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# SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS

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Academic Year 2025-2026

<b>Approved by:</b>	Governors	<b>Date:</b> Sep 2025
<b>Last reviewed on:</b>	Sep 2025	
<b>Next review due by:</b>	Sep 2026	

## Overview

This Safeguarding & Child Protection Policy is reviewed and ratified annually.

Part 1 of this policy is for all staff and governors.

Part 2 is principally for use by Designated Safeguarding Staff, lead governors, and senior leadership teams.

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2025-26	Bushra Hussain	Fehmida Bodiya	Yasir Patel	Yasir Patel

Policy Review date	Date Ratified by governors	Date Shared with staff
01/09/2025	01/09/2025	02/09/2025

# Local Context

## 1. Demographic Considerations

- Dewsbury has a diverse population, with a significant proportion of residents from South Asian backgrounds, particularly Pakistani and Indian communities. Schools must ensure their safeguarding policies are culturally sensitive, inclusive, and compliant with the **Equality Act 2010** and updated **Keeping Children Safe in Education (KCSIE) 2025** guidance.
- Language barriers may exist for some families, so communication about safeguarding should be available in accessible formats and multiple languages where necessary. Schools should also consider digital access inequalities and provide alternative methods of communication where appropriate.

## 2. Economic Challenges

- Dewsbury has areas with high levels of economic deprivation. Children from economically disadvantaged backgrounds may be more vulnerable to neglect, exploitation, online harm, and abuse.
- Safeguarding policy should reflect 2025 expectations around **early help, multi-agency working, and information sharing**, with clear referral pathways to local authority children's services, health, and community-based support. Schools should adopt trauma-informed and poverty-aware approaches to safeguarding practice.

## 3. Community Dynamics

- The area has experienced challenges related to integration and social cohesion. Schools should be aware of the impact of community tensions, misinformation, and online hate, and ensure robust **anti-bullying, anti-racism, and online safety** measures are embedded in practice.
- Partnerships with local community leaders, voluntary organisations, youth services, and faith groups should be strengthened to support safeguarding concerns specific to the community and promote trust and engagement with families.

## 4. Local Risks

- **Child Sexual Exploitation (CSE):** Child Sexual Exploitation remains a priority safeguarding risk across West Yorkshire. Staff must receive regular, updated training (in line with **KCSIE 2025**) to recognise indicators such as unexplained gifts, missing episodes, changes in behaviour, and online grooming, and to respond through established safeguarding and referral procedures.
- **Radicalisation and Extremism:** Dewsbury continues to feature in national Prevent risk assessments. Schools must meet their duties under the **Counter-Terrorism and Security Act 2015** and updated **Prevent Duty guidance (2025)**, ensuring all staff can identify vulnerabilities to radicalisation, understand referral routes, and provide early support.
- **County Lines and Criminal Exploitation:** Dewsbury, like many UK areas, faces ongoing risks linked to gangs, weapons, and drug-related exploitation. Safeguarding policy must include recognition of **child criminal exploitation (CCE)**, modern slavery indicators, and the use of coercion or control. Schools should maintain close links with local police and youth offending services.
- **Online Safeguarding Risks:** In line with 2025 national guidance, schools must recognise the increased risks from social media, live streaming, artificial intelligence-generated content, and online peer-on-peer abuse, including image-based abuse.

## 5. Mental Health and Wellbeing

- High levels of socioeconomic pressure can contribute to mental health challenges for children and families. Safeguarding policies must reflect 2025 expectations for whole-school wellbeing approaches, early identification of mental health concerns, and close partnership with **CAMHS**, school nursing services, and voluntary sector providers.
- Policies should include clear procedures for managing self-harm, suicidal ideation, anxiety, trauma, and the impact of adverse childhood experiences (ACEs), alongside strong staff training and supervision arrangements.

## Aims

The school aims to ensure that:

- Appropriate action is taken promptly to safeguard and promote children’s welfare, in line with **Keeping Children Safe in Education (KCSIE) 2025**.
- All staff are aware of their statutory safeguarding responsibilities and understand their role in early identification, early help, and multi-agency safeguarding.
- Staff are properly trained in recognising, responding to, and reporting safeguarding issues, including peer-on-peer abuse, online harms, child criminal exploitation, and contextual safeguarding risks.
- The Governing Body and staff of Paradise Rida School Trust (hereinafter referred to as “our school”) take as our priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk, and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care, in line with 2025 statutory guidance and local safeguarding partnership procedures.
- The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers, and trainees working within the school. This policy is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within Personal, Social, Health and Economic Education (PSHE/RSE) and through the safety of the physical and digital environments provided for pupils.

## Legislation and Statutory Guidance

This policy is based on the Department for Education’s statutory guidance:

- **Keeping Children Safe in Education (KCSIE) 2025**
- **Working Together to Safeguard Children (2023, as updated and in force in 2025)**
- **Sexual violence and sexual harassment between children in schools and colleges (DfE guidance, updated and embedded within KCSIE 2025)**

We comply with this guidance and with the procedures set out by **Kirklees Safeguarding Children Partnership (KSCP)**.

This policy is also based on the following legislation:

- Part 3 of the schedule to the **Education (Independent School Standards) Regulations 2014**, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils.
- The **Children Act 1989** and **Children Act 2004**, which provide a framework for the care and protection of children.
- The **UK General Data Protection Regulation (UK GDPR)** and **Data Protection Act 2018**, and the **ICO Guide to Data Protection**.
- Section 5B(11) of the **Female Genital Mutilation Act 2003**, as inserted by section 74 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18.
- Statutory multi-agency guidance on FGM.
- The **Rehabilitation of Offenders Act 1974**.

- The **Safeguarding Vulnerable Groups Act 2006**, including the definition of regulated activity.
- The **Counter-Terrorism and Security Act 2015** and the **Prevent Duty Guidance (as updated for 2025)**.
- The **Children and Social Work Act 2017**.
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (Safer Recruitment Consortium – latest version in force 2025).
- **Children Missing Education – Statutory Guidance (DfE, as updated and current for 2025)**.
- The **Childcare Act 2006** and the **Childcare (Disqualification) Regulations 2018**.

## Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment.
- Preventing impairment of children’s mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children from suffering, or being likely to suffer, significant harm. Children include everyone under the age of 18.

Where safeguarding concerns relate to students aged 18 or over, staff will support access to appropriate adult safeguarding services and processes.

## 4. Equality Statement

Some pupils have an increased risk of abuse, and additional barriers can exist for some pupils in recognising or disclosing abuse. We are committed to anti-discriminatory practice, inclusion, and trauma-informed approaches, and we recognise pupils’ diverse circumstances.

We ensure that all pupils have the same protection, regardless of any barriers they may face. We give special consideration to pupils who:

- Have special educational needs or disabilities (SEND).
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, sex, gender identity, or sexual orientation.
- Have English as an additional language (EAL).
- Are known to be living in difficult situations, including poverty, temporary accommodation, domestic abuse, parental substance misuse, or parental mental health difficulties.
- Are at risk of FGM, sexual exploitation, criminal exploitation, forced marriage, honour-based abuse, or radicalisation.
- Are asylum seekers, refugees or migrants.

## 5. Roles and Responsibilities

### Safeguarding and Child Protection – Whole School Responsibility

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff (including those not directly employed by this school), volunteers, and governors. Our policy and procedures also apply to extended school provision and off-site activities.

#### All Staff

All staff will:

- Read and understand **Part 1 and Annex B of Keeping Children Safe in Education (2025)** and review this guidance at least annually.
- Be aware of systems supporting safeguarding, including:
  - Guidance for Safer Working Practice
  - The role of the Designated Safeguarding Lead (DSL)
  - The behaviour policy
  - Online safety procedures
  - The safeguarding response to pupils who go missing from education
- Understand the **early help process**, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals.
- Understand the process for making referrals to children's social care and the role they may play in statutory assessments. Staff must speak to the DSL (or deputy/headteacher in their absence) before taking action, unless a child is at immediate risk of harm.
- Not delay contacting children's social care or the police if they believe a child is in immediate danger.
- Work in partnership with other agencies. Referrals should, wherever possible, be made by the DSL.
- Be able to recognise the signs of abuse and neglect, and specific risks including:
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation (CCE)
  - FGM
  - Radicalisation
  - County Lines
  - Online abuse and image-based abuse
- Know what to do if a safeguarding concern is disclosed, and how to maintain appropriate confidentiality.
- Follow in-school procedures for recording concerns using the school's safeguarding recording systems.

#### Designated Safeguarding Lead (DSL)

Our DSL is **Bushra Hussain**.

The DSL has lead responsibility for child protection and wider safeguarding, including online safety and understanding filtering and monitoring systems. During term time, the DSL is available during school hours. Out of school hours, the DSL is contactable via agreed school communication systems. When the DSL is absent, the deputy DSL will act as cover. The DSL will be given sufficient time, training, resources and support to:

- Respond to **Operation Encompass** notifications where required.
- Provide advice and support to staff.
- Take part in strategy discussions and multi-agency meetings.
- Contribute to assessments of pupils.
- Make referrals to children's social care, Channel, and/or the police.
- Support mandatory reporting duties, including FGM.
- Bushra Hussain will ensure that staff working directly with vulnerable pupils have access to safeguarding supervision.
- The DSL will keep the safeguarding governor informed and liaise with local authority officers and safeguarding partners.
- The DSL will ensure school representation at child protection conferences, core groups, TAF/TAF+ meetings and other multi-agency forums, and provide reports in advance wherever possible.

The full responsibilities of the DSL are set out in **Annex C of KCSIE 2025**.

## Governing Body

The governing body/proprietor will:

- Complete safeguarding and child protection (including online safety) training at induction and update regularly.
- Approve this policy and review it annually.
- Appoint a safeguarding link governor (who is not the DSL).
- Act through the Chair of Governors as case manager if an allegation is made against the headteacher.
- Seek written assurance from alternative provision and off-site providers that safeguarding arrangements meet KCSIE 2025 requirements.

The full responsibilities of the governing body are set out in **Part Two of KCSIE 2025**.

## Head Teacher

The headteacher is responsible for implementation of this policy, including:

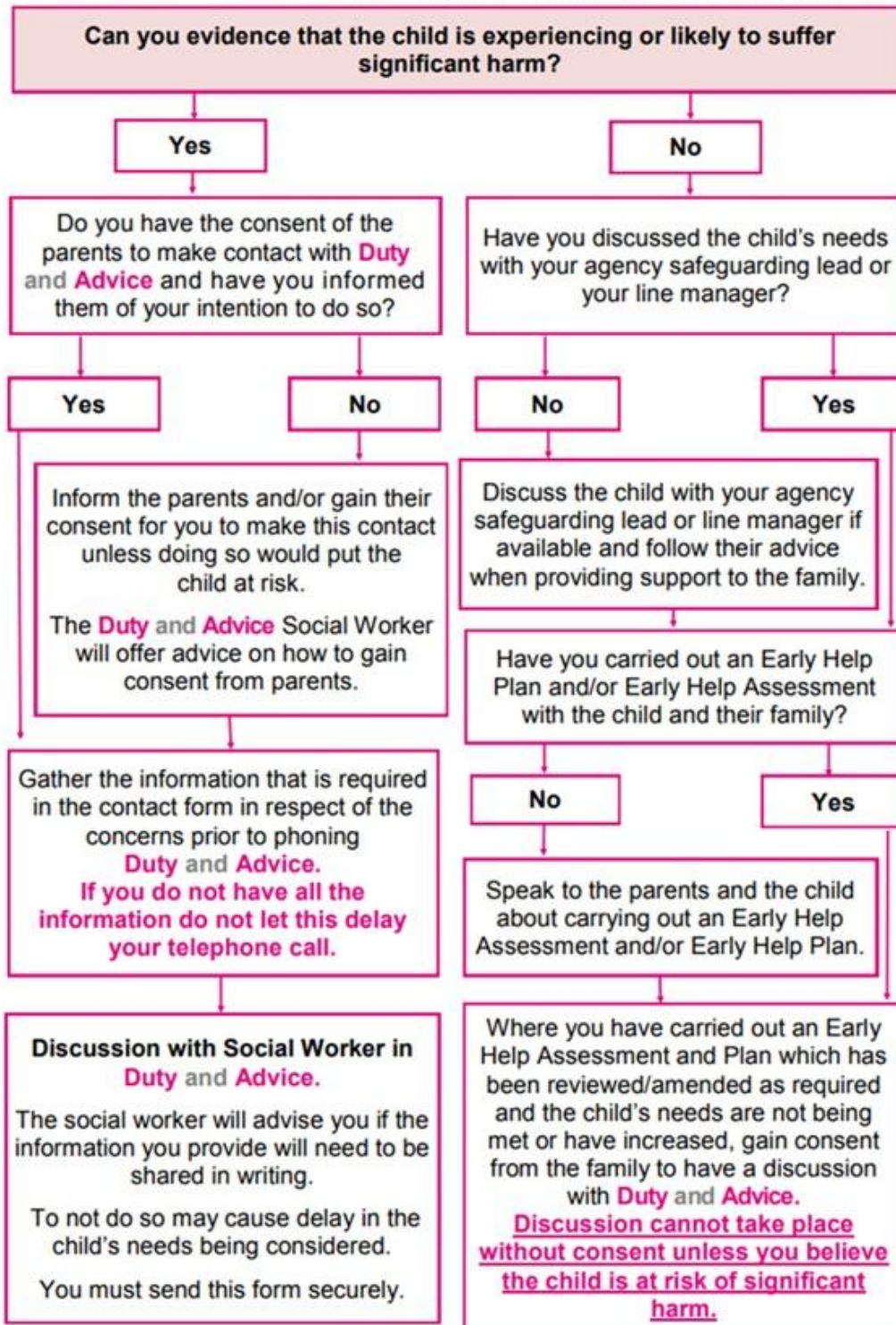
- Ensuring staff and volunteers receive safeguarding information as part of induction.
- Ensuring the policy is made available to parents and published on the school website.
- Ensuring the DSL is properly supported, trained, and that cover is always in place.
- Ensuring regular safeguarding and child protection training for all staff.
- Acting as case manager for allegations against staff or volunteers, where appropriate.

**Fig 1 Summary of School Procedure to Follow Where There Are Concerns about a Child.**

All staff must report any concerns about a pupil/student to the named school DSL on page 3 of this document in the first instance

# Flowchart

Before contacting the **Duty** and **Advice** Team and completing a contact form, please answer the following



## 6. Confidentiality

Confidentiality is an issue that must be understood by all those working with pupils, particularly within the context of safeguarding and child protection. This school recognises that the primary purpose of confidentiality in safeguarding is to **protect and promote the welfare of the pupil**. Staff, volunteers, contractors, and visitors must **never promise a pupil absolute confidentiality** and must clearly explain that information will be shared with appropriate professionals where there is a safeguarding concern.

All safeguarding concerns, disclosures, or allegations must be passed **without delay** to the Designated Safeguarding Lead (DSL) or Deputy DSL, in line with **Keeping Children Safe in Education (KCSIE) 2025**.

Confidentiality is embedded throughout this policy, including in relation to record keeping (Section 12), responding to disclosures (Appendix 2), allegations against staff (Section 11), and information sharing and working in partnership with parents and carers.

### Record Keeping, Information Sharing and Data Protection

Timely, proportionate, and lawful information sharing is essential for effective safeguarding. This school will share safeguarding information in accordance with:

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (as updated and current in 2025)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE – current edition in force)

This guidance supports practitioners in making decisions about when to share information to reduce the risk of harm and promote children's welfare. All concerns, discussions, decisions and the reasons for those decisions will be recorded in writing and/or electronically in a timely manner. Records will be:

- Accurate
- Factual
- Dated and time-stamped
- Securely stored

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up
- A record of actions taken, decisions reached, and outcomes

The storing and processing of personal data are governed by the **UK General Data Protection Regulation (UK GDPR)** and the **Data Protection Act 2018**. This school will ensure that staff receive clear guidance and periodic training on their responsibilities under data protection law. Staff may have access to **special category personal data** about pupils and their families. This information must:

- Always be treated as strictly confidential
- Only be shared on a "need to know" basis
- Be shared lawfully, proportionately, and in the best interests of the child

Safeguarding records will only be shared with professionals who have a legitimate role in protecting the child, and in line with statutory guidance and local safeguarding partnership arrangements. Where appropriate, information will be shared with parents/carers unless this would place the child or others at increased risk of harm, or would compromise an investigation.

## Working with parents and other agencies to protect children

Parents/carers should be aware that our school will take all reasonable and proportionate action to safeguard and promote the welfare of its pupils. Where the school has reason to believe that a child may be suffering, or is likely to suffer, significant harm, neglect, exploitation or other forms of abuse, staff have a statutory duty to contact the **Children's Social Care Duty and Advice Team (DAAT)** to discuss concerns, in line with **Keeping Children Safe in Education (KCSIE) 2025** and **Working Together to Safeguard Children (current guidance in force)**. In keeping with **Keeping Children Safe in Education (2025)** and **Children Missing Education: Statutory Guidance**, we will, wherever possible, obtain **at least two emergency contacts** for every child and regularly review the accuracy of this information. In general, we will share concerns with parents/carers before contacting other agencies and will seek to inform and obtain consent where appropriate. Suitable staff will contact parents/carers following consultation with the Designated Safeguarding Lead (DSL). The exception to this will be where a member of staff has reasonable cause to believe that informing parents/carers would:

- Increase the risk of significant harm to the child
- Prejudice a police or social care investigation
- Place another person at risk
- Parents/carers are informed of our safeguarding arrangements via the school prospectus, website, newsletters and other communications. A safeguarding and child protection statement is displayed prominently within the school reception area.

## Multi-agency Working

We will cooperate fully with Children's Social Care (Duty and Advice Team) by:

- Following the requirements of the **Children Act 1989 and 2004**
- Making relevant records available to support **Section 17 (Child in Need)** and **Section 47 (Child Protection)** enquiries

In the best interests of our pupils, we will work in partnership with all relevant professionals and agencies in accordance with local safeguarding partnership arrangements.

## 7. Our Role in the Prevention of Abuse

This school plays a crucial role in **preventative education** as part of our safeguarding responsibilities.

Preventative education is most effective when delivered through a **whole-school approach** that:

- Prepares pupils for life in modern Britain
- Promotes British values
- Creates a culture of zero tolerance towards:
  - Sexual violence and sexual harassment
  - Sexism, misogyny and misandry
  - Homophobia, biphobia and transphobia
  - Racism, prejudice and discrimination

We identify and provide opportunities for pupils to develop the knowledge, skills and attitudes they need to keep themselves and others safe.

## The Curriculum

Our safeguarding curriculum includes age-appropriate learning around:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence, self-esteem, wellbeing and resilience
- Recognising abusive relationships, including coercive and controlling behaviour
- The law and concepts relating to:
  - Sexual consent
  - Sexual exploitation
  - Abuse and grooming
  - Harassment and violence
  - Domestic abuse
  - Honour-based abuse and forced marriage
  - Female Genital Mutilation (FGM)
- Where and how to access help and support

These themes are delivered through:

- **Relationships Education (primary)**
- **Relationships and Sex Education (secondary)**
- **Health Education (all pupils)**
- All pupils are safeguarded from potentially harmful and inappropriate online material, including:
  - Online bullying and harassment
  - Sexting and image-based abuse
  - CSE and CCE
  - Gangs and criminal exploitation
  - Radicalisation and extremism
  - Peer-on-peer abuse
- Relevant learning is also embedded throughout wider curriculum areas, assemblies and enrichment.

## Online Safety

This school is committed to keeping pupils safe when using technology. The Designated Safeguarding Lead (as named earlier in this policy) is responsible for ensuring that the school's **filtering and monitoring systems** remain effective, by overseeing:

- Filtering and monitoring reports
- Safeguarding concerns linked to online activity

- Testing and reviewing system effectiveness

Our systems are checked and reviewed **at least annually** to ensure compliance with the DfE guidance “**Meeting Digital and Technology Standards in Schools and Colleges**” (current version in force).

We recognise four main areas of online risk:

#### **Content**

Exposure to harmful or inappropriate material, including pornography, disinformation, racism, misogyny, self-harm, suicide content, antisemitism, and extremist material.

#### **Contact**

Being targeted by harmful interactions, including grooming, coercion, exploitation, and harmful peer-to-peer contact.

#### **Conduct**

Risky or harmful behaviours such as online bullying, sharing of sexual images, and non-consensual image sharing.

#### **Commerce**

Risks such as gambling, scams, phishing and inappropriate or targeted advertising.

Our expectations for safe and responsible behaviour are outlined in our **Online Safety Policy** and **Acceptable Use Policies (AUPs)** for staff, pupils and visitors.

## **Other Areas of Work**

All policies linked to power, behaviour and potential harm (including Behaviour, Anti-Bullying, Equal Opportunities and Positive Handling) are aligned to ensure a whole-school safeguarding culture.

Safeguarding cannot be separated from the school ethos, which ensures pupils are treated with dignity, feel safe and are listened to.

Safeguarding incidents may occur outside of school and may involve peer groups beyond the school environment. All staff, particularly the DSL and Deputy DSL, will apply **Contextual Safeguarding** principles by considering wider environmental factors affecting pupils’ safety.

## **8. Our Role in Supporting Children**

We will provide appropriate support to children who:

- Have experienced abuse
- Are at risk of harm
- Have displayed harmful behaviour

The DSL will ensure that individual risk assessments and multi-agency plans are developed, implemented and reviewed regularly. Staff understand that children may not be able to disclose abuse easily due to shame, fear, disability, cultural expectations or language barriers. Staff will show professional curiosity and escalate concerns to the DSL where needed. The school will actively build trusted relationships with pupils to support communication and disclosure.

## Early Help / Early Support

Where unmet needs are identified that do not meet statutory social care thresholds, the school will consider **early help support**. This may include:

- Advice from community hub casework consultants
- Completion of an **Early Support Assessment (ESA)**
- Appointment of a Lead Practitioner where multi-agency coordination is required

Where appropriate, referrals will be made to Early Help Services in consultation with families, unless this would place the child at risk.

## Children in Specific Circumstances

We recognise that some children are more vulnerable, including:

- Children with experience of family abuse
- Looked after and previously looked after children
- Children who go missing
- Children with SEND or disabilities
- Children who are LGBTQ+
- Children living with domestic abuse, substance misuse or mental health challenges at home

We follow multi-agency procedures and guidance set out in **KCSIE 2025 (Part 1 and Annex B)**.

## Female Genital Mutilation (FGM) – Mandatory Reporting

FGM is illegal in the UK and a form of child abuse. Any **teacher** who discovers that FGM appears to have been carried out on a pupil under 18 must personally report this to the police, following consultation with the DSL. This is a statutory duty. All other staff must report concerns immediately to the DSL. Staff will not examine pupils.

## Honour-Based Abuse and Forced Marriage

This school recognises that honour-based abuse involves coercion, threats and pressure to protect perceived family or community “honour”. Staff must immediately share concerns with the DSL, who will follow local safeguarding partnership procedures. We recognise forced marriage as a criminal offence, including conduct intended to cause a child to marry before the age of 18, whether official or unofficial.

## Preventing Radicalisation

This school understands its duties under the **Counter-Terrorism and Security Act 2015** and current **Prevent Duty Guidance**. Staff are trained to:

- Recognise signs of vulnerability
- Follow **NOTICE, CHECK, SHARE** principles
- Refer concerns through the DSL and local Prevent pathways
- Prevent awareness training (such as WRAP) is provided where possible.

## Child-on-Child Abuse

We recognise that children can abuse other children. We have a **zero-tolerance** approach to:

- Sexual violence
- Sexual harassment
- Upskirting (a criminal offence)
- Harmful sexual behaviour

All concerns are reported to the DSL and recorded appropriately. Victims are always taken seriously, supported and kept safe. We use recognised frameworks (e.g. Hackett) and multi-agency responses where needed.

## Mental Health

We will ensure that we have clear systems and processes in place for identifying children in need of additional mental health support, in line with **Keeping Children Safe in Education (KCSIE) 2025**. This will include working in partnership with external agencies. All staff should be 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, exploitation, or online harm. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence, and adulthood. This school recognises how these children's experiences can affect their mental health, behaviour, educational engagement and progress.

If staff have mental health concerns about a child that also present a safeguarding concern, immediate action will be taken by following child protection procedures and informing the Designated Safeguarding Lead or a deputy without delay.

## Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both child sexual exploitation and child criminal exploitation are forms of abuse recognised within **Keeping Children Safe in Education (KCSIE) 2025** and **Working Together to Safeguard Children (current statutory guidance)**. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious factor, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, online presence, and access to economic or other resources. In some cases, the abuse

will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantages (such as increased status) of the perpetrator or facilitator in exchange for something the victim needs or wants and/or will be for the financial advantage or increased status of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups of males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised, offline or online abuse.

It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence, including through the use of technology and online platforms. Victims can be exploited even when activity appears consensual and it should be noted exploitation, as well as being physical, can be facilitated, coordinated and/or take place online.

Reference: Child Sexual Exploitation. Definition and a guide for practitioners, local leaders, and decision-makers working to protect children from child sexual exploitation (current DfE guidance)

Where child sexual exploitation or the risk of exploitation is suspected, frontline practitioners should pass the information without delay to the designated member of staff for child protection.

The Designated Safeguarding Lead will complete the Child Exploitation Partnership Assessment and Decision-making Tool (Appendix 6) and refer to the table at the end of the tool to decide how to proceed. A copy of the completed tool will be kept in the child's child protection records for future reference in line with data protection and safeguarding record-keeping requirements.

If the child/young person already has an allocated social worker, the Designated Safeguarding Lead will contact them (or their team manager) to discuss any concerns about exploitation.

We will ensure that this school will work in partnership with parents/carers and other agencies as appropriate. This includes facilitating return-to-home interviews as requested and sharing relevant safeguarding information lawfully and proportionately.

Indicators to look out for are:

- Appear with unexplained gifts, money, or new possessions.
- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse of drugs and alcohol.
- Go missing for periods or regularly come home late.
- Regularly miss school or do not take part in education.
- Specific indicators that may be present in CSE are children who:
- Have older partners.
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Young people who are victims of CCE include those who are:

- Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs.
- Coerced into the supply, transporting, and dealing of class A drugs. They may be doing this within their local area; however, they are often crossing one or more police force or local authority boundaries.

- Coerced into carrying drugs, weapons, and money to assist in the trade and movement of drugs.

CCE often occurs without the child's immediate recognition, and with the child believing they are in control of the situation. In all cases, those exploiting the child/young person have power over them through age, gender, intellect, online influence, and physical strength. Violence, coercion and intimidation are common, and involvement in exploitative relationships is characterised in the main by the child/young person's limited choice resulting from their social, economic and/or emotional vulnerability. The experience of girls who are criminally exploited can be very different from that of boys. The indicators may not be the same; however, we are aware that girls are at risk of criminal exploitation too. We also recognise that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

## Serious Violence

### Serious Violence

- School recognises when children may be at risk from/or involved with a serious violent crime by identifying the indicators such as:
  1. Increased absence from school.
  2. A change in friendship or relationships with older individuals or groups.
  3. A decline in performance.
  4. Signs of self-harm or a significant change in wellbeing.
  5. Signs of assault or unexplained injuries.
  6. Unexplained gifts or new possessions.
- School recognises the risk factors which increase the likelihood of involvement in serious violence such as:
  1. Being male.
  2. Having been frequently absent or permanently excluded from school.
  3. Having experienced child maltreatment.
  4. Having been involved in offending, such as theft or robbery.

[County lines: criminal exploitation of children and vulnerable](#)

[Preventing youth violence and gang involvement - GOV.UK](#)

## Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts (whether of full blood, half-blood or by marriage). Great grandparents, great aunts, great uncles, and cousins are not regarded as close relatives.

The law requires us to notify the authorities if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the pupil and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family and maintaining cultural identity. If we become aware of a child in a private fostering arrangement within Rochdale Council, we will notify Duty and Advice.

## Children looked after and previously looked after children and children with a social worker

All our staff recognise that children looked after, previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order), care leavers and children with a social worker are more vulnerable than other children, as recognised in **Keeping Children Safe in Education (KCSIE) 2025**. These children often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, and helping them to reach their potential, which also includes the looked after child who is moving on, is paramount. The school will also ensure that care leavers are supported with pathways including liaison with the Rochdale local authority where a personal adviser will be appointed and a full working relationship is maintained with the head teacher in respect of all pupils at the school who are the subject of 'looked after' status or have a social worker.

Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievements of registered pupils who are looked after; designated teachers have responsibility for promoting the educational achievements of children who have left care through adoption, special guardianship or child arrangements orders or who were adopted from state care outside of England and Wales, in line with current statutory guidance. (Children and Social Work Act 2017). The designated teacher will have appropriate training and the relevant qualifications and experience.

## Children potentially at greater risk of harm

The School recognises that while all pupils have a right to be safe and well, some groups of children are potentially at greater risk of harm and more vulnerable to abuse or exploitation, as reflected in **Keeping Children Safe in Education (KCSIE) 2025**, for example, those with a disability or special educational needs, those living with domestic abuse, parental substance misuse, mental ill health, or experiencing online harm.

Provisions within the Equality Act allow this school/college to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific needs and ensure equitable access to safeguarding and support.

## **Children who are lesbian, gay, bi, or trans (LGBTQ+)**

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm, as reflected in **Keeping Children Safe in Education (KCSIE) 2025**. However, children who are LGBTQ+ can be targeted by other children, both offline and online. In this school, we, therefore, endeavour to reduce the additional barriers faced and provide a safe, trusted and inclusive space for them to speak out or share their concerns with members of staff or a trusted adult.

## **Children who need a social worker (child in need and child protection plans)**

Children may need a social worker due to safeguarding or welfare needs, and we recognise that children may need help due to absence, neglect, exploitation, online harm, and complex family circumstances, in line with **Keeping Children Safe in Education (KCSIE) 2025**. This school will work in partnership with Rochdale Council where children have been allocated a social worker. The DSL will hold this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where we have children on roll who need a social worker this will inform decisions about safeguarding (responding to unauthorised absence or missing education where there are known safeguarding risks, including online risks) and about promoting welfare (we will consider the provision of pastoral support and/or academic support, alongside action by statutory services).

Children with special educational needs, disabilities, or physical and mental health issues

This school recognises that children with SEN and disabilities can face additional safeguarding challenges. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury are related to the child's disability without further exploration.

These children are more prone to peer group isolation or bullying (including prejudice-based bullying and online abuse) than other children. The potential for SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, exploitation or abuse, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges.

This school has a duty to make reasonable adjustments for disabled children; therefore, to address these additional challenges, we will consider additional pastoral support for children with SEND and disabilities.

## **9. Responding to Domestic Abuse**

This school understands that the cross-government definition of domestic abuse is:

- Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.
- The abuse can encompass, but is not limited to, psychological, physical, sexual, financial, or emotional harm.
- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance, and escape, and regulating their everyday behaviour.
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation, intimidation, or other abuse that is used to harm, punish, or frighten the victim.

If this school identifies children for whom domestic abuse may be a concern, we will apply the usual referral process and child protection procedures and pass this information to the designated safeguarding lead (DSL). The DSL will then refer cases as appropriate to Rochdale Duty and Advice Team (DAAT) and other relevant services. Where Domestic Abuse notifications are received from DAAT, this information will be added to a pupil's chronology and child protection record to ensure that timely and appropriate support can be provided.

## 10. Education Safeguarding

Our school recognises that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign of a range of safeguarding issues, including neglect, child sexual and child criminal exploitation – particularly county lines – and thus ensures that information is shared between SLT and the Headteacher. Likewise, this school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and, therefore, we will follow Rochdale Council's guidance on 'First Day Calling' procedures.

Pupils who abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Our staff members will follow Rochdale Council's guidance for schools where pupils absent themselves during the school day and the school's or college's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them going missing in the future (Appendix 9).

If we have further concerns about a child's truancy, we will follow the Police Truancy Policy.

Our school acknowledges that Rochdale Council has a statutory duty to ensure that all pupils of compulsory school age receive a suitable and appropriate education. We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in *Children Missing Education – Statutory guidance for local authorities* (DfE, updated 2025). There are specific duties regarding Children Missing Education (CME) and strict guidelines concerning both the definition of CME and the legalities of deleting a pupil from a school roll. If a child is subject to a court order in relation to their education, they may not change schools without permission from the Magistrates' Court and the Supervising Officer or Responsible Officer.

[Children missing education - GOV.UK](https://www.gov.uk/government/guidance/children-missing-education)

## Part Time Timetables

Our school is aware that it must inform the Rochdale Education Safeguarding Service when using part-time timetables for pupils and follow the updated part-time timetable guidance (2025).

## Suspensions and Exclusions

When considering suspending or excluding a vulnerable pupil, or a pupil who is subject to a S47 Child Protection plan, has previous child protection concerns, or whose family is subject to a court order in relation to education, we will undertake an informed (multi-agency where other professionals are involved) assessment prior to making the decision to exclude or suspend. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the assessment must be completed before convening a meeting of the Governing Body.

[School suspensions and permanent exclusions - GOV.UK](#)

## Elective Home Education (EHE)

Elective home education is often referred to as 'education otherwise' in Section 7 of the Education Act 1996, which states: "It shall be the duty of the parent of every child of compulsory school age to cause her or him to receive efficient full-time education suitable to their age, aptitude and ability (and to any special educational needs they may have), either by attendance at school or otherwise."

This means that parents/carers have a legal responsibility to ensure that their child is educated, but this does not have to be in school. This school will follow the Department for Education (DfE) guidance and Rochdale local policy should parents decide to educate their child at home. If a child is subject to a court order regarding their education, they may not be removed from school without permission from the Magistrates' Court and the Supervising Officer or Responsible Officer.

Where a child has an Education, Health, and Care (EHC) plan, the local authority will review the plan in consultation with parents and carers to ensure the child's needs continue to be met.

Elective Home Education ([proceduresonline.com](http://proceduresonline.com)) – updated 2025

## Child Employment

Properly structured and regulated work can help develop and prepare young people for full-time working life. A young person working part-time between the ages of 13 and 16 years must ensure that their employer applies to Rochdale Council for a work permit. There is no charge for a work permit. Employers have the ultimate responsibility to ensure that children of compulsory school age are registered with the Local Authority and hold a valid work permit. Parents can also face prosecution if they allow their child to work illegally.

It is against the law to employ children under the age of 13, or to allow work before 7 am or after 7 pm for those of compulsory school age. As a school, we will work in partnership with Rochdale Council concerning child employment by completing the Child Employment Referral Form as and when necessary.

[Child Employment Guidance – Rochdale Council, updated 2025]

## 11. A Safer School Culture

**Our Governors have agreed and ratified the following policies which must be read in conjunction with this policy and be provided to all staff as part of their induction procedures:**

- Whistle Blowing/Confidential reporting 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 missing education.
- Safeguarding and child protection policy (including online safety).
- School behaviour policy.
- Staff code of conduct.

**Our school will comply with the guidance for safer working practices for those working with children and young people in educational settings**

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in situations open to question.
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incidents or decisions made.
- Apply the same professional standards regardless of gender, sexuality, or disability.
- Comply and are aware of the confidentiality policy.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

## Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, (*such as premises and equipment, on-site activities, off-site activities, venues used, transport ....*). Where relevant, risk assessments are carried out for individual pupils and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Exploitation.

## Training, knowledge and skills

All staff members will be aware of systems within our school that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the schools or college's safeguarding child protection policy; the school's safer working practice document and the school's whistleblowing procedures.

Designated safeguarding leads will have 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.

Designated safeguarding leads in this school will attend:

1. Roles & Responsibilities of the designated safeguarding lead (DSL)
2. Multi-agency Working Together to Safeguard Children and Young People
3. A Positive contribution to case conferences and core groups

They will attend DSL refresher training every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting pupils from the risk of radicalisation.

The school will ensure all staff including temporary and volunteers receive induction and training appropriate to their roles and responsibilities, especially staff new to the school. All staff will complete basic awareness refresher training at least every three years (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), and regular safeguarding and child protection updates via email, e-bulletins, and staff meetings as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Education Safeguarding Service and the Rochdale Safeguarding Children Partnership.

The head teacher will attend appropriate safeguarding training at least every three years.

The Governing body/proprietor will complete appropriate safeguarding and child protection (including online) training at induction and update every three years

## **Providing support to staff**

Our school designated safeguarding leads will:

- Ensure that staff are supported during the referral process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Any training accessed through third party/independent providers will reflect the Rochdale Borough Safeguarding Children Partnership protocols and this training will be recorded by the school. It is the responsibility of our head teacher to quality assure any training that is delivered to staff in this school.

## **Safer Recruitment**

Section 175 of the Education Act 2002 requires this school to make arrangements to ensure that functions are carried out to safeguard and promote the welfare of children (maintained schools, academies and local authorities).

Regulations made under Section 157 of that Act state that we must make arrangements to safeguard and promote the welfare of pupils (independent schools).

This school will create a culture that safeguards and promotes the welfare of children. As part of this culture, we will adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying or securing employment or volunteering in this regulated establishment.

The safer recruitment of individuals to work in this school not only includes directly employed staff (or volunteers), but also contractors, self-employed, agency, and third-party staff groups. We will set out our safeguarding and safer recruitment requirements in the contract clearly between the organisation(s) and the school.

Safer Recruitment is a vital factor in keeping children safe within the education environment. When selecting our Safer Recruitment provider, we will clarify the accreditation/reaccreditation period and ensure that all staff receive updated safeguarding training in line with 2025 guidance.

We will also follow legislation governing those persons in a 'regulated activity' or within 'regulated establishments' and the requirements to carry out criminal records and barred list checks.

The main legislation and guidance in this respect includes (updated for 2025):

- Children Act 2004 (<https://www.legislation.gov.uk/ukpga/2004/31/contents>)
- Safeguarding and Vulnerable Groups Act 2006 (<https://www.legislation.gov.uk/ukpga/2006/47/contents>)
- Protection of Freedoms Act 2012 (<https://www.legislation.gov.uk/ukpga/2012/9/contents>)
- Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/contents>)
- Police Act 1997, Police Act 1997 (Criminal Records) Regulations 2002 & No 2 Regulations 2009 (<https://www.legislation.gov.uk/ukpga/1997/50/contents>)
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (<https://www.gov.uk/government/publications/rehabilitation-of-offenders-guidance>)
- Sexual Offences Act 2003 (<https://www.legislation.gov.uk/ukpga/2003/42/contents>)
- Keeping Children Safe in Education 2025 (<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2025>)
- Working Together to Safeguard Children 2025 (<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2025>)

Any subsequent amendments to guidance and legislation will also apply as relevant.

Requirements relating to the appointment, discipline, capability, suspension and dismissal of staff, use of supply staff/workers, checks and information to be held on the school single central register (SCR), as well as information on teacher capability to be provided in references are specified within the School Staffing (England) Regulations 2009, as amended up to 2025.

## Purpose of this School's Safer Recruitment Policy

This school will consider the legislation highlighted above when employing staff or engaging volunteers, contractors, self-employed, agency and third-party staff groups to work with children, adopting a consistent and rigorous approach in recruitment and selection processes to ensure that those recruited are suitable.

The intention of our SR policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent, and reject unsuitable people from gaining access to pupils within the school.

**Deter.** From the beginning of the recruitment process, this school has a rigorous recruitment process and does not tolerate any form of abuse. The wording in adverts and recruitment information will aim to deter potential abusers.

**Identify and Reject.** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, including asking the right questions, setting appropriate tasks, and obtaining the right information, will assist in finding out who is suitable for the role and who is not.

**Prevent and Reject.** There are no guarantees that even the most robust safer recruitment process will prevent an inappropriate appointment. However, this does not mean it is too late to act. Ensuring that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training, and developing and maintaining a safe culture within the school will all help to prevent abuse or identify potential abusers.

## Letters of Assurance:

An appropriate 'letter of assurance' will be on headed paper, personally addressed, dated, signed and provided by the relevant authorised person on behalf of the individual concerned, for example by the agency on behalf of an agency worker.

The letter will include a statement of assurance that all the checks we specified in our contract for services have been undertaken, the date on which they were completed, and that they are satisfactory.

Table 1

<p>Rochdale Council recommend the following information is requested and confirmed in writing by the following parties;</p> <ul style="list-style-type: none"> <li>• Agency worker (all staff groups);</li> <li>• Contractors;</li> <li>• Third Party Organisations (e.g., Rochdale Council/ NHS/ Locale / KNH etc)</li> </ul>
<ul style="list-style-type: none"> <li>• Written confirmation all Pre employment checks (role dependent) have been satisfactorily carried out</li> </ul>
<ul style="list-style-type: none"> <li>• At least one recruiter on the recruitment panel to be Safer Recruitment trained (refreshed every 3 years)</li> </ul>
<ul style="list-style-type: none"> <li>• Applications forms with complete employment history</li> </ul>
<ul style="list-style-type: none"> <li>• 2 x verified references inc. question disciplinary, substantiated allegations towards children and capability</li> </ul>
<ul style="list-style-type: none"> <li>• DBS (+Barred list) where appropriate</li> </ul>
<ul style="list-style-type: none"> <li>• Prohibition from Teaching</li> </ul>
<ul style="list-style-type: none"> <li>• S128 checks (role dependent)</li> </ul>
<ul style="list-style-type: none"> <li>• Qualifications (role dependant)</li> </ul>
<ul style="list-style-type: none"> <li>• Right to Work in the UK</li> </ul>
<ul style="list-style-type: none"> <li>• Appropriate checks for overseas employees</li> </ul>
<ul style="list-style-type: none"> <li>• Disclosure under Childcare Disqualification Regulations 2018 and Childcare Act 2006</li> </ul>
<ul style="list-style-type: none"> <li>• References (Safer Recruitment)</li> </ul>

<ul style="list-style-type: none"> <li>• Medical clearance</li> </ul>
<ul style="list-style-type: none"> <li>• Any disclosed information/Risk assessments shared with School / Academy</li> </ul>
<ul style="list-style-type: none"> <li>• Safeguarding awareness training</li> </ul>

## **12. Safeguarding concern or allegations made about a person who is in a position of trust (paid or unpaid) with children, in any setting.**

All staff should follow the school whistle blowing policy if they have concerns in relation to a colleague

Local Authority Designated Officer (LADO) Safeguarding concerns or allegations that may meet the LADO harm threshold.

Rochdale LADO must be contacted within 1 working day, were you have or become aware of safeguarding concerns/allegations that might indicate a person may pose a risk of harm if they continue to work in their present position, or in any capacity with children in any setting.

The LADO risk of harm threshold is set out with Working Together to Safeguard Children and Keeping Children Safe in Education mandatory guidance. This risk of harm threshold is as follows.

- 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.

The last bullet point above includes behaviour that may have happened outside an organisation that might make an individual unsuitable to work with children, this is known as transferable risk.

An allegation can relate to an adult’s behaviour outside work, and their relationships with others, if they:

- Have behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include an arrest for the possession of a weapon;
- Have, as a parent or carer, become subject to child protection procedures;
- Are closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the adult is responsible in their employment/volunteering.
- Any concerns should be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect), and include concerns relating to the possession of indecent images / pseudo images of children or inappropriate relationships between members of staff and children or young people.

LADO guidance has two sections covering the two levels of safeguarding concerns and allegations:

- Safeguarding concerns / allegations that may meet the above harm threshold.

- Safeguarding concerns / allegations that do not meet the harm threshold – referred to for the purposes of LADO guidance as ‘low-level concerns’.

### 13. Child Protection Records

Child protection and safeguarding records will be held securely, with access being restricted to the designated safeguarding lead and their deputies, head teacher and in cases of Early Support, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see Early Support Assessments. The following information must be kept securely with restricted access, whether paper or electronic:

1. Chronology (summary of significant events and the actions and involvement of the school) [\(Appendix 3\)](#).
2. All completed child protection cause for concern records [\(Appendix 4\)](#).
3. Any child protection information received from the child’s previous educational establishment.
4. Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
5. Professional consultations.
6. Letters and emails sent and received relating to child protection matters.
7. Referral forms sent to Duty and Advice, other external agencies or education-based services.
8. Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., are copied to the file of each child in the family, as appropriate.
9. Formal plans for, or linked to, the child e.g., Child Protection Plans, Early Support risk assessments etc.
10. A copy of any support plan for the pupil concerned [\(Appendix 5\)](#).

When a pupil leaves this school, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible, and within 5 days of an in-year transfer or the first 5 days of the start of a new term.

When there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e., self-harming or harmful sexualised behaviour), this information will be shared with the destination provision before the pupil starts so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The designated safeguarding lead will consider if it would be appropriate to share any information with

the new school or college in advance of a child leaving, for example prior to a transfer programme. When a child leaves school before the statutory school leaving age, the child protection file will be transferred to the new school or college. There is no need for this school to keep written or electronic copies of the child protection records. Therefore, these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

When a vulnerable young person is moving to a further education (FE) establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, so that the FE establishment can provide appropriate support. In cases when it is deemed appropriate, relevant child protection information will be shared via the FE Safeguarding Information Sharing Form (Appendix 10). The original records will be retained and archived by this school/college. Due consideration will be given to the sharing of any additional information requested by the receiving establishment.

When the destination school is not known (*the original records should be retained by the school*).

When the child has not attended the nominated school (*the original records should be retained by the school/college*).

There is any on-going legal action (*the original file should be retained by the school and a copy sent*).

Pupil records will be transferred securely, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to will be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, delivery and read receipt of the transfer will be retained for audit purposes.

If a pupil moves from our school, child protection records will be forwarded to the named designated safeguarding lead at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face-to-face handover between designated staff or a verbal conversation is had over the telephone if a face-to-face handover is not possible. A signed receipt of file transfer must be obtained for audit purposes by the delivering school.

When sending by post, pupil's records will be sent "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

For audit purposes, a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded to the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records (<https://www.legislation.gov.uk/uksi/2005/1437/contents/made>)

When a designated safeguarding lead member of staff resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the headteacher to ensure that the new post holder is fully conversant with all procedures and case files.

All designated safeguarding leads receiving current (live) files or closed files will keep all contents enclosed and not remove any material.

All receipts confirming file transfers will be kept in accordance with the recommended school retention periods. For further information refer to the archiving section.

## Archiving

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. Child protection records should be retained until the child's 26th birthday, after which point the file will be deleted from our school electronic system. The decision of how and where to store child protection files must be made by our school via our governing body. Due to the sensitivity of the information, the records should continue to be held in a secure area with limited access e.g., designated officer or head teacher. The DSL is responsible for ensuring that all child protection files are archived in accordance with the timescales referenced above. The designated safeguarding lead is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

## Child and parent access to child protection files

Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed professionally (<https://www.gov.uk/data-protection>)

Any pupil who has a child protection file has a right to request access to it. However, neither the pupil nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if the disclosure:

1. Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person.
2. Could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child.
3. Is likely to prejudice an ongoing criminal investigation.

4. Information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

This school will follow best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Local Authority.

The establishment's report to the child protection conference will be shared with the child, if old enough, and the parent at least two days before the conference.

## Safe destruction of the pupil record

Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records that have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation, or they will contain information that is confidential to our school or the Local Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes, the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

### Appendix 1 Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also Keeping Children Safe in Education Part one and Annex B

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1080047/KCSIE\\_2022\\_revised.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf)

**Abuse:** 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.

**Neglect:** 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. Rochdale Borough Safeguarding Children's Partnership (RBSCP) has developed in collaboration with a wide range of partners, a toolkit to support anyone working with children, young people, parents and families to identify, assess and reduce child neglect.

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 caregivers).
- Ensure access to appropriate medical care or treatment.

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

Examples which may indicate neglect (not designed to be used as a checklist)

- Hunger.
- Tiredness or listlessness.
- Child dirty or unkempt.
- Poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention-seeking behaviour.
- Untreated illnesses/injuries.
- Pallid complexion.
- Stealing or scavenging compulsively.
- Failure to achieve developmental milestones, for example, growth, and weight.
- Failure to develop intellectually or socially.
- Neurotic behaviour.

**Physical abuse:** 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.

Examples which may indicate physical abuse (not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred.
- Finger, hand, or nail marks, black eyes.
- Bite marks.
- Round burn marks, burns, and scalds.
- Lacerations.
- Fractures.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for sports activities.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying.
- Isolation from peers.

**Sexual abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples which may indicate sexual abuse (not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains.
- Eating disorders, for example, Anorexia Nervosa and Bulimia.
- Attention-seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour includes sexual harassment or molestation.
- Unusually compliant.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for sports activities or swimming.
- Bruises and scratches in the genital area.

**Emotional abuse:** Emotional abuse is the persistent emotional maltreatment of a child such as causing 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 as far 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may also 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.

Examples which may indicate emotional abuse (not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation.
- Delayed physical, mental, and emotional development.
- Sudden speech or sensory disorders.

- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug or solvent abuse.
- Fear of parents being contacted.
- Running away / going missing.
- Compulsive stealing.
- Masturbation, appetite disorders - anorexia nervosa, bulimia.
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

**Research and experience indicate that the following responses from parents may suggest a cause for concern:**

- An unexpected delay in seeking treatment is needed.
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb).
- Incompatible explanations are offered, and several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request the removal of the child from home.
- Violence between adults in the household.

### **Children with Special Educational Needs and Disabilities**

When working with children with disabilities school staff will be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern to an ambulant child such as the shin, might be of concern to a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Invasive procedures.

## **Appendix 2**

### **Dealing with a disclosure of abuse**

When a child tells me about abuse, they have suffered, what must I remember?

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people to do this state who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse, but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.

- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB, It is not the school staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**Immediately afterwards**

All disclosures of abuse will be responded to in keeping with the professional roles and responsibilities outlined in Fig. 1 summary of school procedure to follow where there are concerns about a child. Everything will also be logged on to school Management systems and trackers, so patterns can be identified over time.

**Appendix 3**

**Chronology of key events**

Strictly Confidential

Guidance Notes: Briefly summarise decisions reached, the services offered and/or provided to the child (ren) and family, and other action taken.

Name of child.....Class / Tutor group.....

Date	Event – Meeting/Telephone Call/Email/Review	Names of family member/professional involved.	Outcome/Follow up action



Name of staff member completing form.....

Day..... Date..... Time..... Place.....

(Of observed behaviour / discussion / disclosure)

Signed: \_\_\_\_\_ Action/passed to: \_\_\_\_\_

**Page 2 of 2**

For: Designated Safeguarding Lead Officer Use

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time \_\_\_\_\_

Action Taken	By whom	Outcome
Discuss with child  Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.		
Monitoring sheet		

<p>Check behaviour database, for recent incidents, that might be significant to inform assessment</p>		
<p>Contact parents</p> <p>Please tick</p>		
<p>Telephone Call ____</p> <p>Meeting: ____</p> <p>Email: ____</p>		
<p>Refer as appropriate (i.e. D&amp;A, Early Support etc.)</p>		
<p>Other (Please specify)</p>		

## Appendix 5

### Specific, Measurable, Attainable, Realistic, Timely (SMART) Plan

Example: Overview of Pupil Support/SMART Plan

Child Protection Pupil Support Plan Information	Name of Pupil:		
Current Care/living arrangements			
Support needs identified			
	Support/Intervention		
Type of support/intervention	Provider	Start Date	End Date

	Agencies Involved		
Name of professional	Agency	Email	Telephone

## Appendix 6 Child Exploitation Partnership Assessment and Decision-Making Tool

**What is this tool?** - The tool is to help you assess whether a child may be at risk of sexual or criminal exploitation (CSE/CCE).

**Who should you use this tool with?** - The tool can be used by any professional working with a child up to their 18th birthday.

**When to use the tool** - This tool is to help you make an initial assessment relating to a child’s vulnerability to, and/or risk of exploitation, and what actions are required; it is not intended to be a referral form. When you have completed the tool, please refer to the section ‘**What Next**’ to inform a conversation with your manager/safeguarding lead regarding how to proceed. If on completion you contact the Children’s Social Care (CSC) Duty and Advice Team, an electronic copy of the completed tool will be required to inform discussion.

**Using the tool** - In order to identify children at risk of, vulnerable to, or experiencing sexual and/or criminal exploitation, please consider **all** of the risk and vulnerability indicators and indicate your level of concern as **No, Low, Medium or High**. The table of indicators below is only a guide to inform your assessment it is not exhaustive, and you may have other concerns; please highlight these in the other information box. Additionally, the factors against each indicator are also not exhaustive and are simply prompts for consideration. Highlighting one high risk concern, or several low, may indicate a serious risk of harm/child exploitation, alternatively this might be an indication of other concerns which require addressing.

**You should be aware that:**

- When you are completing the assessment tool and there are concerns of criminal or sexual exploitation and the child has **'SEND'** a child contact must be made with the Children's Social Care Duty and Advice team.
- It is important that you provide narrative at the end of the table to support and evidence your concerns.
- It is important that you provide information relating to others who may pose a risk of harm to the child/young person.
- When completing this tool, it is essential to highlight if concerns raised and/or the information provided are **current or historic**. If either are historic but relevant, it is necessary to reference how they relate to the current assessment of risk and vulnerability.
- When completing the tool, it is crucial that the child or young person's use of **social media** is considered throughout.
- Where there are concerns which relate to sexual exploitation and the **child is aged under 13**, a child contact must be made with the Children's Social Care Duty and Advice team.

**Child, Parent and Professional details**

<b>Child's name</b>		<b>DOB</b>		<b>Age</b>	
<b>Address</b>		<b>Contact number</b>		<b>Gender</b>	
<b>Postcode</b>		<b>Religion</b>		<b>Ethnicity</b>	
<b>Child participated in the assessment</b>	<b>Yes</b>		<b>Comments</b>		
	<b>No</b>				
<b>Name of Primary Carer</b>		<b>Contact number</b>			

<b>Address and postcode</b> (If different from the child's)		<b>Relationship to child</b>	
<b>Carer contributed to the assessment</b>	<b>Yes</b>		<b>Comments</b>
	<b>No</b>		

<b>Person completing the assessment</b>		<b>Agency/team</b>	
<b>Contact details</b>		<b>Signed</b>	
<b>Consent to share with CSC provided *(where applicable)</b>	<b>Yes</b>		<b>Comments</b>
	<b>No</b>		

### Assessment of Risk and Vulnerability

1) Friends and Family				2) Accommodation			
<p>- Reduced contact with family /friends which is of concern -                      New friends who are not known to parents/carers -                      Unexplained change in attitude from the child - Relationship (s) breakdown - Suspected abuse in family (emotional, neglect, physical or sexual) - A lack of warmth/understanding/attachment and/or trust from parent/carer - Carers do not implement age appropriate boundaries (including use around social media) - Failure to report missing episodes v Abusive/bullying friendships - Friends/family are involved in gang activity/known to the criminal justice system/Neighbourhood Police/ASB teams.</p>				<p>- Child or young person and or their family reside in unsuitable/unstable/temporary/overcrowded accommodation - Concerns about location (neighbourhood, ASB, gang activity) - Concerns about isolation/safety - Is unhappy with accommodation (although it meet physical need) - Often stays elsewhere - Is homeless and or sofa surfing - Resides independently in unsupported accommodation - Accommodation is being accessed/used by adults/peers of concern or who pose a risk to the young.</p>			
No	Low	Medium	High	No	Low	Medium	High
3) Education, Training, Employment (ETE)				4) Emotional Wellbeing			
<p>- Is not engaged in ETE, and/or is not motivated to bev Excluded and/or does not have an education offer v Whereabouts often unknown - Frequently late/leaves early/leaves site, incidents of absence without permission - Change in attitude to learning/employment - Regular breakdown of school/training placements due to perceived behavioural issues - Increasingly disruptive, hostile or physically aggressive - Friendships/peer groups either within or outside the ETE setting are with others at risk of criminal and/or sexual exploitation - Is socially isolated in the ETE setting, and /or experiences bullying, abuse/violence/harassment.</p>				<p>- Fatigue - Poor self-image - Low mood - Self-harm - Cutting - Overdosing v Eating disorder - Suicide attempts - Concerning perceived 'risk taking' (substance misuse, sexual risking taking, offending).</p> <p>- Low self-esteem/self-confidence - Bullying/threatening behaviour v Aggression/violent outbursts - Concerning substance misuse - Expressions around invincibility or not caring about what happens to them.</p> <p>- Fear and scare of reprisal or violence from young people or adults.</p>			
No	Low	Medium	High	No	Low	Medium	High

5) Experience of Abuse and Violence				6) Missing From Home or Care			
<p>- Known (previous or current) violence and/or abuse from within the family, and/or from peers, associates, intimate partners - Physical injuries - Disclosure/evidence of physical/sexual assault - Evidence of coercion/control v Living in a gang associated neighbourhood - Use of sexualised language and/or violence - Risk taking behaviours (sexual and /or offending) - Low self-esteem/self-confidence/self-harm - Bullying/threatening behaviour, aggression, violent outbursts v Limited or no recognition of abusive/exploitative behaviour or understanding of abusive/exploitative behaviour but unable to apply this to their own situation.</p>				<p>-Stays out late or overnight without permission/explanation - Whereabouts unknown and child/young person secretive about where and who they spend time with - Repeated episodes of running away/going missing/away from home/accommodation (Including short periods) - Reported missing with other children/young people assessed to be at risk from criminal/sexual exploitation - Known to spend time when away/missing with peers/adults assessed to be of concern - Returns looking well cared for/not hungry/with new belongings - Found/known to have been outside of their local of area and/or in locations of concern - No known means selfsupport/travel whilst missing/away v When missing/found, known to be with others involved with group/gang activity/offending behaviour/at risk of exploitation.</p>			
No	Low	Medium	High	No	Low	Medium	High
7) Associations and Locations				8) Substance Misuse			
<p>-Extensive use of phone/secret use/calls and contact with unknown others - Has use of more than one mobile phone - Spends time at addresses and places not known to parent/carer -Goes or is taken to places they or their family have no connections with.</p> <p>v Evidence of associations/relationships with others believed/known to be involved in sexual grooming/exploitation - Friendships/associations with others at risk of criminal or sexual exploitation - Gang association through relatives/peers/neighbourhood/intimate relationships - Information suggests that they are at risk of/involved in County Lines (grooming/exploitation, drug dealing, moving money/goods and/or organised crime) - Use of social media/mobile phone to share sexualised images - Has arranged to meet up with unknown others via social media contact - Use of social media/mobile phones for sharing gang related material/activities.</p>				<p>- Evidence of regular/heavy or dependant substance (including alcohol) use - Professional/parent/carer concern relating to use - Concern regarding how substance misuse is being accessed/funded/supplied.</p> <p>- Is believed to owe money be in debited to others related to substance misuse - Has previously been cautioned/arrested/charged for, possession of drugs, dealing drugs.</p>			
No	Low	Medium	High	No	Low	Medium	High

9) Coercion and Control				10) Rewards			
<p>- Limited/reduced/no significant contact with family/friends, significant adults and/or services - Appears to be 'controlled'/negatively influenced by others - Concerns about significant relationships and domestic abuse/violence/control - Is known to be associating with adults and/or peers of concern and does want to alter this -Abduction/forced imprisonment - Gang association/involvement - Sharing of intimate pictures/information online when asked to by an adult/peer/unknown person - Secrecy regarding relationships - Presents as being scared/controlled - Picked up/dropped off from appointments by person's unknown - Phone calls they have to respond to and/or leads to them be 'needing' to be elsewhere - Professional concern relating to Modern day slavery/child trafficking.</p>				<p>- Concern about unaccounted for monies and/or goods, (new clothes, jewellery mobile phone, mobile phone top –ups etc) - Concern regarding the funding of misuse of drugs/alcohol/use of tobacco, cigarettes, entry into clubs, trips away from home, through unknown sources v Has use of more than one mobile phone - Secrecy about ability to 'get around'/'be places' without known mode of transport /funds - Concerns about how the child/young person funds other items (fast food, taxi fares, etc.).</p>			
No	Low	Medium	High	No	Low	Medium	High
11) Sexual Relationships				12) Risk to Others			
<p>-Young person is sexually active but not practising safe sex/is not accessing/willing to access, sexual health services - Disclosure from young person regarding feeling pressured to have sex or to perform sexual acts in 'exchange' for status/protection, possessions, substances or affection - Evidence of having (previously or currently) a sexually transmitted disease - Concerns about untreated STi's - Miscarriage(s)/termination(s)/Pregnancy - Physical symptoms suggestive of sexual assault - Is in a sexual relationship with an adult/or there is a wide age gap.</p> <p>- Is under 13 and sexually active - Concerns about ability to understand due to intoxication/substance misuse</p>				<p>- Displays violence/bullying and threatening behaviour and/or angry outbursts - Encourages or coerces others to engage in 'risky' activities and/or situations - Introduces others to 'risky' people/places, via friendships, associations, venues - Bullying.</p> <p>- Sexualised bullying, including via the internet/social media sites - Offending behaviour - Gang association through relatives, peers or intimate relationships.</p> <p>- Has been cautioned/arrested/charged for weapon offence(s)/gang activity/related violence - Sells/distributes/shares drugs - Displays harmful sexual behaviours.</p>			
No	Low	Medium	High	No	Low	Medium	High

13) Engagement with Services				14) Wider Child and Family Factors			
<p>v Reduced level of engagement or no meaningful engagement v Secretive about friendships/associations/behaviours v Sporadic contact, and/or missed appointments with limited explanation.</p> <p>v Professional concern re ability to engage with child/young person v Often otherwise distracted when attends/engages v Presents as nervous and/or keen to be elsewhere.</p>				<p><b>Family factors</b> – v Known abuse/neglect in the family. v Parental/family substance misuse v Parental mental health v Partner domestic abuse violence/coercion and control v Child to parent abuse v Adult sex work v Deprivation v Social isolation v Parental experiences of exploitation.</p> <p><b>Child factors</b> - v Learning disabilities/difficulties, (including not diagnosed) v Financially unsupported. v Unaccompanied migrant/refugee/asylum seeker.</p> <p>v Recent bereavement or loss v Unsure about sexual orientation or unable to disclose sexual orientation.</p> <p>v Young carer v Unmet need (social, emotional, physical).</p>			
No	Low	Medium	High	No	Low	Medium	High

**Additional Information**

<ul style="list-style-type: none"> <li><b>Identified Protective Factors</b></li> </ul>
<ul style="list-style-type: none"> <li><b>Other Relevant Information (such as places and people of concern)</b></li> </ul>

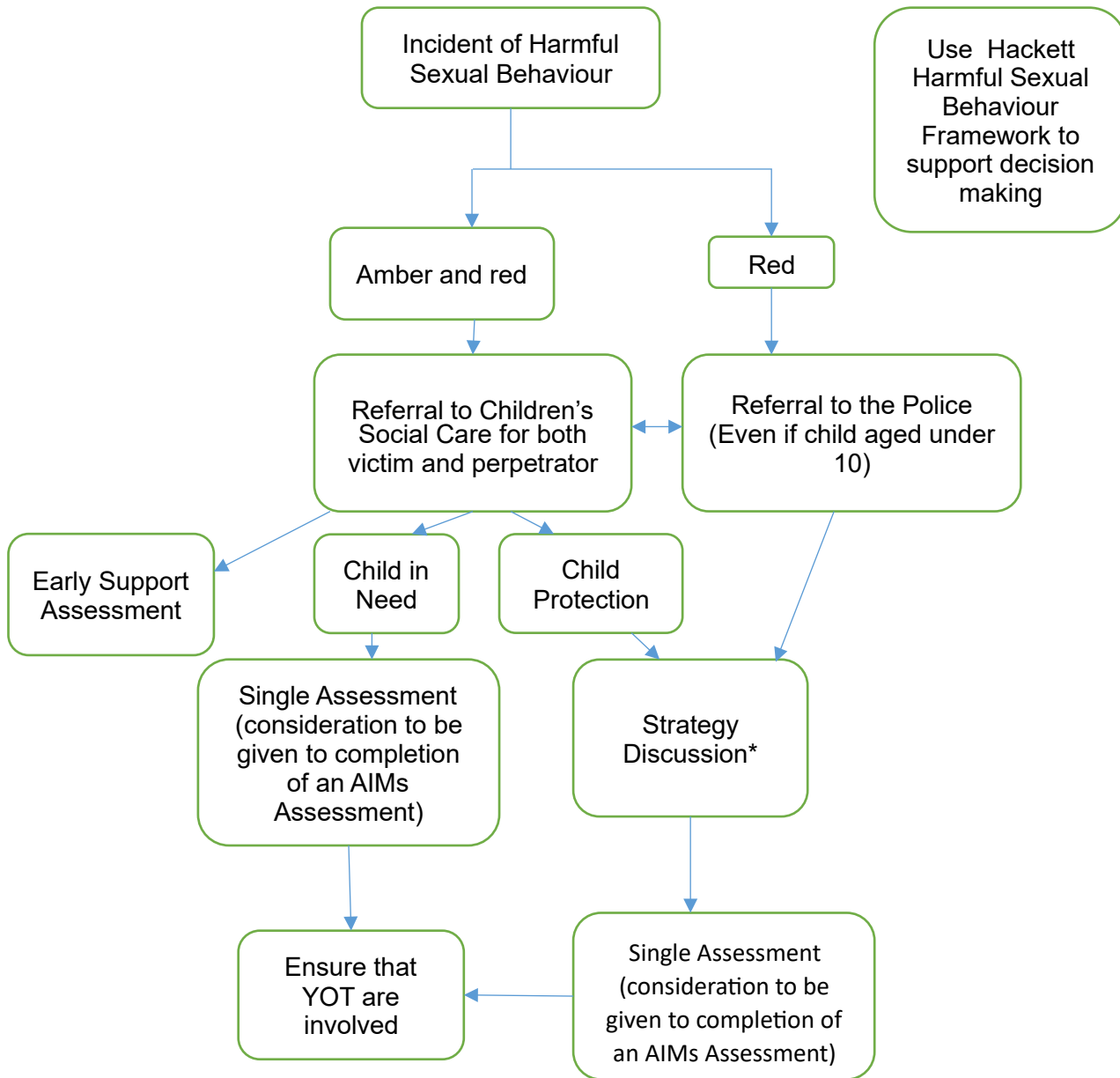
Views of the child or young person			
Views of parent /carer			
<b>Overall level of assessed Risk and Vulnerability</b>  (Please provide details of relevant information to support your indicated levels of concern)			
<b>No</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
Whilst there may be concerns for the welfare of the child which may require service provision, there are no current concerns relating to exploitation.	The information and assessment raise some concerns relating to the child's risk and vulnerability, but there are positive protective factors in the child/young person's life.	Overall, the information and assessment indicate that the child is vulnerable to/at risk from exploitation. However, there are no immediate or urgent safeguarding concerns.	The overall assessment indicates that the child is highly vulnerable to, at risk from exploitation or that they are currently experiencing exploitation. (They may not recognise this).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

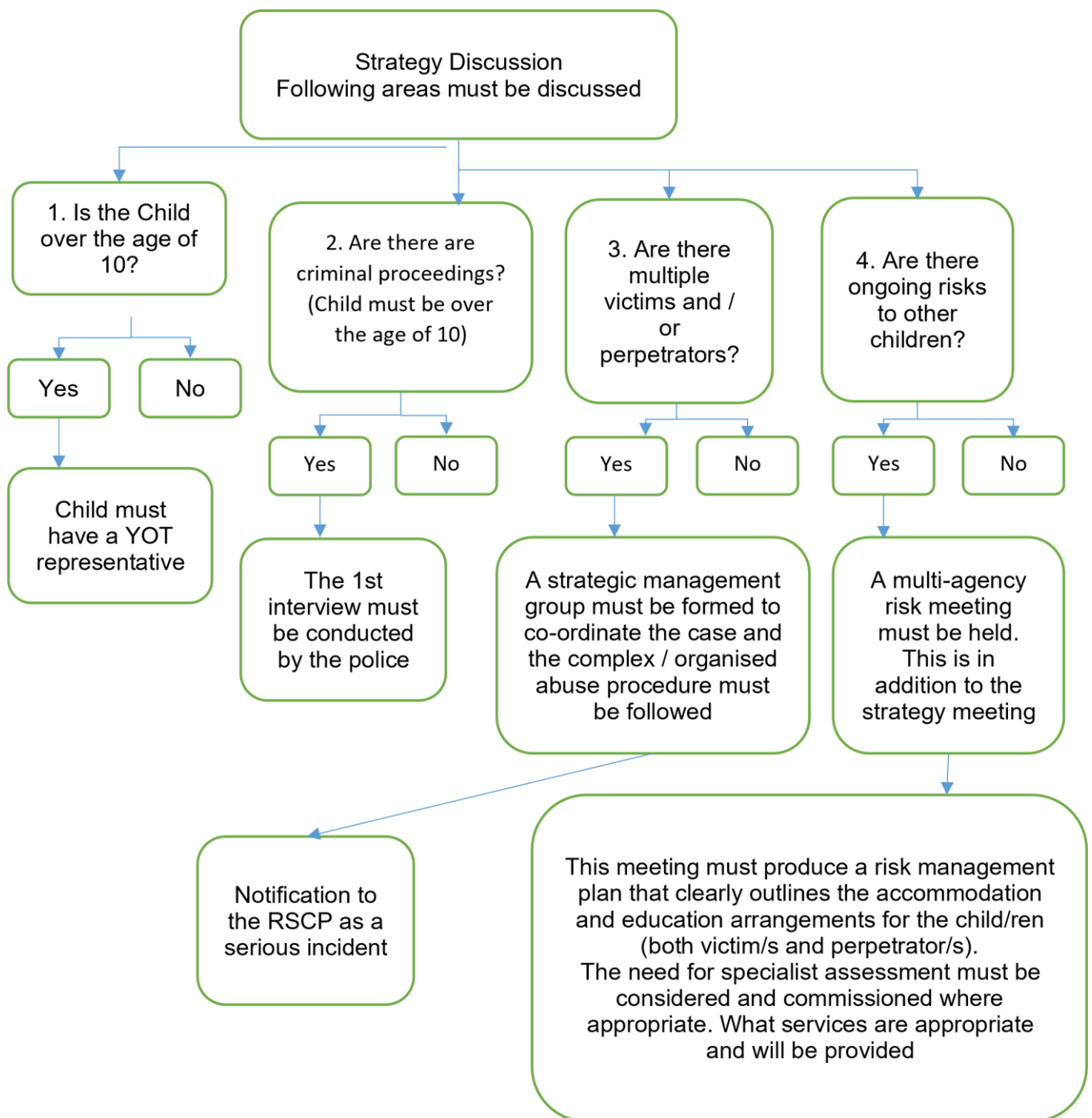
## What Next

- Where the assessed level of risk and vulnerability is **Medium or high**, contact Children's Services Duty & Advice team to discuss and agree next steps.
- Keep a copy of this tool in your agency records and use it to inform any identified vulnerability, risk or need, and for planning intervention/support the child and their family may require.
- Where the overall assessed level of concern is **Low** and the child does not have an allocated social worker, review your assessment on a regular basis, (at a minimum on a quarterly basis) and if there is an increased level of concern, complete a new tool. Where this leads to an overall assessment of **Medium or High**; contact Children's Social Care Duty and Advice Team to discuss your increased concern.
- Where the child/young person already has an allocated social worker, you must contact them to share this tool.

## Appendix 7

### RSCP Harmful Sexual Behaviour Response Checklist





## Assessment guidance

- Need for separate social workers for victim and perpetrator, even if in the same household

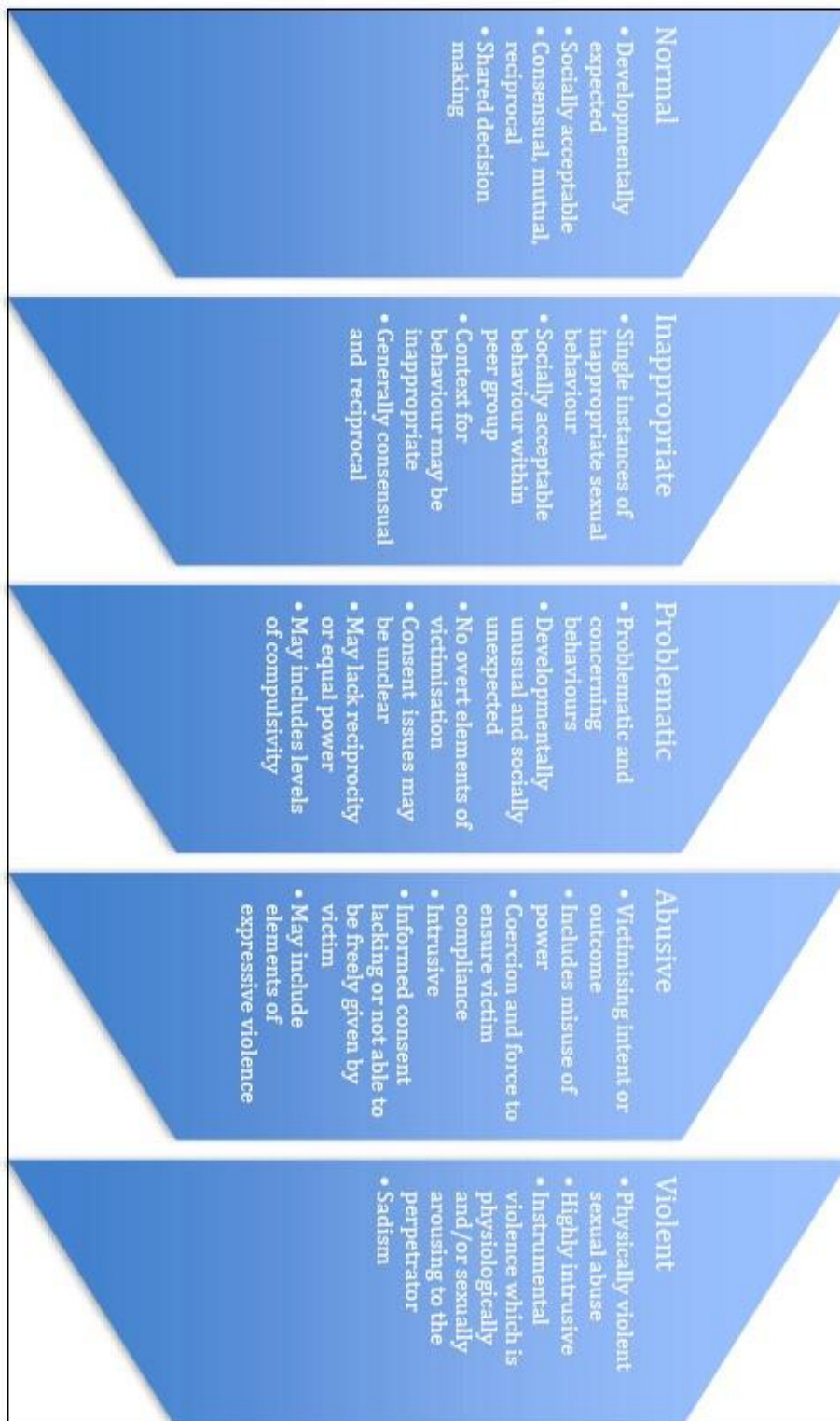
All Assessments should include:

- Details of the incident/s (including impact on victim/s, the context of abusive behaviours, age of victim/s, nature of the relationship between the children / young people involved.
- Child and young person's development, family and social circumstances.
- Whether the "perpetrator" child / young person acknowledges the alleged behaviour.
- Whether there are grounds to suspect that the "perpetrator" child / young person has been abused or there are adults involved in the development of the harmful sexual behaviour.
- Details of previous incident/s.
- Assessment of child's need and the need for any specialist assessments (including capacity / learning disability).
- Safety of other young people including a Risk management plan for school and one for home.
- Accommodation and Education arrangements.
- What services need to be provided.

# A continuum of children and young people's sexual behaviours

(Hackett 2010)

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

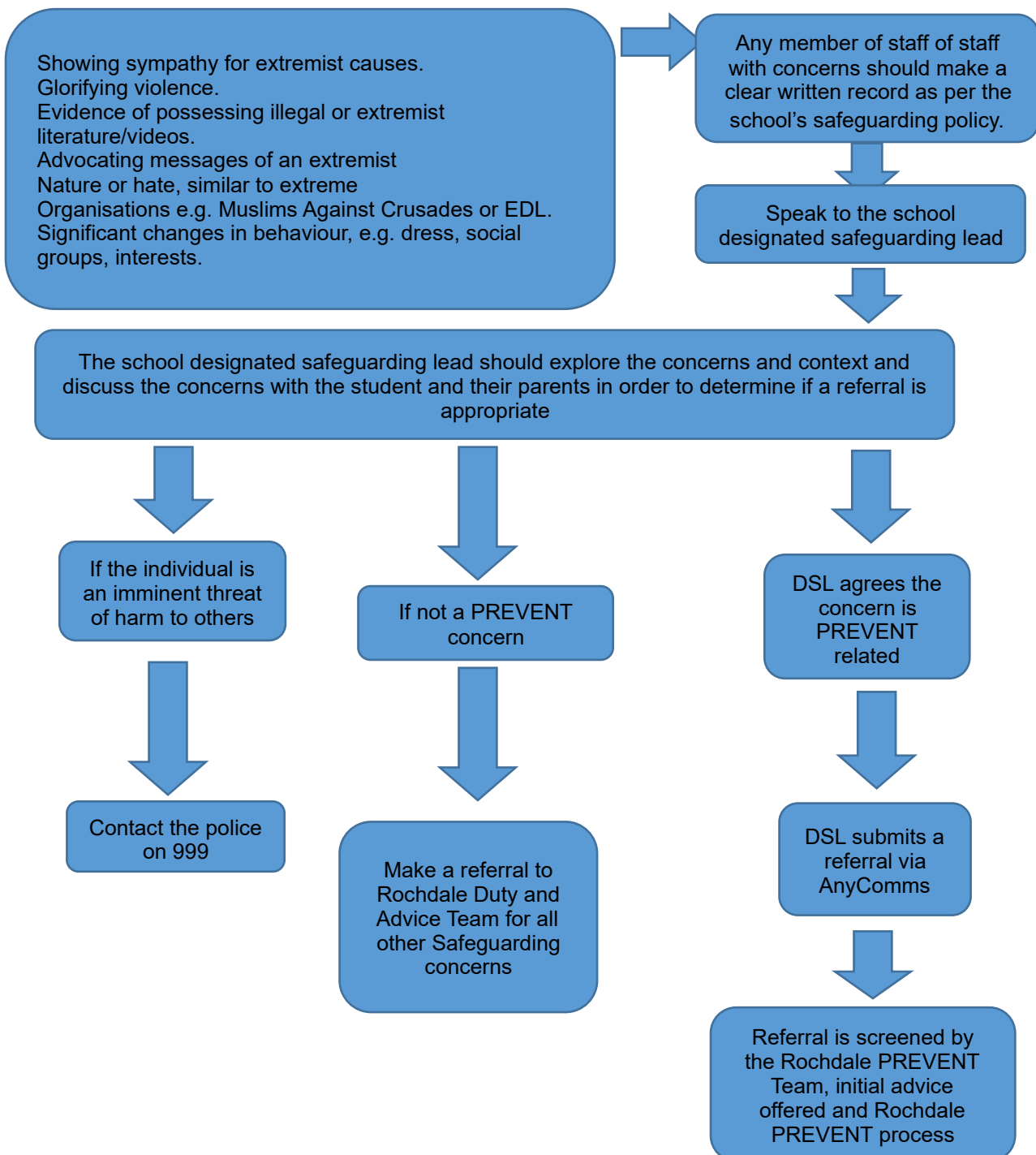


## Appendix 8

### Radicalisation Response Checklist

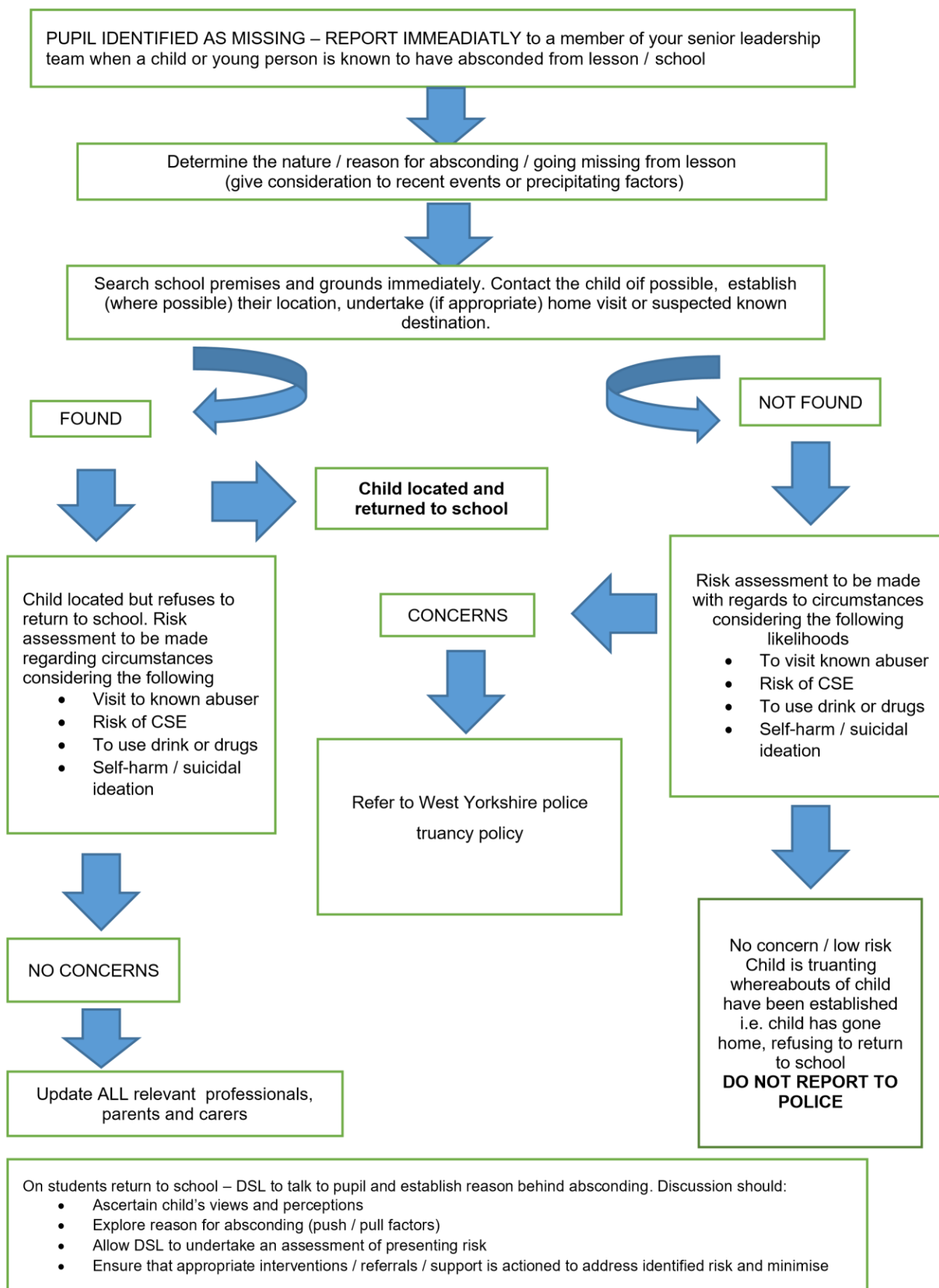
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff.

Further information and relevant guidance documents referred to, are available electronically from For more information about Prevent in Rochdale, including referral forms and project examples.



## Missing from School Response Checklist

Referral pathway for reporting pupils missing / absconded during the school day.



## FE Safeguarding Information Sharing Form

<b>Name</b>	
<b>Date of Birth</b>	

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?

Physical Abuse	<input type="checkbox"/>	Sexual Abuse	<input type="checkbox"/>	Emotional Abuse	<input type="checkbox"/>
Neglect	<input type="checkbox"/>	Mental ill Health	<input type="checkbox"/>	Suicidal intent	<input type="checkbox"/>
Self-Harm	<input type="checkbox"/>	Forced Marriage	<input type="checkbox"/>	Risk to others	<input type="checkbox"/>
Prevent	<input type="checkbox"/>	CSE	<input type="checkbox"/>	Faith Abuse	<input type="checkbox"/>
Financial Abuse	<input type="checkbox"/>	Domestic Violence	<input type="checkbox"/>	Female Genital Mutilation	<input type="checkbox"/>
Fabricated/Induced Illness	<input type="checkbox"/>	Gangs and Youth Violence	<input type="checkbox"/>	Harmful Sexual Behaviour	<input type="checkbox"/>
Institutional abuse	<input type="checkbox"/>	Missing from home	<input type="checkbox"/>	Sexting	<input type="checkbox"/>
Trafficking	<input type="checkbox"/>		<input type="checkbox"/>	Substance abuse	<input type="checkbox"/>

		Missing in education			
*Child Looked After					
<b>Other (Please State):</b>					

**Are there any current or relevant historical safeguarding concerns?**

*Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e. children's social care, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required.*

Safeguarding Issue	Date	What action was taken / Referred to agency?

**Please can you give full details including contact details of which agencies are currently working with the student?**

Children's Social Care		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

**Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Support Assessment, Education Health Care Plan or Personal Education Plan** *Please give further details about the support they are currently receiving?*

--

**What areas of support would you recommend the student will need at College?**

Additional Learning Support	<input type="checkbox"/>	Life Skills	<input type="checkbox"/>	Family support	<input type="checkbox"/>	Substance Misuse	<input type="checkbox"/>
Risk of offending or reoffending	<input type="checkbox"/>	Financial <i>*CLA are entitled to bursaries and discretionary funding.</i>	<input type="checkbox"/>	Health Advice	<input type="checkbox"/>	Emotional Wellbeing	<input type="checkbox"/>
Basic Skills	<input type="checkbox"/>	Housing	<input type="checkbox"/>	Counselling	<input type="checkbox"/>	Other, please state below	<input type="checkbox"/>
Risk Management Plan	<input type="checkbox"/>	<i>(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)</i>					

**Please can you provide further information concerning any recommendations for support?**

**Please can you provide your details below:**

Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

**CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT**

**To be completed by student**

I Insert Name **give consent for the above information to be shared with** Insert name of provider

<b>Date</b>	
<b>Signature of student</b>	

**If consent from student has not been sought or you wish the FE provider to contact you directly for further information pertaining to this pupil, please provide a contact name and number of the relevant designated safeguarding lead.**

<b>Name of contact</b>	
<b>Telephone number</b>	

**Thank you for taking the time to gather the information requested. Please ensure that the completed form is returned securely to the relevant designated safeguarding officer listed below.**

## Appendix 11

### Early Support Multi Agency Panel Process

