

# Whitegate End Primary School and Nursery



## Child Protection & Safeguarding Policy

Date ratified	8 October 2025
Next review	October 2026
Signed on behalf of the governing body	<i>K Painter</i>
Print name	K Painter

**We Nurture. We Act With Integrity. We Show Determination.**

(Prevention , Protection & Support)

## Key Contacts

Role	Staff
Senior Designated Person (DSL)	Mr R Hollingsworth
Other Designated Persons	Mrs L Bingham Mrs J Nicholl Miss F Morris Mrs N Addyman
Prevent Lead	Mr R Hollingsworth
Nominated Safeguarding and Child Protection Governor	K Painter
Local Authority Designated Officer (LADO)	Colette Morris and Wendy Nicholl, Rock Street Centre, Oldham. OL1 3UJ <b>LSCBGroup@oldham.gov.uk</b> 0161-770-8870
Multi Agency Safeguarding Hub (MASH)	<a href="http://www.oldham.gov.uk/lscb/info/12/multi-">www.oldham.gov.uk/lscb/info/12/multi-</a>
Emergency Duty Team	0161 770 7777
Education Safeguarding Officer	Stacey Brackenridge 0161 770 8868
<i>Government's Channel helpline which school staff and governors can call to raise concerns about extremism with</i>	020 7340 7264

## **Child Protection & Safeguarding Policy**

### **Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe In Education 2025](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). This policy is also based on the following legislation. Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

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 female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

These documents, updates and recent guidance/legislation are available to view on Teams in the Safeguarding Channel and paper copies reside with Mr Rob Hollingsworth, the Senior Designated Person for Child Protection in the Safeguarding and Child Protection Folders.

This policy is relevant to everyone who works in our school in whatever capacity. It is also available for reference by Governors, parents and LA representatives.

**Rationale:**

Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.

## Aims

Everyone in our school is fully committed to help keep children safe by:

Providing a safe environment for children and young people to learn in school  
Teaching children how to keep safe

Achieving these aims requires systems designed to:

Prevent unsuitable people working with children and young people;

Promote safe practice and challenge poor and unsafe practice;

Identify instances in which there are grounds for concern about a child's welfare, and initiate/take appropriate action to keep them safe;

Contribute to effective partnership working between all those involved with providing services for children.

Teaching children to be safe and stay safe – as part of the curriculum

The purpose of this guidance is to ensure we have effective systems in place to support achieving these objectives.

## Definitions

The definition of '**safeguarding and promoting the welfare of children**' in Keeping Children Safe in Education 2025, now aligns with the updates in Working together to safeguard children 2023. The new definition includes early intervention, protection from harm, online and offline, and promoting the best outcomes for all children.

The key points are:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment at home, whether that's within or outside the home, including online.

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian.

**Child in Need (CIN)** Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:

- The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- The child's health or development is likely to be impaired, or further impaired, without the provision of such services;
- The child is disabled.

**Child in Need of Protection** Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- Is the subject of an Emergency Protection Order;
- Is in Police Protection; or where they have
- Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

### **School Commitment**

Whitegate End Primary School is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse and discrimination. All staff and volunteers are expected to carry out their safeguarding responsibilities effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with a trusted adult helps all children, especially those at risk of or suffering abuse, to thrive. We believe that the protection of children should be an integral part of the ethos of school where we aim to ensure all pupils are kept safe and are well cared for.

## **There are three main elements to our policy:**

### **Prevention**

- We strive to create an environment of total care where pupils feel secure, stimulated and empowered to take the positive steps necessary to protect themselves and others. We aim that all children feel able to report issues of concern to our staff. We will do this by;-
- maintaining a positive school atmosphere
- providing high quality pastoral support to pupils
- providing key workers for vulnerable pupils
- ensuring robust and effective monitoring and recording systems
- working closely with outside agencies such as Early Help , Healthy young minds, school health etc
- supporting parents to keep their children safe
- working with partner agencies to promote the welfare of pupils, identify unmet needs and keep children safe.

### **Protection**

- Staff are made aware of procedures relating to child protection in terms of their own actions and the need to pass information on to appropriate staff. If a member of staff suspects that a child is a victim of abuse, is potentially at risk of harm or a pupil discloses that he or she is being abused information **MUST BE** passed without delay to the senior designated person, Mr R Hollingsworth. If this person is unavailable the Deputy Head and Deputy Designated person (Mrs L Bingham/Mrs J Nicholl/Miss F Morris/Mrs N Addyman) should be informed.
- We will provide protection by;-
- following agreed procedures
- ensuring staff are trained and supported to respond appropriately and sensitively to concerns
- empowering staff to challenge practice at whatever level
- making timely and appropriate referrals to Social Care or Police.

### **Support**

Our aim is to provide the best possible support for pupils within school. We will always treat any instances of suspected abuse sympathetically and in a professional manner. Staff must recognise that they cannot guarantee complete confidentiality when a child discloses an instance of abuse. Staff must then only share information with the designated people. We will;-

- support pupils who may have been abused or are at risk of abuse or neglect
- support staff who work with children who may be abused or neglected
- support parents involved in child protection concerns in order to prevent abuse or neglect.

## **Supporting Pupils at Risk.**

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- at risk due to their own family members mental health needs.
- Looked after or previously looked after.
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- living in a domestically abusive situation
- affected by parental substance misuse
- asylum seekers
- at risk of being part of a gang (contextual safeguarding)
- regularly absent from school
- attending alternative provision or subject to a managed move
- living away from home (frequent movers)
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living a transient lifestyle or living in a chaotic and unsupportive home situation, for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- speakers of another first language
- children that are subject to an Early help support, Child in Need Plan or Child Protection Plan
- are young carers

## **Categories of Abuse and Current Issues**

All staff receive regular and ongoing training in how to recognise and respond to the any signs or indicators of the four types of abuse:

**Sexual Abuse**

**Emotional Abuse**

**Neglect**

**Physical Abuse**

Here at Whitegate End, we use the following definitions taken from Working Together to Safeguard Children.

### **Sexual Abuse:**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Emotional Abuse:**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Neglect:**

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

provide adequate food, clothing and shelter (including exclusion from home or abandonment);

protect a child from physical and emotional harm or danger;

ensure adequate supervision (including the use of inadequate care-givers); or

ensure access to appropriate medical care or treatment.

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

### **Physical Abuse:**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Staff are also aware of and trained in responding to current and emerging issues:**

- Peer on Peer abuse including 'Upskirting'
- Serious violence
- Contextual safeguarding
- Female Genital Mutilation (FGM)
- Child Sexual Exploitation (CSE)
- PREVENT – preventing radicalisation and extremism
- Cyberbullying and e-safety including the use of social networking sites such as Facebook
- Guidance and/or policies pertaining to these issues can be found on the Safeguarding folder and is also included within this document in Appendix 1.
- Mixed, Unclear and Unstable Ideologies
- Filtering and monitoring

### **Possible Indicators of Abuse:**

The following is a list of warning signs which MAY be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems. They may suggest abuse if a child exhibits several of them or if a pattern emerges.

### **Possible signs of Physical abuse**

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries.
- Untreated injuries or lingering illness not attended to.
- Shrinking from physical contact.
- Fear of returning home or of a parent being contacted.
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over complicated behaviour or 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation.
- Deterioration in work
- Unexplained pattern of absences, which may serve to hide bruises or other physical injuries.

### **Possible signs of Emotional Abuse**

- Continual self-deprecation.
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Mental Health problems
- Depression, withdrawal.

### **Possible signs of Neglect**

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.
- Constant tiredness.
- Mental Health problems

### **Possible signs of Sexual Abuse**

- Bruises, scratches, burns or bite marks on the body.
- Scratches, abrasions or persistent infections in the anal or genital regions.
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the child's age – shown, for example in drawings, vocabulary, games and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Mental Health problems
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

**Possible Signs in older children**

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destruction behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-complicated behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Mental Health problems
- Depression.
- Changes in behaviour.

**Possible signs in young children**

- Over compliant behaviour.
- Mature sexual behaviour.
- Acting out aggressive behaviour (tantrums.)
- Tummy pains – no medical explanation.
- Child doesn't trust anyone.
- Air of detachment – don't care attitude.

### **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>15</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

**Child criminal exploitation** is a form of abuse where an individual or group takes advantage of an in-balance in power to coerce, manipulate or deceive a child into criminal activity.

### **Domestic abuse**

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

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

**Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse. Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident. Once a Key Adult (DSL) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to all DDSL's.**

**Our Key Adults are: Mr R Hollingsworth, Mrs L Bingham, Mrs J Nicholl, Miss F Morris & Mrs N Addyman. Our parents are fully aware that we are an Operation Encompass school. This is signposted in our entrance and on our website.**

## **Serious violence**

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

## **So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>16</sup> that requires a different approach (see following section).

## **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate

## **FGM**

**FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.**

### **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism<sup>18</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. <sup>19</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

### **The Prevent duty**

**All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard<sup>20</sup> to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.**

### **Sexual violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

### **Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence,

**The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.**

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Any concerns that this has taken place must be referred to the police.

## **What is FGM?**

- FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are 4 types of procedures:-
- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

## **Why is it carried out?**

There is generally a belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier
- Is FGM legal?
- FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

## **Potential Indicators:**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

## **Possible Signs:**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection

## **The 'One Chance' rule**

**As with Forced Marriage there is the 'One Chance' rule. It is essential schools take action without delay.**

## **The Prevent Agenda**

What is Prevent?

Prevent is part of CHANNEL, the Government's strategy to address terrorism. The main aim of Prevent is to stop people becoming terrorists or supporting terrorism. Prevent focuses on all forms of terrorist threats. E.g. international terrorism, far right extremists (among others).

The Government's Prevent strategy can be found at the following address:  
[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

The National Picture:

The police, Local Authorities, and our partner organisations are working together to help strengthen and empower our communities to reject those who want to cause harm. We work together and focus on three key themes:

- Safeguarding vulnerable individuals through the provision of advice and support and intervention projects.
- Working closely with institutions such as Universities, Schools, Prisons, Health, Charities and faith establishments.
- Challenging terrorist ideology by working closely with other local and national agencies, partners and our communities
- The Prevent Engagement Team of officers and police staff aim to encourage discussion ensuring that terrorism is prevented from taking root in our communities. They support the wider engagement activities already taking place in schools, places of worship and community groups. Through this work they aim to strengthen communities in order to challenge the ideologies and messages of hate which lead to terrorism.

## **"Prevent" at Whitegate End:**

At Whitegate End we recognise our role in keeping children safe and in particular our role in ensuring that our children are protected from the risk of radicalisation. Our role within the wider national prevent strategy is to protect our children from harm and to ensure that they are taught in a way that is consistent with the law and British values.

*Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.*

## DFE Prevent Strategy Guidance 2015

- We understand that the Prevent duty does not require teachers or other staff to carry out unnecessary intrusion into family life but as with any other safeguarding risk, we will take action when we observe behaviour of concern.
- All staff at school have received training on Prevent and on the “Channel Programme” which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism and the senior designated person for safeguarding will shortly be attending local authority organised training.
- We consider that effective engagement with parents and families is key as they are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns and point them to the right support mechanisms.
- We will maintain a culture of vigilance in terms of safeguarding in general and radicalisation in particular. We will seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

### If you have concerns about extremism

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children’s social care. **Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ above).**
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children’s social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

This statement should be read in conjunction with our Vision and Values at Whitegate End including British Values at Whitegate End which is available on the schools website.

## **Children Missing from Education**

This can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones. Staff must follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect, including sexual exploitation, and prevent the risk of them going missing in the future.

- Schools must have an admissions and an attendance register and school must inform the Local Authority of any pupil who is going to be removed from the admission register where the pupil:
  - Has been removed by parents and school has received written notification from the parent that they are being educated outside of the school system e.g. home schooling.
  - They have ceased to attend school and no longer live within reasonable distance of the school.
  - They have been certified by the school medical officer as unlikely to be fit to attend school before ceasing to be of compulsory school age.
  - The child is in custody for a period of more than four months and school does not believe they will return at the end of that period.
  - The child has been permanently excluded.

School must also inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## **Modern Slavery**

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Currently, victims of human trafficking who are identified by a 'first responder', including local authorities, can be referred to the NCA via the NRM (National Referral Mechanism) however this is on a voluntary basis and with the adult victim's consent. Children do not need to give their consent to be referred to the NCA.

Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA.

## **Filtering and Monitoring**

The 2023 KCSIE first referenced filtering and monitoring in Part two: The management of safeguarding where the onus was placed on governors and proprietors to do all they reasonably could to “limit children’s exposure to the above [online safety] risks from the school’s or college’s IT system.”

In KCSIE 2025, the expectation is that staff and those working in a professional capacity in school should also understand the importance of this. It should be part of induction training and regular safeguarding updates to provide staff with relevant skills and knowledge to safeguard children effectively.

## **Organisation or individuals using school premises**

Paragraph 377 has been added to clarify that allegations relating to groups or individuals that use the school premises (such as service providers that run extra-curricular activities) should be addressed using the school’s normal safeguarding procedures.

## **Forced marriage**

From February 2023, the law around forced marriage has changed. It’s now a crime to carry out any conduct where the purpose is to cause a child to marry before their 18th birthday, even if violence, threats or coercion are not used. This also applies to non-binding and unofficial ‘marriages’.

## **Roles and Responsibilities:**

### **Responsibilities**

All adults working with or on behalf of children have a responsibility to protect children and keep them safe. This is done by following the 4 R’s:

- Recognise unmet needs, risk factors, signs of abuse, harm and neglect
- Respond at appropriate level: offer of early help/support, CAF, alert DSP and/or Children’s Social Care
- Record in a factual, timely and appropriate manner. Ensure records are up to date and secure
- Refer to appropriate service/agency, sharing information to safeguard and protect children from harm

**All staff will read and understand part 1 and Annex A of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.**

**“Guidance for Safe Working Practice for the Protection of Children and Adults in Education Settings”**

### **At Whitegate End, we expect every member of staff to be aware of:**

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation .
- To seek advice and report to the designated lead any information that may cause concern regarding a child or potentially place a child at risk .
- understand the role of the designated persons
- attend in-school meetings when appropriate
- Keep confidential any information which has been shared on a need to know basis, by a designated lead.
- provide relevant information about children in their care to be shared at Case Conferences, Conference reviews, Core Group Meetings, Child in Need meetings and Early help meetings . This will be shared in the form of a report. Staff will ensure that all children are treated with sensitivity and respect.
- monitor any vulnerable child who is in their care
- have a general awareness of the possible indicators of abuse and neglect
- maintain appropriate confidentiality of all sensitive information.
- support a child who has made a disclosure.
- Participate in children's safeguarding training appropriate to their role and responsibilities.
- Receive at least annual updates which can be in the form of emails, bulletins, staff meetings/briefings.

### **The Head Teacher**

- ensures that the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- allocates sufficient time and resources to enable the DSL and Deputies to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils' safety and welfare is addressed through the curriculum
- reports to the Governing Body on a termly basis.
- completes the Oldham LSCB online audit and reports the outcomes to the Governing body.
- Communicates this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that

there is always adequate cover if the DSL is absent.

- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Ensuring the relevant staffing ratios are met, where applicable
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensures all Governors have section 128 checks carried out.

### **The Senior Designated Person(s)**

As set out in Annex B: Keeping children safe in education updated 2025

### **The designated safeguarding lead (DSL)**

The DSL is a member of the senior leadership team. Our DSL is Mr Rob Hollingsworth (Headteacher) The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours the DSL/Headteacher can be contacted by staff for staff to discuss safeguarding concerns.

- When the DSL is absent, the Deputy DSL – Mrs L Bingham (or Mrs J Nicholl, Miss F Morris or Mrs N Addyman in her absence) – will act as cover.
- If the DSL and deputies are not available, Mrs J Draper (Business manager) will act as cover (for example, during out-of-hours/out-of-term activities).
- The DSL will be given the time, funding, training, resources and support to:
  - Provide advice and support to other staff on child welfare and child protection matters
  - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
  - Contribute to the assessment of children
  - Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- The full responsibilities of the DSL and deputies are set out in their job description.

## **Managing referrals:**

### **The DSL is expected to:**

- Refer cases of suspected abuse to the local authority children's social care as required;
- Refer cases to the Channel Panel where there is a radicalisation concern as required;
- Support staff who make referrals to the local authority and the Channel Panel;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the police as required.
- Working with others

### **The DSL will:**

- Liaise with the other designated persons to inform of ongoing enquires under section 47 of the Children Act and police investigations;
- As required liaise with the LADO for all cases involving a staff member;
- Liaise with staff on matters of safety and safeguarding when deciding whether to refer by liaising with relevant agencies. Acting as a source of support, advice and expertise for staff.

### **Training:**

- The DSL (and deputies) should undergo training that provides them with the knowledge and skills required to carry out the role. This training should be updated/refreshed at least 2 yearly. They must also undertake Prevent awareness training.
- DSL s skills and knowledge should be refreshed at regular intervals but at least annually and this can involve e-bulletins, meeting other DSL's or simply taking the time to read and digest safeguarding materials.

### **DSLs should:**

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities' conduct child protection case conferences and child protection review conferences and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the schools child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **Raising Awareness:**

### **The DSL should:**

- Ensure the schools policies are known and used appropriately;
- Ensure the schools child protection policy is reviewed annually, procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- Where children leave the school or college ensure their child protection file is copied and then transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## **The Governing Body**

### **The Governing Body must ensure that school:**

- will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.
- The governing board will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- All governors will read Keeping Children Safe in Education.
- Has a DSL for child protection who is a member of the senior leadership team and who has undertaken training about their DSL role, including inter-agency working, in addition to basic child protection training
- systems to ensure that school complies with their duties under legislation
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents (available on the school website)
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher
- safer recruitment procedures that include the requirement for appropriate pre-employment checks
- a training strategy that ensures all staff, including the Head Teacher, receive child protection training annually or sooner if necessary and the DSP(s) receives refresher training annually
- Induction arrangements to ensure that all temporary staff and volunteers are made aware of the school's child protection provision and are appropriately trained
- a member of the governing body who is responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head Teacher.
- Appropriate monitoring and filtering processes in place to address the safety of children in accessing the internet.
- For the purposes of accountability the Governing Body will receive termly information with regards to safeguarding .

### **The Before and After School Club:**

The Before and After school club staff should follow the same roles, responsibilities and procedures for Whitegate End School as referred to above. If there is a disclosure made by a child before or after school opening hours, Mr R Hollingsworth, or Mrs L. Bingham or Mrs J Nicholl in his absence, should be contacted immediately.

### **Procedures**

If a member of staff has concerns about a child or a child or adult has made allegations of abuse the following procedures should be followed:

- complete confidentiality must not be promised
- listen
- avoid leading questions
- record the facts of the allegation on CPOMS. Include specific details of the allegation.
- this information received should only be discussed with the designated persons to ensure confidentiality of the person reporting the incident and the child involved
- pass the form to the designated person immediately
- the designated person will investigate any past concerns or allegations regarding that child or family noted in the Safeguarding Concerns File.
- the designated person will seek advice and/or refer to the appropriate agencies
- All staff at Whitegate End are aware of the need to alert Social Care or the Police, when they believe a child has been abused, or is at risk of abuse.
- Key points for staff to remember for taking action are:
- In an emergency take the action necessary to help and protect the child, for example, call 999;
- Report your concern to the DSL as soon as possible;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete a record of concern;
- Seek support for yourself if you are distressed.

### **If a pupil discloses to you**

- It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.
- If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on.
- The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

### **During their conversations with the pupils, staff will:**

- Allow them to speak freely;
- Endeavour to utilise a neutral translator if necessary;
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- Not be afraid of silences – staff must remember how hard this must be for the pupil;
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this;
- Tell the pupil that in order to help them, the member of staff must pass the information on;
- Not automatically offer any physical touch as comfort. It may be anything but comfort to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong;
- Tell the pupil what will happen next. The pupil may agree to go to see the designated safeguarding lead. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated safeguarding lead, the staff member should inform the DSL that the child will be coming to see them at some point;
- Report verbally to the DSL even if the child has promised to do it by themselves;
- Write up their conversation as soon as possible on the record of concern form and hand it to the DSL;
- Record the incident on CPOMS.
- Seek support if they feel distressed.

### **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. **Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.**

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all **peer-on-peer abuse is unacceptable** and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by reminding them regularly of who they can turn to for additional support including the Learning Mentor.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- Ensuring pupils mobiles phones are stored safely during the school day to avoid the opportunity to take images.

## **Sexting**

### **Responding to an incident**

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

## **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through the local MASH team or directly to the police.

## **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements are the same for all Child protection procedures.

## **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE/RSE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

## **Confidentiality**

Whitegate End Primary School seeks to put the child at the heart of the learning process and to provide a safe and secure learning environment. It seeks to implement the underlying principles of the Keeping Children Safe in Education guidance and to address the issues, which may arise about confidentiality. It is committed to developing creative and positive ways for the child's voice to be heard whilst recognising the responsibility to use, hold and safeguard information received. Sharing information unnecessarily is an erosion of trust.

The school is mindful that it is placed in a position of trust by all stakeholders and there is a general expectation that a professional approach will be used in all matters of confidentiality.

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse,

as this may not be in the child's best interests.

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputies)
- Confidentiality is also addressed in this policy with respect to record-keeping.

### **Children who may be vulnerable:**

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs.
- Living in a domestically abusive situation.
- Affected by parental substance misuse.
- Asylum seekers.
- Regularly absent from school.
- Attending alternative provision or subject to a managed move.
- Living away from home (frequent movers).
- Vulnerable to being bullied, or engaging in bullying.
- Living in temporary accommodation.
- Living a transient lifestyle.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality.
- Involved directly or indirectly in prostitution or child trafficking.
- Speakers of another first language.
- Subject to a Child Protection Plan.
- Exhibiting any changing behaviours that cause concerns.
- Missing from education.

## **Notifying parents**

The following statement will appear in the school's prospectus to inform parents of the schools' duty in respect of child protection:-

All the staff in our school have a duty to safeguard and promote the welfare of children. This duty is placed upon the school by Section 175 of the Education Act 2002.

This means that we have a Designated Safeguarding Lead for Child Protection. In our school this is Mr Hollingsworth. Deputy Safeguarding Leads are Mrs Bingham, Mrs Nicholl, Miss Morris and Mrs Addyman.

If we are concerned that a child may be at risk from significant harm or is being abused school is required to refer their concerns onto MASH/Social Care and the Police if necessary. In some circumstances this may happen without the consent or knowledge of parents/carers.

School also has a responsibility to act upon other concerns that they may have about a child's welfare in circumstances where there are no suspicions of child abuse. Examples of this may be when a child is demonstrating inappropriate behaviour, is involved in bullying, is failing to come to school or where difficulties at home are having an effect on the child's well-being. However, this list is by no means exhaustive.

### **This following statement is displayed in the school entrance.**

At Whitegate End we are committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. This means we have a child protection and safeguarding policy in place which we refer to on our website and in our prospectus. All staff (including supply staff, Governors and volunteers) must ensure they are aware of and follow these procedures.

If any parents and carers are concerned about a child's welfare, please record your concern, any observations or conversations and report to one of our Designated Safeguarding Persons.

Alternatively, please contact the Local Authority social care team on 0161 770 7777.

The Local Safeguarding Children's Board procedures instruct the school to contact Social Services first where sexual abuse is alleged / suspected.

## **Training and Support**

All staff will be regularly informed of developments in Child Protection through INSET and regular staff meetings. Staff receive Prevent training via an e-learning module. The DSL received WRAP training from the local authority in 2021 and DDSLs in 2022.

We will ensure that the Head Teacher, Senior Designated Person/s and the nominated governor for Child Protection attend training relevant to their role.

### **At Whitegate End, this means:**

- all staff are made aware of the Child Protection Policy Handbook and procedures
- all staff will be regularly updated by the designated persons of any changes in procedure
- all staff will undertake Child Protection training delivered by the DSL's or LA representative
- all staff will undertake e safety training and Prevent training

- the senior designated persons will receive training every 2 years in line with LSCB guidance and updates annually
- the named governor for Safeguarding will attend training
- the designated persons will report to Governors termly providing details of training undertaken and information regarding the number of referrals , of Children Looked After and children subject to child protection procedures.
- the designated persons are released to attend relevant training
- the designated persons will ensure that all staff will receive relevant information

### **Recording, Storing and Sharing Information:**

We are clear about the need to record any concerns about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

- all confidential information relating to pupils is stored in a locked cabinet in the alarm room .
- Only the designated persons and will have access to the cabinet.
- the key holders of the cabinet undertake to preserve the right to confidentiality of any child.
- Relevant information will only be shared on a 'need to know' basis, with appropriate staff that have regular contact with the pupil concerned.
- once any information of any necessity has been shared with a member of staff, that member of staff must undertake not to discuss the information with anyone
- Safeguarding Concerns forms are located in this policy or on school docs and once completed will be passed to the DSL.
- Staff will record any safeguarding concerns on CPOMS.
- The designated person will record the name of the child involved, the date and who reported the allegation in the safeguarding concerns file (CPOMS).
- the designated person will investigate any past concerns or allegations regarding that child or family noted in the safeguarding concerns file (CPOMS).
- the designated person will seek advice and/or refer to the appropriate agencies
- Child protection information will be stored and handled in line with Data Protection Act 1998 principles.

### **Information is:**

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure
- Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. All staff will use the electronic CPOMS system to record all safeguarding concerns ensuring a paper copy is recorded in each pupils file.
- Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen.

**When a pupil transfers to another school in this area:**

- If the child has 'a child protection plan' or is 'a child in need', a meeting will be held with the designated person from the receiving school, at which all relevant information will be transferred. If possible, both designated persons will attend the next case review.
- If the other school uses CPOMS then the information will be transferred accordingly through this safe network.
- If the child has 'a child protection plan' or is a "child in need" or has been in the past, or if concerns exist, a note will accompany the child's information to the new school, which indicates that the designated person is available for informal discussion if the new school considers it necessary.
- Confidential information on children in this position will be stored by this school indefinitely.
- Whitegate End has plans in place to ensure that relevant information is shared with the child's new school within no more than 5 working days.

**When a pupil transfers to a school in another area:**

- If a child whom the school has concerns about, or who has a 'child protection plan' or is classed as 'a child in need' "disappears", the school will make initial enquiries as to the whereabouts of the child.
- If the child can not be located the matter will be referred to the School Attendance Officer, who will investigate and report back to school.
- The school clerical staff will then complete a 'Missing Pupil Form'
- If a child transfers to a school in another area contact will be made with the school by telephone.
- The school will be informed that child protection information will be sent to them by recorded delivery.
- The designated person will check that it has arrived.
- Whitegate End has plans in place to ensure that relevant information is shared with the child's new school within no more than 5 working days.

### **Single Central Record:**

Keeping Children Safe in Education (updated 2025) sets out the schools responsibility to keep all staff details on the Single Central Record.

This will cover the following.

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school:
- Safer recruitment means that all applicants will (appropriate to the role & responsibility have the following:
  - Their identity checked;
  - A barred list check;
  - An enhance DBS check/certificate;
  - A prohibition from teaching check;
  - Further checks on people living or working outside the UK;
  - A check of professional qualifications: and
  - A check to establish the person's right to work in the UK
- Further information on details that school must keep can be found in 'Keeping children safe in education 2025'
- School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child (or vulnerable adult). School will follow DBS guidance on referrals as per the GOV.UK website.
- Allegations against professionals (staff and volunteers)

### **Safeguarding Staff from Allegations**

We must ensure children are safe and are happy in our care, we also have a duty of care towards our own staff who work for and with the children in our school family. Many aspects of this care are covered under various other related policies such as Health and Safety and Equality Policies. Whilst working with children is a wonderful vocation, it is also one in which adults can be vulnerable. This document is designed to help all who work with children in this school to be aware of situations or circumstances which could place them in a vulnerable situation and also to ensure that through a professional approach, we avoid such situations as much as is reasonably possible.

### **Key Principles and Professional Guidelines:**

The relationship between staff and pupils is a professional one. It is fully expected that staff in the school have a friendly and caring relationship with pupils; nevertheless, the basis of that relationship is professional not personal. It is suggested that a good test to apply is to reflect on whether the child's parents would be happy with the relationship if they were standing with you. Careful use of professional judgment and standards is required in such circumstances. See Teacher Standards for further clarification.

A personal relationship between staff and a pupil is inappropriate unless it is pre-existing and with the full knowledge and consent of the student's/pupil's parents or guardians and is also in keeping with the professional standards. Circumstances in which such a personal relationship are acceptable would be when your own children are friends with those in the school or when you have a personal relationship with parents of children in the school. It is not appropriate for a member of staff to meet with a pupil out of school hours or off school premises unless they are with their parents.

Unnecessary physical contact with pupils should be avoided. In some circumstances, physical contact between a member of staff and a pupil is necessary and beneficial; it might be, for example, that a Reception teacher might need to pick up a 5 year old who has fallen over in the playground.

In rare circumstances it may be appropriate for members of staff to use a physical intervention (Team Teach) in circumstances where a student is behaving in a manner which endangers him or herself or other people. See <http://bit.ly/SJReasonableForce> for clarification. In these situations, staff are advised to be very sensitive to the student's/pupil's likely reaction and to watch out for signs that the pupil is apprehensive or uncomfortable. When holding a child Team Teach principles will be followed at all times including the use of an observer with pupils having their own physical intervention plan and record.

When working with pupils on a 1:1 basis, other people (adults, colleagues or pupils) should be made aware, are present or the door should be open and viewing panels must be unobstructed.

Over-familiar words and actions, displays of affection, discussion of one's personal life or the personal life of the pupil are inappropriate. Sexual innuendo is wrong in all circumstances. Staff are advised to avoid actions, words or expressions that could be interpreted as suggesting that they have an emotional relationship with any pupil. In the professional staff-pupil relationship it is not appropriate to single a pupil out for favours or to suggest to a pupil that he or she is a special friend.

Personal email addresses, home or mobile phone numbers should not be given, asked for or used. In some circumstances where a member of staff has a child at the school, an exception can be made, but the staff member has to be aware of the risks involved and the Headteacher/SLE should be informed.

Pastoral matters should not be dealt with by personal email or using personal phone contacts. Only in the most exceptional circumstances, for instance, where there is well-founded concern for the unexplained whereabouts of a student, should pastoral matters be dealt with by using personal phone contact. If this is unavoidable, staff should prefix the number being dialed with the numbers 141 so their own mobile number is withheld. In any event, records of all contacts should be kept on the student file so that if it is necessary to use email or personal contact, the reason why will be specified in the written record. It is very difficult to envisage circumstances under which individual texting is appropriate except through official school channels.

It is not appropriate for pupils to visit a member of staff in their own home (unless the member of staff has a child in school and the visiting child has a reason to make a visit to the home or the child is visiting with their own parent(s)/carer(s) who have a personal relationship with the teacher). Where such a visit does take place it should be with the full knowledge and consent of either the school or parents/guardians. If possible, more than one adult should be present on such an occasion.

A gathering might be held as part of a celebration. This should be held in school or a public place. It is essential that professional criteria (e.g. all the pupils in a particular teaching, tutorial or sports group) rather than personal criteria (e.g. selected pupils only) are used for inviting pupils, that the event is held openly, and that the Senior Leadership Team are

aware of it. A risk assessment would have to be prepared on such an occasion. More than one member of staff should be at the gathering. Staff on such an occasion have a particular duty to ensure that professional standards are maintained and applied – even if pupils invited or involved are no longer pupils of this school.

Members of staff who in the course of their professional duties need to work on a one-to-one basis with a pupil (e.g. a piano lesson, a Maths tutorial, etc.) are advised to take care to ensure that the circumstances of the meeting or lesson are professional. These staff should be made aware of this document.

Staff are advised to use a room which has where other adults are in view and vision panels are in the door or keep the door open and ensure that colleagues know that the meeting or lesson is taking place. Meetings or lessons should be arranged during normal school hours or immediately before or after school when other members of staff are present.

Staff must avoid any action that could be interpreted as threatening or detrimental to the child's welfare.

Social networking sites pose risks for all staff in terms of professional integrity and the welfare of pupils. Staff should conduct themselves professionally inside and outside of the school context. Staff should not use these sites to contact or communicate with pupils. Pupils may post information which is inappropriate. Should staff become aware of inappropriate material about staff or governors, the school, or a pupil, the Senior Leadership Team should be informed and SLT will investigate the allegations and take appropriate action. Staff should not investigate it.

If staff are concerned about anything which has occurred or which has made them uncomfortable, they must discuss the matter with the DSL at the earliest opportunity. A written record, dated and signed, will be made of any such incident.

## **Managing Allegations**

- From September 2020 (KCSIE 2025) schools should follow their procedure for managing allegations against staff where someone may have been involved in an incident outside of school which didn't involve children, but could have an impact on their suitability to work with them (e.g. domestic violence).
- This procedure should also be used when allegations are made against supply staff, even if they're employed by an agency.
- When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended without prejudice where this is deemed to be the best way to ensure that children are protected.
- Allegations against staff should be reported to the Head Teacher.
- Allegations against the Head Teacher should be reported to the chair of governors.
- The Head Teacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO).
- The full procedures for dealing with allegations against staff can be found in the Allegations Policy.

### **Staff conduct:**

- Staff that are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the Designated Safeguarding Person.
- The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher. Complaints about the Head Teacher should be reported to the Chair of governors. The NSPCC whistleblowing helpline is 0800 028 0285.

### **Safer Recruitment**

- Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children safe in Education (2025) together with the local authority and the school's individual procedures.
- All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.
- All staff sign to confirm they have received a copy of the child protection policy; stating that they have read, understood and have adopted the expectations and principles of safeguarding children and safer working practices.
- When interviewing prospective employees at least one person will have received 'safer recruitment training.'
- School may carry out an online search as part of this process and in line with KCSIE 2025.

- School must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). School must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

### **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. Staff will not use their own devices to photograph children unless given permission to do so by the Headteacher.

Any photos taken should be transferred to the schools Markbook file and deleted from personal devices.

**We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.**

### **To protect pupils we will:**

- seek pupil's and parent's consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of the
- inform parents to refrain from posting pictures of their children in school uniform on social media
- inform parents to refrain from posting photographs of other children on social media.

### **e-safety**

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education.

- However, we know that some adults and young people will use these technologies to harm children.
- The harm may include sending hurtful or abusive texts and emails; enticing children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography, face-to-face meetings.
- The school's e-safety policy explains how we try to keep pupils safe in school.
- Children and young people may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.
- Guidance is available for parents on how to keep their children safe online. School staff will challenge attitudes and actions which may put children at risk of harm through social media.
- Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

### **Pupils staying with host families**

- Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.
- Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

**This policy should be read in conjunction with the schools policies, guidelines and procedures on:**

**Health & Safety Policy**

The school follows guidance laid down by the Local Authority. The school has a H&S policy in place which is reviewed annually and the evaluation of which leads to changes and updates. Changes and updates are shared with staff as soon as they are identified at briefing sessions or staff meetings. The school keeps records of accidents which are monitored by the Head teacher and Business manager and reported to the governors resources committee, and when required under the RIDDOR and LA guidance to the LA. The LA regularly monitors and audits compliance of H&S.

**Site Security Guidelines**

The site carries out daily checks which are logged. The School Business Manager and the Site Manager carry out termly Site walks which are reported to the Governors Premises committee.

**Fire Safety**

Procedures and records are maintained in the Fire Safety Log Book. Alarms are tested regularly and extinguishers are maintained. The school has termly Fire Drills which are reported to governors. Electrical testing is carried out in accordance with Health and Safety regulations.

**First Aid (*guidelines in staff handbook*)**

The school has a number of trained first aid staff in both buildings.

First aid boxes are kept in the front entrance and classrooms.

A list of the names of pupils who have specific medical requirements e.g. asthma, epilepsy, will be kept in the school's general office and shared with all staff including catering staff.

All cases that involve first aid are recorded on a first aid accident form. Serious incidents are reported to the LA.

The school follow the guidance laid out in circular 03/08 For RIDDOR reporting.(see Accidents Reports and health advice file)

**Medicines (*in IHP's*)**

The school can only administer medicines (i.e. antibiotics but *not* painkillers) prescribed by a doctor to be given four or more times a day. The school must have written parental consent before any form of medication can be administered. This will be administered by a First Aider logged and countersigned.

Children who are asthmatic are required to keep an inhaler at the school.

All IHPs are reviewed annually.

**Educational Visits**

The school's policy for educational visits follows the guidance and procedures laid down by the LA. (ORGEV Section 21 H&S Manual). All visits require authorisation and are subject to appropriate risk assessments. Through the EVOLVE system.

### **Notification of Hate Incidents and Bullying.**

The school monitors incidents of intolerance behaviour and reports weekly to the Local Authority (NOHIB) and termly to the Governing Body. Policies and procedures are outlined in the school's Anti Bullying, Equality, Intolerant Language, and Race Equality policies.

### **Healthy Eating**

The school has 'Healthy Schools' Status and has received the platinum tooth award. The school provides free milk and fruit to infant and nursery children.

### **Information sharing**

The school is compliant with relevant protocols for Data Protection.

### **Recruitment and Volunteers Guidelines**

*(school follows Guidelines outlined in Safe Recruitment training)*

Guidelines for the safer recruitment of staff are outlined in the OMBC Recruitment policy and follow the DfES guidance on safer recruitment. The Governing Body seek the advice of the Local Authority HR adviser when recruiting and selecting new staff.

At least one person conducting an interview will be trained in safer recruitment techniques. All staff who are employed by the school have a Disclosure and Barring Service (DBS) enhanced clearance. The School Business manager is responsible for ensuring the details of this are kept up to date on the schools Single Central Record (SCR).

Volunteers and students who have regular contact with children are also required to have DBS checks details of these are kept on the schools Single Central Record (SCR).

### **Managing Allegations Policy**

The school follows the guidance laid down by the Local Safeguarding Children's Board (LSCB) and are in the school's Safeguarding File.

### **Induction Procedures**

All new staff including volunteers, are required to undertake an induction process which includes:

Child Protection

Health & Safety

Guidance on professional conduct (staff handbook).

Financial aspects.

Safer online training

### **Visitors Policy**

Volunteers and visitors are expected to sign in on the schools Inentry system and display their lanyard (red for no DBS form ) and (Green for DBS form recorded on the schools SCR). Staff reserve the right to ask for identification (photographic) and may refuse anyone admittance without suitable verification.

### **Managing Allegations Policy**

Please refer to the separate, specific Managing Allegation Policy.

## **Teaching and Learning**

Appropriate risk assessments for curriculum activities and after-school clubs are carried out as are all trips and visits.

Explicit Safety is a part of the learning intentions in activities such as swimming, cooking, gardening, and PE.

Through circle time, PSHE, Dinosaur school and specific interventions opportunities are provided for children to develop their emotional literacy and express their feelings and concerns.

## **E-safety Policy**

School has an e-safety policy and ensures that e-safety is integral to all computing teaching and learning.

## **School Safe Procedure**

The school works with local partners in the "School Safe" system which alerts schools to any potential Stranger Danger incidents in the locality.

## **Behaviour Policy**

Our "Always" system underpins everyday life at Whitegate End. This was developed and agreed through consultation with the pupils and is understood by everyone. Behavioural expectations are consistently high, creating a very positive school ethos. These are outlined in our behaviour policy.

## **Attendance Procedures**

The school also uses electronic registration of pupils to ensure accurate recording and allow speedy follow up by the Learning Mentor for pupils whose absence is unexplained or concerning.

## **Drop off / Collection and Walking Home Procedures**

We do not have a specific policy for dropping children off at school. We would recommend that children are brought to school by an adult over 16 as we have very busy roads surrounding the school and there have been a number of accidents in recent years. There is no legal minimum age for walking to school but guidance says that parents who leave their children in the care of older siblings under 16 may be charged with negligence if something goes wrong.

- Children can only be collected from school by an adult over 16 years of age who is named by parents on the pick-up list.
- No adult other than those named will be allowed to leave the school with a child. In the event that someone else should arrive without prior knowledge, the school will telephone the parent/carer immediately and await their advice.
- If the nominated adult is going to be late to collect the child, the school office must be informed as soon as possible. If no one arrives to collect a child and the parent cannot be contacted within half an hour of the end of the school day / after school club, the school will contact social services to inform them we have an uncollected child on the premises.
- Children in year 6 may walk home from school with written parental permission. The school reserves the right to refuse permission for a child to walk home alone depending on the distance and any concerns the school may have at that time.

## **Photographs & Videoing**

- On admission to the school parents should sign a photographic permission form which is valid for the whole of their child's school career at Whitegate End.
- Parents can change this permission; if they wish do so, by writing to the Headteacher.
- This permission slip gives the school permission to use photographs of children within school, for example: in team photographs; the yearly school photograph; on labels; in their work; for artwork etc.
- It also means the school can publish pictures of children in groups to share with the school community in newsletters, and the prospectus.
- The school issues guidance to parents which states:
  - No child will be directly named/identified in a photograph.
  - Photographs will be of activities/groups of children and not of individuals.
  - The school will monitor its website and act swiftly to ensure the safety of children which is its highest priority.
- If the school does not have parent's consent your child will not be included in photographs.
- If parents wish to sign a new form they should request one from the school office. The school will assume that existing permission covers the areas mentioned in this guidance leaflet.
- If parents want to change existing permissions they must write to the school informing them of their wishes.

**We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.**

## **Website Policy**

We are committed to safeguarding the privacy of our website visitors; this policy sets out how we will treat your personal information.

## **Whistle blowing**

The school's Governing Body has adopted Oldham MBC Whistle blowing policy. This policy encourages and enables employees to raise serious concerns about the conduct of an employee. The policy respects confidentiality and helps employees to raise concerns without fear of reprisal.

## **Records Management Policy**

Records are defined as all those documents which facilitate the business carried out by the school and which are thereafter retained (for a set period in accordance with the retention guidelines established September 2013) to provide evidence of its transactions or activities. These records may be created or received, and then stored, in hard copy or electronically.

## **Guidance to Parents**

The school issues guidance to parents through newsletters, Home-School agreement, prospectus and individual notices, regarding

Access to school

Photographs

Dress Code

Code of Conduct

Behaviour

Intolerant Language & Behaviour

Staying healthy and safe.

EYFS – child collection procedure

Use of social media

## **Reference to Other Policies:**

Please refer to the policies listed below for further guidance on Child Protection and Confidentiality.

School Prospectus [Online]

OMBC Recruitment and selection policy & guidance

Cyber safety Policy

Behaviour Policy

Intimate care Policy

Supporting pupils with medical conditions

Additional information can be found in the following LA safeguarding policies on the Oldham LSCB, [http://www.oldham.gov.uk/lscb/info/5/policies\\_and\\_procedures](http://www.oldham.gov.uk/lscb/info/5/policies_and_procedures) :-

Oldham Local Assessment Protocol

Safer Recruitment

Pathway for sexually harmful behaviour by children

Child Sexual Exploitation

Further information on the above and other specific safeguarding concerns (below) can be found on the following: TES website: <https://www.tes.com/uk/>

NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>

Children missing from home or care;

Bullying including cyber/online bullying;

Domestic violence;

Substance misuse;

Fabricated or induced illness;

Faith abuse;

Forced marriage;

Gangs and youth violence;

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

Honour based violence;

Mental health;

Private fostering;

Sexting;

Teenage relationship abuse;

Modern slavery;

Hate crime.

**Conclusion.**

This policy will be reviewed annually by the Governing Body.



## Appendix 1 - Disclosure flowchart

### Receiving an Allegation/Disclosure of Abuse

Allegation made by:	Action to be taken
Letter Phone Call Anonymous phone call Third Child	Send to Designated person take notes & pass to Designated person Give the number of Social Services Ask if the child knows that they have told you. Inform The Headteacher/The designated teacher. Take lead from The Headteacher. Approach sensitively

Good practice would mean that the person to whom the child chooses to disclose, should listen and record as below, and not expect the child to repeat the information to a series of people

A member of staff receives an allegation of abuse (sexual, physical, inc assault on pupil.) This could be:

- ~ from a parent/other adult e.g. letter, meeting or telephone call
- ~ from a child who discloses abuse against themselves or another child



Member of staff should respond accordingly.

NB: Seek urgent medical advice/treatment, for a child if necessary



If written allegation

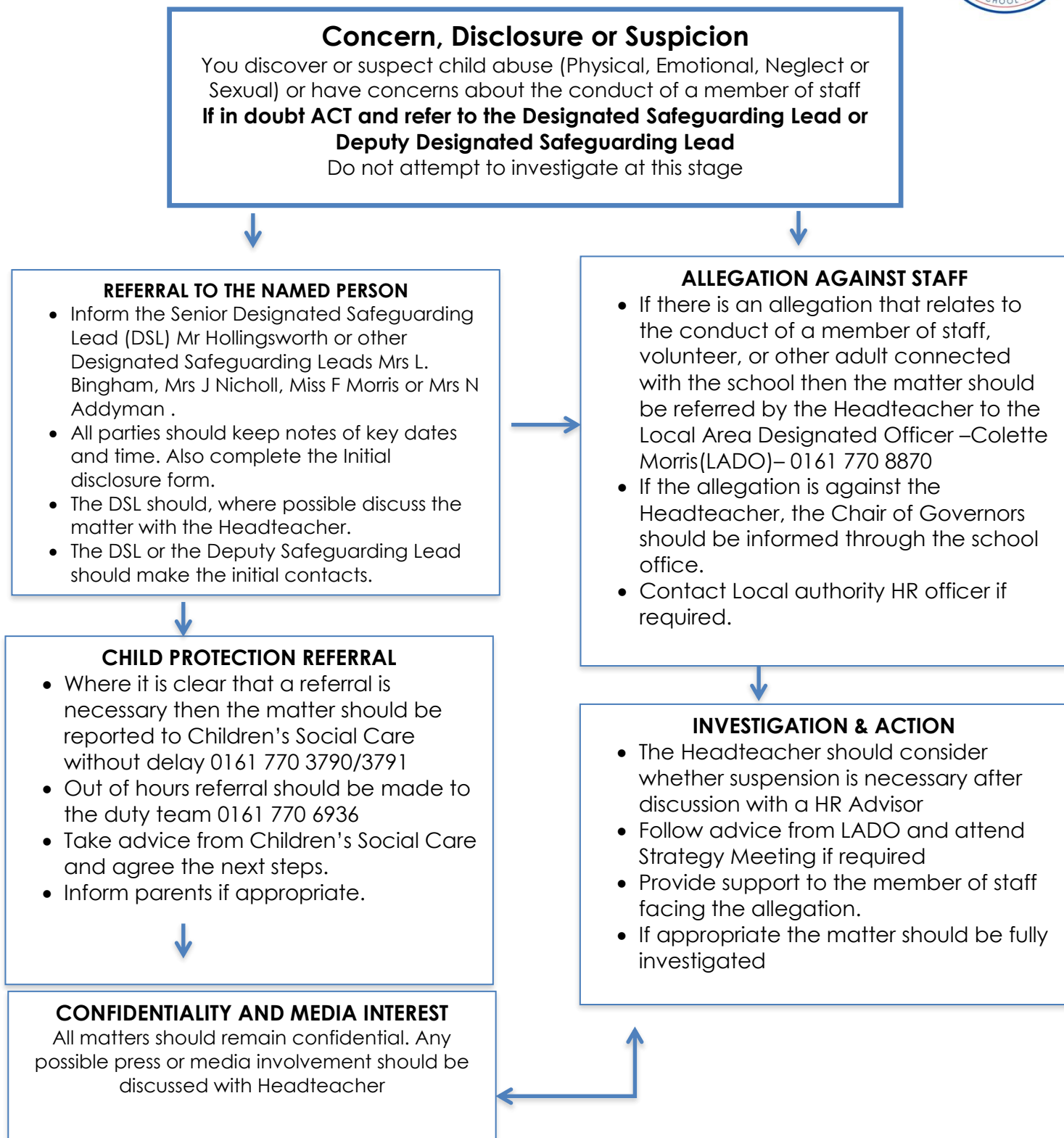
Take letter/recorded information to Designated teacher. If not available/ Head or Deputy

If verbal allegation

Do not promise confidentiality. Listen. Avoid leading questions Take the information seriously regardless of any previous allegations which the child may have made. Factually record the allegation including specific details of time, place, others present etc.



Designated teacher considers in the light of the type of abuse alleged, any previous concerns and evidence to support the allegation.



**Useful Telephone Numbers**

<p><b>Children's Social Care</b> 0161 770 7777</p>	<p><b>Local Area Designated Officer</b> Colette Morris and Wendy Nicholl – 0161 770 8870</p>
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