appearing susceptible to opportunistic involvement
- Having family or friends involved in extremism
- Appearing susceptible to being influenced or controlled by a group
- Displaying relevant mental health issues

Although extremist behaviour can be presented in many forms, the school recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equality Information and Objectives Policy

- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

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 Principal.

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.

j) One to one tuition/meetings arrangements

- 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.
- 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.

See Staff Code of Conduct (Appendix 4) for further advice on safeguarding staff and pupils

Contact Numbers

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

Prevent Referrals

The Channel Process in Greater Manchester is coordinated by Local Authority staff. This work is done by the GM Channel team. This team coordinate all Channel Panels across the 10 Greater Manchester local Authorities. They do the pre-panel work, go out and speak with the individuals and parents/carers and then case manage the interventions offered by the Channel panels. The team are available on 0161 227 3545 (Monday to Friday, 9am-5pm) for advice around referrals or concerns.

Bury Prevent referral form:

The form is sent to the following email addresses

childwellbeing@bury.gov.uk

channel.project@gmp.police.uk

gmchannel@manchester.gov.uk

BISP Prevent Team Contact:

Chris Woodhouse

Strategic Partnerships Manager

C.Woodhouse@bury.gov.uk

Bury National Referral Form:

[Referral Form](#)

Report Abuse in Education

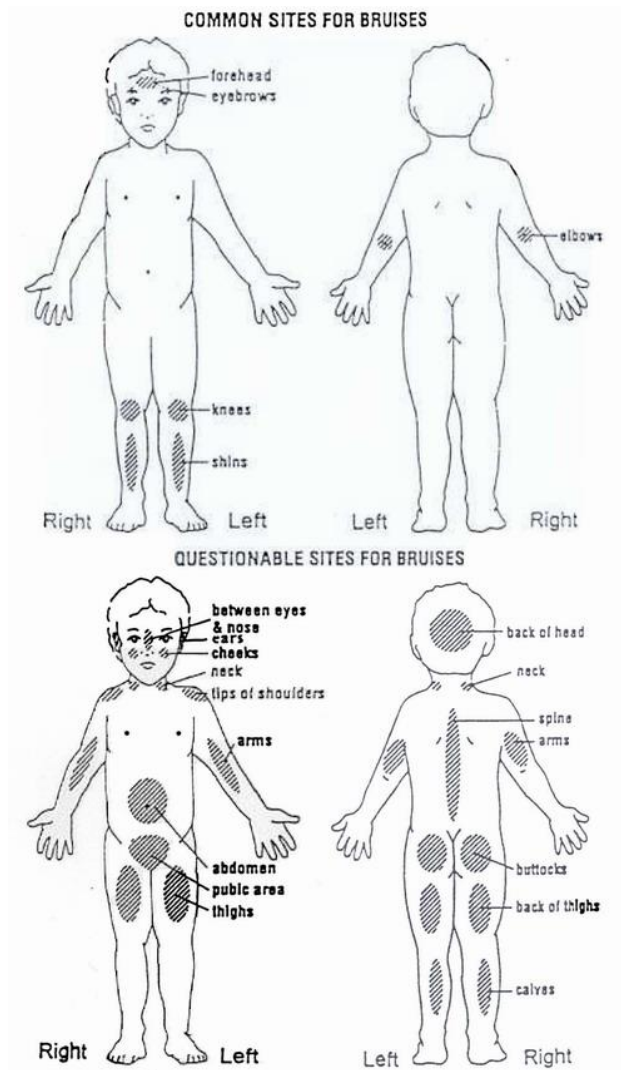
The Department for Education has commissioned the NSPCC to launch a new helpline called Report Abuse in Education. The helpline comes after numerous anonymised testimonials of sexual harassment and abuse in schools and colleges were shared to the Everyone's Invited website

The newly launched helpline will provide support to:

- children and young people who want to share current and non-recent experiences of sexual abuse and harassment
- children and young people who want to talk about being involved in or witnessing any incidents
- anyone who works or volunteers in a school setting and needs support and guidance
- adults who have experienced non-recent abuse
- parents and carers who are concerned about their own child or other children.

Young people and adults can contact Report Abuse in Education on [0800 136 663](tel:0800136663) or email help@nspcc.org.uk

Appendix 3: Common sites and questionable sites for bruises



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. The School's Staff Code of Conduct is also included in the School's Safeguarding Policy.

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 Principal.

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 and abide by the school dress code (see below). 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.

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). This applies in the case of those over 16 where the relationship is consensual.
- All staff must disclose whether any relationship or associations they have in school and outside (including online), may have an implication for the safeguarding of children in school so that appropriate action can be taken to support that member of staff and safeguard children. If the circumstances of a member of staff changes, they must inform the school immediately.
- 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.
- 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.
- 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. This will be explained to you at your induction and all are available in the Teaching Handbook.
- Work in an open and transparent way with children.
- Seek advice promptly from a member of the SMT 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 (included later in this document) 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.
- Staff must ensure that they safeguard themselves and pupils in instances where one to one tuition occurs. This may be in the form of placing a barrier such as a desk between the staff member and the pupil and ensuring that the door is open with visual access.
- 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. Further information is included in the section entitled "Cameras, Videos and Other Photographic Devices" in this handbook under the title section "Safeguards."

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 Pupil Profiles).

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. Please see sections below for additional information on bribery and the School's Whistleblowing Policy.
- Gifts from suppliers or associates of the school must be declared to the Head, with the exception of "one off" token gifts from students or parents which are less than £25 in value. Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted. Please see the section in Anti-Bribery Section below "Gifts and Hospitality" for further information.

7. USE OF SOCIAL NETWORKING SITES

- Any work-related issue or material that could identify an individual who is a pupil, parent, guardian or work colleague, which could adversely affect the School, a pupil, parent or guardian or our relationship with any pupil, parent or guardian must not be placed on a social networking site. This means that work related matters must not be placed on any such site at any time either during or outside of working hours and includes access via any computer equipment or mobile device.
- Any work content or material, or contacts or connections list, created by the Employee during the course of their employment, on any of their authorised social networking sites (ownership of which vests in the School) shall remain, at all times, the property of the School. Accordingly, upon termination of your employment, you shall hand over to the School, the access rights to your accounts, together with any work content or material, and any contacts or connections list.

8. COMMUNICATIONS WITH PUPILS

- Staff should not disclose their personal mobile telephone numbers, personal e-mail addresses or other personal details to any pupils at the school. This includes sixth form students. Safeguarding young people is a priority and therefore you should not enter into any discussions of this nature with them. Reasonable sense should be applied when and if there is a family link between staff and pupil. Please refer to Point 11 in “Staff Code of Conduct” within the section entitled “Standards” below.
- Staff should only communicate with pupils by email using their School account through the school email server. Staff must not be ‘friends’ with any child at the school through Facebook, Instagram, Twitter, or through ANY social networking sites, unless the social networking site has been registered with the school as a departmental site. This rule extends to all emerging social media.
- Staff must not be friends with any child that has left the School, until the pupil reaches 21 years of age. Staff are not permitted to make contact with pupils, or former pupils who were pupils at the same time that the staff member was in employment at the school, through any dating websites or social media dating platforms e.g. Tinder.
- If in doubt, please ask the Designated Safeguarding Lead in your School.
- Staff must be aware of the Acceptable Use (staff) Policy and abide by this policy. This policy is available via the policies folder on SharePoint and is emailed each year to staff who must electronically sign.

9. CONDUCT OUTSIDE WORK

- 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 should not be 'friends' on social networking sites with current pupils or 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. It is strongly recommended that staff who are parents of pupils at the school do not join parental social media forums/groups. It may be more preferable for a partner to join these instead where possible. If a member of staff chooses to be a member of a parent group on social media they should endeavour to minimise comments. If staff do comment, they must realise that they are commenting as a parent, not a staff member and not on behalf of the school.

- Staff should notify the Principal and seek permission where appropriate, but may undertake charitable or voluntary work if the hours do not conflict with the School's working hours without notifying the School. (The conflict of hours includes evenings and weekends where necessary please see point K "Staff meetings, training and other activities" within the section "Joining our School").

10. Low Level Concerns

- The School has a separate Low Level Concerns Policy which provides more information on how low-level concerns are monitored, recorded and dealt with appropriately to create a safer culture for all staff, students and visitors. Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. If the concern has been raised via a third party, the DSL will collect as much evidence as possible. Reports about supply staff and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.
- Staff are encouraged and should feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
- Records will be kept confidential, held securely and comply with the Data Protection Act 2018. Records are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to the LADO.
- The records' review might identify that there are wider cultural issues within the School that enabled the behaviour to occur. If this is the case, policies or processes will be revised and extra training delivered to minimise the risk of it happening again.

11. 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.

12. Acceptable/Unacceptable Use of technologies

- a. The Schools have an Acceptable Use Policy in place which lists the acceptable usage of School IT equipment and software and internet usage. You will be required to read and sign this policy from time to time.
- b. Unauthorised or inappropriate use of the internet system may result in disciplinary action which could result in summary dismissal.
- c. The internet system is available for legitimate business use and matters concerned directly with the job being done. Employees using the internet system should give particular attention to the following points:
 - i. Comply with all of our internet standards;
 - ii. Access during working hours should be for School business use only;
 - iii. Private use of the internet should be outside of your normal working hours.
- d. The School will not tolerate the use of the Internet system for unofficial or inappropriate purposes, including:
 - i. Accessing websites which put our internet at risk of (including but not limited to) viruses, compromising our copyright or intellectual property rights;
 - ii. Non-compliance of our social networking policy;
 - iii. Connecting, posting or downloading any information unrelated to their employment and in particular pornographic or other offensive material;
 - iv. Engaging in computer hacking and other related activities, or attempting to disable or compromise security of information contained on the School's computers.

You are reminded that such activities (iii. and iv.) may constitute a criminal offence.

Email:

- The use of the e-mail system is encouraged as its appropriate use facilitates efficiency. Used correctly it is a facility that is of assistance to employees. Inappropriate use however causes many problems including distractions, time wasting and legal claims. The procedure sets out the School's position on the correct use of the e-mail system.

Authorised Use:

- a) Unauthorised or inappropriate use of the e-mail system may result in disciplinary action which could include summary dismissal.
- b) The e-mail system is available for communication and matters directly concerned with the legitimate business of the School. Employees using the e-mail system should give particular attention to the following points:
 - i. all comply with School communication standards as set out in the School's Acceptable Use Policy.
 - ii. e-mail messages and copies should only be sent to those for whom they are particularly relevant.
 - iii. e-mail should not be used as a substitute for face-to-face communication or telephone contact. Abusive e-mails must not be sent. Hasty messages sent without proper consideration can cause upset, concern or misunderstanding.

- iv. if an e-mail is confidential, the user must ensure that the necessary steps are taken to protect confidentiality. The School will be liable for infringing copyright or any defamatory information that is circulated either within the School or to external users of the system; and
 - v. offers or contracts transmitted by e-mail are as legally binding on the School as those sent on paper.
- c) The School will not tolerate the use of the e-mail system for unofficial or inappropriate purposes, including:
- i. any messages that could constitute bullying, harassment or other detriment;
 - ii. personal use (e.g. social invitations, personal messages, jokes, cartoons, chain letters or other private matters);
 - iii. on-line gambling;
 - iv. accessing or transmitting pornography;
 - v. transmitting copyright information and/or any software available to the user; or
 - vi. posting confidential information about other employees, the School, its pupils, parents, guardians or suppliers.

Monitoring

- We reserve the right to monitor all e-mail/internet activity by you for the purposes of ensuring compliance with our policies and procedures and of ensuring compliance with the relevant regulatory requirements and you hereby consent to such monitoring. Information acquired through such monitoring may be used as evidence in disciplinary proceedings.

13. Online Safety for Remote Teaching and Learning

- The school will ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Staff should raise any safeguarding concerns regarding pupil IT use to the DSLs and record on CPOMS.
- Staff and pupils must abide by the Acceptable Use Policies. Staff and pupil / student communications must remain professional at all times and pupils must adhere to the remote learning expectations and guidelines. Staff must use only official BGS provided communication tools and should avoid the use of social media or personal email accounts to contact pupils or parents. Where members of staff have been asked to speak directly to children to help identify any concerns, staff should make calls from the school site via school phones and devices if possible. If personal phones are used to make calls, staff need to make sure that they withhold their personal number to ensure that the pupil / parent is not able to identify their personal contact details.
- It is important that all staff who interact with pupils, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should continue to be made to Local Authority Children's Social Care and as required the police.

14. WHISTLEBLOWING

- The school has a separate Whistleblowing Policy which is included later in the Handbook. 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 the Chairman of Governors where the concern relates to the Principal. Any concern will be thoroughly investigated under the school's whistleblowing 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.

15. 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 where a member of staff is also a parent or close relative 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 5: Job Description for the Designated Safeguarding Lead

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) 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

The DSL is expected to refer cases:

- of suspected abuse and neglect to the Local Authority Children's Social Care as required and support staff who make referrals to local authority children's social care;
- where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- Where a crime may have been committed to the Police as required. [NPCC- When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police
- Contact the LADO on any matters that the DSL feels cannot be dealt with internally
- 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.

Working with others

The Designated Safeguarding Lead is expected to:

- act as a source of support, advice and expertise to staff;
- act as a point of contact with the three safeguarding partners;
- liaise with the Principal to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE CODE C 2019](#)
- as required, liaise with the 'case manager' (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff;
- liaise with staff (especially teachers, pastoral support staff, school health team, school nurses, IT Technicians and SENCOs on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;

- liaise with external agencies, the school health team and the three safeguarding partners where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promote the welfare of children, including where families may be facing challenging circumstances;
- work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school. This includes:
 - ensuring that the School knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing child protection file

The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the School (including in year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare, and educational outcomes. In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any additional information with the new school or college in

advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The Designated Safeguarding Lead should:

- ensure each member of staff has access to, and understands, the school's Safeguarding Policy and procedures, especially new and part-time staff;
- ensure the school's policies are known, understood, and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies 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 in this;
- link with the safeguarding partner arrangements (Bury Integrated Safeguarding Partnership) to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, Knowledge and Skills

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures, and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority Children's Social Care referral arrangements;
- 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;

- understand the importance of the role the Designated Safeguarding Lead has in providing information and support to in children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college 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 capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing Support to Staff

Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and Sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the Designated Safeguarding Lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Appendix 6: Quick Guide to Record Keeping and CPOMS

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.

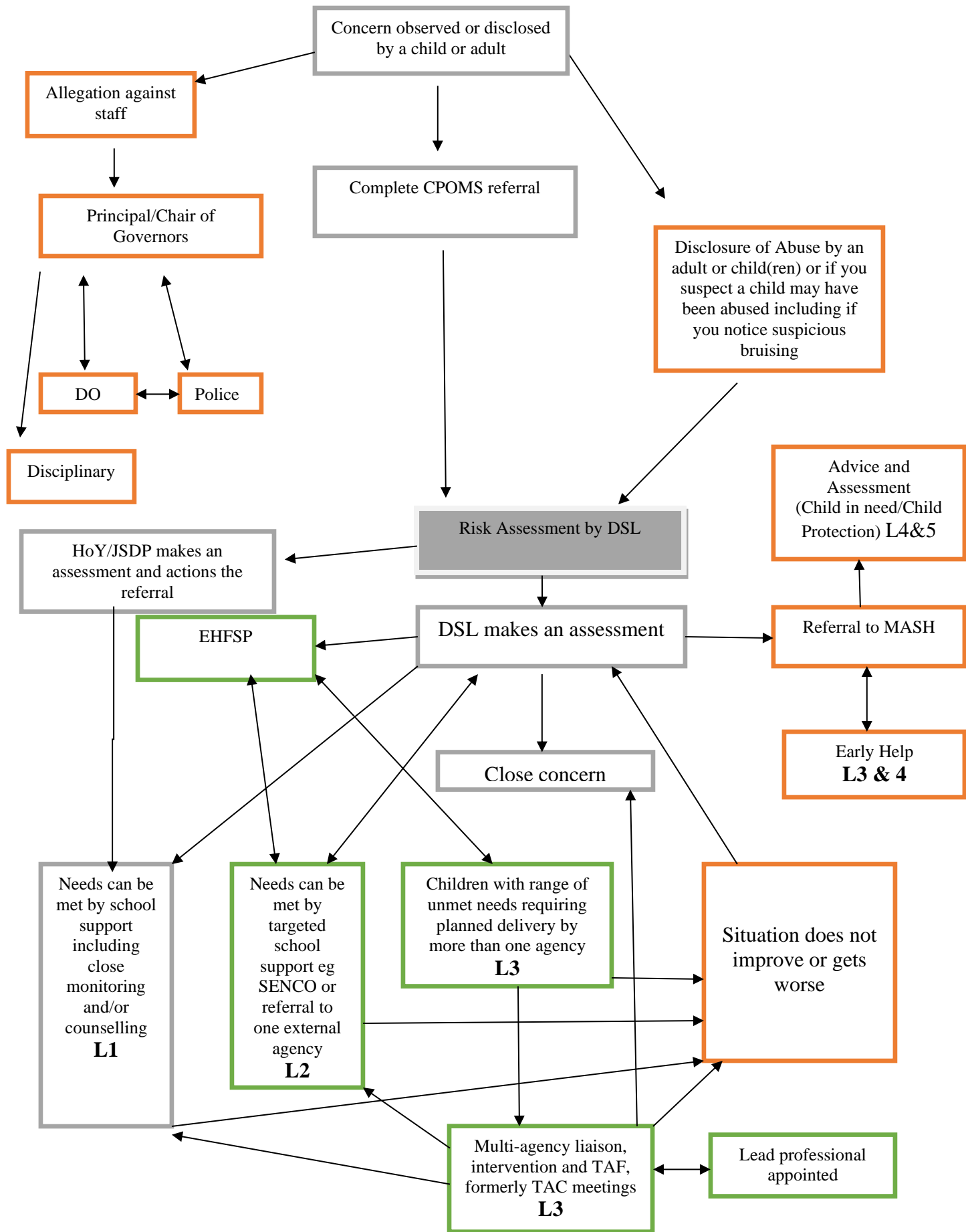
- The incident is entered onto CPOMS and the relevant staff member is alerted (eg. Head of Year or Section, Class teacher, etc)
- The DSL is alerted to every CPOMS referral and reads and assess each case and may intervene where necessary.
- Pupils for whom there are significant welfare concerns are discussed at weekly safeguarding meetings, and subsequent actions and decisions are added to CPOMS.
- In keeping with confidentiality, only the DSL 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 DSL will ensure that information is only shared when necessary.

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 without access to CPOMS should raise concerns directly with the DSL or DDSLs.

Appendix 7: BGS Model for Safeguarding and Child Protection



Appendix 8: Visiting Speaker Risk Assessment Form

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 his/her capacity as Single Point of Contact for Prevent. This is done using the **Visiting Speaker Proposal Form** which contains a risk assessment. This takes into account any vetting considered appropriate in the circumstances and a google search will be conducted on all visiting speakers to check for any history of unsuitable material.

The School has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

All visiting speakers are expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs, and at no point undermine these. In some cases, the School may request a copy of the visiting speaker's presentation or additional information in advance of the session being provided.

All visiting speakers, including those speaking via webinar, will be required to provide photographic proof of ID unless the speaker is known by the School. It is the responsibility of the supervising member of staff to check the ID and to supervise the speaker at all times. If a visiting speaker is carrying out other duties for the School, on a paid or unpaid basis, then they may be in "regulated activity" and may be categorised as either staff or a volunteer. If that is the case, then formal vetting checks will be necessary in accordance with the usual practices for staff and/or volunteers; HR must be informed and they will be recorded on the School's single central register (SCR).

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?			
Has consideration been given to the action plan should the speaker begin to discuss inappropriate content?			
Is the SPoC satisfied that there is no Prevent related concern about this speaker?			
Will the speaker be made aware of the need to avoid promoting partisan political views?			
Has a Google name search been conducted about this speaker and returned a negative result for concerns?			

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:	

Appendix 9- Safeguarding Policy Issues and Updates

Date	Policy version	Paragraph of key change(s)	Summary of key change(s)
23/08/23	1	Whole document reformatted/ reordered	Updated to reflect KCSIE 2023, additional information on filtering and monitoring, out of school activities, children absent from education and forced marriage. RLN
04/09/23	2	Staff Code of Conduct	Amended in very minor way to reflect latest version of handbook. KLE
05/09/23	3	Safeguarding Personnel Use of the school premises for non-school activities	Amended RJL to Deputy Designated Safeguarding Lead from previous role as DSL in Safeguarding Personnel table Addition of sentence to highlight that the school the school will follow the safeguarding policies and procedures in place, including informing the LADO, should it receive an allegation relating to an incident that happened when an individual or organisation was using the school premises.
19/09/23	4	Staff Code of Conduct	Amended to reference Acceptable Use policy, rather than E-Safety policy
5/12/23	5	Related guidance	Amended to reflect latest Prevent guidance document
8/01/24	6	Statutory Guidance/ Multi Agency Working/ Early Help/ Preventing Extremism	Amended to reflect latest Prevent guidance and Changes to Working Together to Safeguard Children 2023
26 02 24	7	Use of Mobile Devices in Early Years Foundation Stage Setting	Amended to reflect EYFS Update regarding mobile devices – EYFS Framework 2024
23 05 24	8	Definitions, Child on Child Abuse and Sharing Nudes and Semi Nudes	Amended to reflect updated guidance on the sharing of youth-produced sexual imagery, specifically with reference to AI-generated images and adult involvement.
01/09/24	9	Early help, Role of DSL, Communication and Confidentiality, Definition of SG	Updated to reflect KCSIE 2024