



Safeguarding and Child Protection Policy

November 2019

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INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of Bright Futures School.

Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

This policy is available on the school website and all staff are required to read it and confirm they have done so in writing.

SCHOOL COMMITMENT

Bright Futures School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children and particularly those with SEN and disabilities *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Bright Futures School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2018' and implements policies, practices and procedures that promote safeguarding and the emotional and physical wellbeing of children, young people and staff.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of Bright Futures School. The school has a pivotal role to play in multi-agency safeguarding arrangements that will replace the current Oldham safeguarding partners (OSP) arrangements, and contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018.

THE SCHOOL WILL ALWAYS ACT IN LINE WITH THE OSP POLICIES AND PROCEDURES AND PRACTICE GUIDANCE

Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils and, in accordance with statutory guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education 2019' (KCSIE 2019), Bright Futures School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them. All staff at Bright Futures School are required to read Part 1 of the KCSIE 2019 guidance and sign to say that they have done so. Safeguarding training will be provided for all staff with regular updates provided as appropriate.

The Head of Learning or, in her absence, the Head of Development has the ultimate responsibility for safeguarding and promoting the welfare of our children and young people.

The school recognises that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputy) will consider the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible as part of the referral process to Children's Social Care.

THE CURRICULUM

All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others.

Personal Social Health and Citizenship Education, and humanities sessions will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

Bright Futures School will be aware of and take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation as described in Part 1 KCSIE 2019 e.g. CSE, Grooming, Radicalisation and Extremism, Forced Marriage, Peer on Peer Abuse, so-called Honour -based Violence.

All pupils will know that there are adults in the school who they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. All staff will be prepared to identify children who may benefit from "early help" which means providing support as soon as a problem emerges at any point in a child's life.

ATTENDANCE

Bright Futures School views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important.

We will implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off rolling and understand how important this practice is in safeguarding children and young people.

Keeping Records

Bright Futures School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies.

The school record will also include a chronology of any other significant event in a child's life.

All instances of a safeguarding nature will be recorded by staff on the school CPOMS logging system, which alerts the management team, who will decide on any follow up action required.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the Oldham Safeguarding Partners Child Protection Procedures which are consistent with 'Working Together to Safeguard Children- 2018' and 'What to do if you are worried a child is being abused'

It is *not* the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents. All concerns re child safety will be recorded on the school CPOMS logging system which alerts management who can then take appropriate action.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images
- any concerns relating to peer abuse
- any concerns relating to youth produced sexual imagery (sexting)
- any concerns relating to a child's engagement with extremist groups or ideologies
 - any concerns regarding upskirting

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Staff have roles, training and support to ensure pupils with autism are able to discuss issues and concerns with staff in safety and with confidence.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a detailed record.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- record the incident on the school CPOMS logging system
- Complete a BFS safeguarding concern form

3. Action by the Designated Senior Person- Alison Hughes (or Zoe Thompson in her absence)

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- *making an enquiry to the MASH team to find out if the child is subject to a Child Protection Plan by ringing - 0161 770 3488*
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. ESW service, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to the Children Assessment Team(0161 770 3488) or for children over 16 –(0161 770 6599) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
OR
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral/disclosure form.

Note: Any member of staff may make a referral to or obtain advice from Social Care in the absence of Alison or Zoe.

4. Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL.) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The designated senior person or other appropriate member of staff will:

- *make regular contact with the Social worker involved to stay informed*
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Officer for Learning or the Manager of the Child Protection and Review Unit
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

5. Recording and monitoring

Accurate records will be made as soon as practicable using the Bright Futures Disclosure form and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Head of Learning/ Development. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25th birthday.

ROLES and RESPONSIBILITIES

The Head of Learning, through consultation with the Proprietor will ensure that:

- The policies and procedures adopted by the Management team to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practised.
- Designated Senior Members of staff for child protection are identified and receive appropriate on-going regular training.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements including Part 1 KCSIE 2019.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the school's web-site.
- Ensure that the school is pro-active and co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.

The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers.

- Ensure that the schools actions are in line with the OSP Inter-Agency Procedures.
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child or an adult; including that they pass all concerns on to the DSPs central record, for consideration of patterns and themes
- Liaise with the Proprietors about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.

SAFER RECRUITMENT and SELECTION of STAFF

The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" April 2019.

CONFIDENTIALITY AND INFORMATION SHARING

When sharing confidential information about a member of staff or pupil, the school has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000.

The school notes that Keeping Children Safe in Education (2019), para 78: 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children' 'This includes allowing practitioners to share information without consent.' para 80.

Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Designated Member of Staff will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets. 'Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.'

TRAINING FOR STAFF AND VOLUNTEERS

All staff should be made aware of the school's safeguarding systems as part of their induction.

All staff should receive appropriate child protection training which includes the following:

- basic safeguarding information about the school's policies and procedures
- signs and symptoms of abuse (emotional and physical)
- indicators of vulnerability to radicalisation
- training in E Safety

In accordance with "Keeping children safe in education – September 2019" all staff will receive training at induction.

The Designated Person for Safeguarding (Alison Hughes) will receive refresher training every two years as well as annual updates. All staff will receive appropriate child protection training which is regularly updated.

All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Peer-on-Peer Abuse, Trafficking and Preventing Violent Extremism, So Called-Honour violence, Fabricated or Induced Illness, as listed in Annex A KCSIE 2019.

INFORMING PARENTS/CARERS

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will usually be informed if a referral is to be made to the Children's Social Care Service or any other agency. Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Persons will seek advice from Children's Social Care.

Different forms of abuse

DOMESTIC ABUSE

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and

Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the OSP will be contacted as soon as possible.

FORCED MARRIAGE

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) is an illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

PREVENTING RADICALISATION and VIOLENT EXTREMISM

Bright Futures School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Bright Futures School seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, extremist Islamic ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Bright Futures School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

E-SAFETY

Bright Futures School has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue and includes safety at home as well as in school. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and Bright Futures School has a duty to provide children and young people with quality access as part of their learning experience. All staff will undergo training in E-Safety on an annual basis.

It is the duty of Bright Futures School to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world. Bright Futures School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

PEER ON PEER ABUSE

Peer on peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff will be made aware of safeguarding issues from peer abuse including bullying (including cyber bullying), gender based violence, sexual assaults and sexting.

Peer on peer abuse can be motivated by perceived difference e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. Peer on peer abuse can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim, (vulnerable adults are at particular risk of harm).

Stopping violence and ensuring immediate physical safety is the first priority of all staff.

Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational underachievement and/or involved in crime.

Bright Futures School, does not tolerate any forms of bullying, including that of peer on peer abuse. All allegations of peer on peer abuse will be investigated and dealt with accordingly. Pupils are able to report all forms of bullying by talking to any member of staff.

CYBERBULLYING AND SEXTING

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

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

The school recognises that children are capable of abusing their peers, that this can manifest itself in many ways and may reflect gender issues. Where there are concerns or allegations of peer abuse, the procedures and guidance in this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

Sexual violence and sexual harassment involving children at the school is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the school.

'UPSKIRTING' is also recognised as a form of peer on peer abuse.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.' It is a criminal offence and may also constitute sexual harassment. Staff becoming aware of incidents of peer on peer abuse must follow the normal safeguarding

School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school. National guidance is available here.

Concerns or allegations of all forms of peer abuse must be reported to the DSL, who will have regard to the OSP child protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate.

Groups at particular risk include girls, students who identify as LGBT+, or are perceived by peers to be LGBT+, and pupils with SEND.

The guidance is clear that victims and alleged perpetrators can be kept apart in classrooms and other shared spaces, and that consideration should be given about travel to and from school. The emphasis should be on ensuring that the victim can continue their normal routines. Schools can consider the conduct of the alleged perpetrator as part of their behaviour policy on the 'balance of probabilities' and apply appropriate and proportional consequences.

It is important that schools record incidents across the whole spectrum of sexual violence and sexual harassment, so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

Further information on specific safeguarding issues

Further information on the following safeguarding areas can be found on the www.gov.uk website:

Bullying/peer on peer abuse including cyberbullying and sexting

Children missing education

Children missing from home or care

Domestic violence

Drugs

Fabricated or induced illness

Faith abuse

Forced marriage

Gangs and youth violence

Gender-based violence/violence against women and girls (VAWG)

Hate

Mental health

Missing children and adults

Private fostering

Relationship abuse

Trafficking

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Bright Futures School managers ensure that all staff have extensive knowledge of each pupil and their autism presentations as well as excellent relationships with pupils. This helps staff to be able to recognise signs of abuse or neglect in BFS pupils.

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school, that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Oldham Safeguarding Partners procedures that can be accessed at www.oldham.gov.uk

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in staff files.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Head of Learning / Development and make a record.
- In the event that an allegation is made against the Head Of Learning the matter will be reported to the proprietors who will proceed as the Head Of Learning.
- In the event that an allegation is made against both the Head of Learning and The Head of Development, the matter will be reported to the Local Authority Designated Officer.
- The Head Of Learning/ Development will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Head Of Learning/ Development may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Head Of Learning/ Development will consult with the Local Authority Designated Officer (See Contacts Appendix) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Head of Learning will inform the proprietor of any allegation.

CONTACTS

Oldham Safeguarding Partners (Children)- (MASH): 0161 770 3790

Oldham Safeguarding Partner (Manager):0161 770 8096 (Sue Harrison)

Local Authority Designated Officer : 0161 770 8870 - Colette Morris (LADO)

EDUCATION

Child Protection: 0161 8568962 /68/78

Children Missing Education: 0161 770 4201 (Pupil Tracking Team)

SOCIAL CARE

Duty and Assessment Team (Duty Social Workers): 0161 770 3488

Children With Disabilities: 0161 627 1749

Emergency Duty Team (Out of Hours): 0161 770 6936

GREATER MANCHESTER POLICE:

Child Protection Units: 0161 8566137 /135 OR 0161 8563707

The NSPCC whistle-blowing helpline number: 0800 0280285

Definitions

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

The following definitions are from Working Together to Safeguard Children (2018)

Significant Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Local authorities have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse 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.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production

of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Statutory definition of 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.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying 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, though it may occur alone.

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

- provide adequate food and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.