



Loreto High School Chorlton

Safeguarding and Child Protection Policy

Principles, processes and practice to secure pupils' safety and well-being

Approved: Draft February 2018 for approval

Procedure for Safeguarding Pupils

If you have a Safeguarding concern about any pupil you must

1. IMMEDIATELY inform the school's **Designated Safeguarding Lead** (DSL) or a member of the **School Safeguarding Team** DIRECTLY and IN PERSON
 - A. DO NOT delay
 - B. DO NOT discuss with another person before informing the Designated Safeguarding Lead
 - C. DO NOT explore the concern yourself
2. The **Designated Safeguarding Lead** will instruct you on what to do next and this must be completed within the timeframe set by that person.

What will happen next

1. The DSL will investigate the concern and decide whether further action is needed
2. They may or may not inform you of that decision

Possible actions

1. The DSL may decide to
 - A. address the concern directly to the family
 - B. refer the concern to social care services
 - C. contact the Police
 - D. refer the concern to the Local Authority Designated Officer
 - E. record the concern and take no further action

Key Contacts

- Designated Safeguarding Lead: **Jane Naughton**
- Headteacher: **Catherine Hughes**
- Chair of Governors: **Martin Hanbury**
- Vice-Chair of Governors: **Sister Patricia Goodstadt**
- Named Governor for Looked After Children: **Ann Wilson**
- Governor for Safeguarding: **Martin Hanbury** 0161 921 1495 or martin.hanbury@salford.gov.uk
- GMP Public Protection Investigation Unit: 0161 856 5171 or parklane.ppiu@gmp.police.uk
- LADO: **Majella O'Hagan** 0161 234 1214 or majella.o'hagan@manchester.gov.uk

Introduction

At Loreto, everyone has the right to feel safe, secure and supported. Safeguarding is our priority and all staff are aware of the procedures and have confidence to act with vigilance. We believe that everyone in our community has the right to be protected and to feel safe. We live in a time when the protection of children and young people is a prime concern within our society. Schools and those other agencies who work with children and young people have a moral and a statutory obligation to take every conceivable measure to safeguard and protect the children and young people they are responsible for. Within our school community we believe that safeguarding and protecting children and young people is of paramount importance.

At Loreto High School, Chorlton we are committed to the safeguarding and protection of our pupils and this commitment informs all our policies, procedure and practices.

At Loreto High School, Chorlton the safeguarding of all children and young people is everyone's responsibility.

This policy applies to all adults connected with the school, including permanent and temporary staff, volunteers and Governors. The policy has been developed in accordance with the principles established by the Children Acts of 1989 and 2004; the Education Act 2002, and in line with government publications *'Working Together to Safeguard Children'* (2015), the revised safeguarding statutory guidance *'Framework for the Assessment of Children in Need, and their Families'* (2000), *'Information sharing advice for safeguarding practitioners'* (2015) and *'What to do if You are Worried a Child is Being Abused'* (2015). The guidance reflects, *'Keeping Children Safe in Education'* (July 2015).

The Governing Body takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Our school fully recognises its obligation to safeguarding and protecting pupils and is committed to three key elements of safeguarding namely

1. **Prevention:** via a positive school atmosphere, teaching and pastoral support to pupils
2. **Protection:** by adhering to agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
3. **Support:** for pupils and school staff and to children who may have been abused

At Loreto High School, Chorlton we are proud to be part of an international network of Loreto schools and colleges and we will work to interpret and apply the international guidelines for Loreto Education within the context of England in the early 21st century.

Within our schools and college the story of Mary Ward will be re-interpreted to, and by, each new generation. Her vision and values will find expression in the experience offered to,

and shaped by, our students, parents, staff and governors. We are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and as educators we will stretch hearts as well as minds.

We encourage our students to become women and men who use their gifts and talents to make a difference both globally and locally; men and women of courage, who will challenge accepted notions and modes of society when they are at odds with the values for which we stand: Sincerity, truth, joy, justice, freedom, internationality and excellence.

We see ourselves as a family and such we have a duty of care to all within our school. We have around 750 pupils and employ approximately 130 staff. In addition, we employ outside agencies such as CARITAS, therapies and peripatetic music teachers through One Education. The well-being of all our pupils is of paramount importance to us.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental **British Values**. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

The Headteacher, **Catherine Hughes** or, in her absence, the authorised member of senior staff, **Jane Naughton**, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people. At Loreto High School, Chorlton the safeguarding of all children and young people is everyone's responsibility

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Loreto High School, Chorlton. This policy complements and supports other relevant school and Local Safeguarding Board policies.

Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in '*Working Together to Safeguard Children*' (2015), Loreto High School, Chorlton will work in partnership with other organisations where appropriate to identify any concerns about pupils' welfare and take action to address them.

Practice

The following section describes the necessary practice required to be in place to safeguard and protect pupils. It addresses safeguarding and protection across several dimensions and contexts and considers threats to pupils' well-being in their various forms.

Definitions of abuse and neglect

- **Physical Abuse** - Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or young person. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child or young person whom they are looking after. This situation is commonly described using terms such as fabricated illness by proxy or Munchausen Syndrome by proxy.
- **Emotional Abuse** - Emotional abuse is the persistent emotional ill treatment of a child or young person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to children or young people that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children and young people. It may involve causing children and young people to feel frightened or in danger, or the exploitation or corruption of children or young people. Some level of emotional abuse is involved in all types of ill treatment of a child or young person though it may occur alone.
- **Sexual Abuse** - Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person is aware of what is happening. The activities may involve physical contact, including penetrative (rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children or young people in looking at, or in the production of, pornographic material, or watching sexual activities, or encouraging children or young people to behave in sexually inappropriate ways.
- **Neglect** - Neglect is the persistent failure to meet a child's or young person's basic physical or psychological needs, likely to result in the serious impairment of their health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child or young person from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to basic emotional needs.

Recognition of Abuse or Neglect

Abuse or neglect of a child or young person is caused by inflicting harm or by failing to act to prevent harm. Children or young people may be abused in a family or in an institutional or community setting by those known to them or more rarely by a stranger.

At Loreto High School, Chorlton we recognise our duty to remain vigilant at all times in order to enable us to identify abuse or neglect and engage efficient and effective processes for the reporting of abuse and neglect. We are conscious that abuse or neglect may be caused by a range of people including members of our own staff and pupils attending the school. We are

committed to the practices of safe recruitment, support for staff in stressful situations and positive behaviour support for pupils who display challenging behaviour.

Signs and Symptoms of Abuse

The signs and symptoms of abuse are many and varied and are often difficult to distinguish from indicators which occur from a non-abusive accident, incident or experience. For pupils with disability, determining whether a sign or symptom which causes concern is a result of abuse can be very difficult. However, **all members of the school community** are obliged to remain highly vigilant at all times and report any concerns they have immediately. Members of staff should be aware of the following signs and symptoms of abuse

Physical Abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns.
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes

- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Pain, itching, bruising or bleeding in the genital or anal areas
- Genital discharge or urinary tract infections
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections.

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Frequent unexplained absence
- Frequently caring for siblings

Responding to Safeguarding Concerns

Swift and immediate action is required of all members of the staff team where there is a concern for a pupil's well-being. All members of staff have a duty and responsibility for all

pupils in the school in respect to safeguarding concerns. Safeguarding concerns cannot be passed from one member of staff to another but must be brought promptly to the attention of the **Designated Safeguarding Lead**, Jane Naughton or one of the following deputies:

1. Joe Quinn
2. Andrea Watson
3. Angela Bramwell
4. Catherine Hughes
5. Laura Mitton
6. Lyndsey Meechan
7. Dion Taylor-Bell
8. Alison Botfield Richards

Dealing with Disclosures of Abuse or Neglect

It is recognised that a pupil may seek you out to share information about abuse or neglect or talk spontaneously individually or in groups when you are present. In these situations YOU MUST:

- Listen carefully to the pupil. DO NOT directly question the pupil.
- Give the pupil time and attention.
- Allow the pupil to give a spontaneous account; do not stop a pupil who is freely recalling significant events.
- Make an accurate written record of the information you have been given taking care to record the timing, setting and people present, the pupil's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the pupil's own words where possible.
- Explain that you cannot promise not to speak to others about the information they have shared - do not offer false confidentiality.
- Reassure the pupil that:
 1. they have done the right thing in telling you;
 2. they have not done anything wrong;
- Tell the pupil what you are going to do next and explain that you will need to get help to keep him or her safe.
- DO NOT ask the pupil to repeat his or her account of events to anyone.
- Report immediately to the **Designated Safeguarding Lead**, the **Headteacher** or a member of the **School Safeguarding Team**.

Ethos

Our primary objective as a school community is to provide a safe and secure learning environment for our pupils. This objective is driven by our moral obligation to ensure pupils' well-being and by our pedagogical knowledge that pupils are only equipped to learn when they feel safe. Pupils must feel safe with us, safe from one another and safe within their families and homes.

Our practice must be characterised by a caring and nurturing ethos supported by our knowledge of individual pupils. We must work closely with our pupils in order to establish trusting and honest relationships. However, we must be clear with them that we cannot guarantee that everything they tell us is treated confidentially. Therefore, we are obliged to explain to pupils that sometimes it may be necessary for us to report their discussions with us to another person or agency.

Loreto High School, Chorlton aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in '*Working Together to Safeguard Children*' (2015) and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

Loreto High School, Chorlton is committed to supporting the delivery of effective early intervention using '*The Multi- Agency Levels of Need and Response Framework*'. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.

Loreto High School, Chorlton will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

The Curriculum

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

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British Values of tolerance, respect and empathy for others. There is access to a range of extra-curricular activities, information and materials from

diverse sources which promotes these values and supports the social, spiritual and moral well-being and physical and mental health of the pupils.

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

Loreto High School, Chorlton takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation such as Child Sexual Exploitation, Radicalisation and Extremism, Forced Marriage and Female Genital Mutilation.

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

Attendance and Exclusions

Loreto High School, Chorlton recognises the rigorous management of pupil attendance is a critical element in ensuring that safeguarding practice is effective and robust. Consequently, in accordance with the school's Attendance Policy, absences, late arrivals and persistent absenteeism will be rigorously recorded, monitored, analysed and effectively addressed. In partnership with the appropriate agencies, the school will take action to pursue and address all unauthorised absences in order to safeguard the welfare and well-being of all pupils.

The Attendance Policy identifies how individual cases are managed and how we work proactively with parents and carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

We implement the statutory requirements in terms of monitoring and reporting Children Missing Education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

The school will only place pupils in an alternative educational provision which is a registered provider and has been quality assured. Children and young people who require access to alternative provision will have a personalised learning plan designed to meet their needs.

The DSL will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

Record Keeping

Loreto High School, Chorlton will keep and maintain up to date information on pupils on the school roll including where and with whom the pupil is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life. We have purchased installed CPOMs (<http://www.cpoms.co.uk/>) and it is our intention to begin using it from March 2018.

Safeguarding and child protection records must be retained by all educational establishments until the pupil's 25th birthday, unless the records are transferred to a new establishment when the child transfers to a new provision. At the point of the pupil transferring to another educational establishment, all formal records should be sent within 15 working days. The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.

Roles and Responsibilities

The Headteacher of Loreto High School, Chorlton will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers
- The safe recruitment and selection of staff and volunteers is consistently and effectively secured
- A Designated Safeguarding Lead for safeguarding and child protection is identified and receives appropriate on-going training, support and supervision
- Sufficient time and resources are made available to enable the DSL to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate
- All staff and volunteers receive appropriate training which is regularly updated according to local, regional and national guidance
- All temporary staff and volunteers will be made aware of the school's Safeguarding and Child Protection Policy and the corresponding practices and processes
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed promptly, sensitively and effectively
- Parents and carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school prospectus
- Ensure that the Safeguarding and Child Protection policy is available on the school's web-site
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure pupils are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities including Child Sexual Exploitation, radicalization and extremism

The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the nominated Governor for Safeguarding and receives appropriate training
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead. **Martin Hanbury** is the Safeguarding Governor
- **Jane Naughton** is designated to take lead responsibility for safeguarding within the school
- The school's Safeguarding and Child Protection Policy is reviewed annually and appropriate changes are made to ensure the school complies with local, regional and national safeguarding procedures
- The school operates safe recruitment and selection practices including the appropriate use of references and checks on new staff and volunteers
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities including Child Sexual Exploitation, radicalization and extremism

The Designated Safeguarding Lead has a specific responsibility for continuously promoting the importance of safeguarding and child protection and supporting the well-being of all pupils in the school.

The Designated Person will:

- Act as the first point of contact with regards to all safeguarding and child protection matters
- Attend up-dated Designated Safeguarding Lead training every two years
- Provide relevant information to the all partners and agencies on how the school carries out its safeguarding duties
- Provide support and training for staff and volunteers
- Ensure that the schools actions are in line with the MCSB Safeguarding Inter-Agency Procedures. Guidance on these procedures may be found on MSCB website at <http://www.manchesterscb.org.uk>
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a pupil
- Keep well-ordered records of all referrals to Children and Families Services and any other agencies related to safeguarding children
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction and update all staff and volunteers regularly

- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role
- Manage and keep secure the school's safeguarding records
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child
- Liaise with the Headteacher about any safeguarding issues
- Ensure that the Safeguarding and Child Protection Policy is regularly reviewed and up-dated
- Keep up to date with changes in local, regional and national policy and procedures and be aware of any guidance issued by the DfE concerning Safeguarding
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school retaining a copy of the file
- Monitor attendance in the school on a daily basis and provide the Headteacher with a weekly report of the data on persistent absence

Safer Recruitment and Selection of Staff

The school's recruitment and selection policies and processes adhere to the DfE guidance *'Keeping Children Safe in Education'* (July 2015).

The Headteacher and Governing Body will ensure that all external staff and volunteers who have direct contact with pupils will have current DBS checks in place.

The school will fully comply with its **Safer Recruitment Policy** which is available at

<http://loretochorlton.org/wp/our-policies/>

Working With Other Agencies and Partners

Loreto High School, Chorlton has developed effective links with other relevant agencies for example, the Local Authority, Children's Social Care, Channel, GMP, NHS and the MSCB and co-operates as required with any enquiries regarding child protection issues. The school will notify social care if:

- A child subject to a child protection plan is about to be permanently excluded
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school
- It has been agreed as part of any child protection plan or core group plan

Confidentiality and Information Sharing

It is important to ensure that matters relating to the safeguarding of pupils are treated in the strictest confidence. Consequently any member of staff with a safeguarding concern is required to address this concern with a member of the School Safeguarding Team. Under no circumstances should safeguarding concerns be discussed with colleagues or any person

outside the school. Breaches in confidentiality will be addressed through the school's and Local Authority's disciplinary procedures.

Information in relation to safeguarding concerns will be shared on a need to know basis and may result in members of staff not being fully informed about issues relating to certain pupils. Sometimes, members of staff may report concerns and never learn the consequences of their report despite the fact that significant changes have been brought about for the pupil's well-being.

However, where the sharing of information is vital in order to safeguard pupils, the issue of confidentiality is secondary to the pupil's need for protection. In these cases a Designated Safeguarding Lead may elect to inform key individuals about specific elements of the case.

Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties, including other agencies, with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties **but may be waived in the circumstances set out below.**

In some circumstances, achieving consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Where consent cannot be obtained to share information or consent is refused or where seeking it may undermine the prevention, detection, or prosecution of a crime the practitioner must judge from the facts whether there is enough public interest to justify sharing information. A concern in relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.

The Public Interest test means that practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. The decision making process must weigh up what might happen if the information is shared against what might happen if it is not shared. Schools should identify their scheme of delegation for such decision making. However it should also be clear that every practitioner has a professional responsibility to share information without delay when there are concerns about harm to a child.

Further guidance on information sharing can be found at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

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

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with pupils that they cannot promise to keep secrets.

Continuous Professional Learning

In accordance with *'Keeping Children Safe in Education'* (July 2015) all staff will receive training in safeguarding and child protection at induction and annual Level One Child Protection training. We have weekly Safeguarding Briefings for staff to regularly update them.

All staff should receive appropriate child protection training which includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child and how to record a concern about the welfare of a child.

The Designated Safeguarding Lead will receive appropriate training every two years. All staff will receive appropriate child protection training at least every three years.

All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, E-Safety and Preventing Violent Extremism.

Recording and Reporting Concerns

All staff, volunteers and visitors have a statutory duty to report any concerns about the welfare and safety of a child and all such concerns must be acted upon immediately. If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system

Informing Parents or Carers

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

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

Domestic Abuse

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

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

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service Contact Centre will be contacted as soon as possible.

Forced Marriage

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

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

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

Female Genital Mutilation

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

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals to notify the police when they discover that FGM appears to have been carried out on a girl under 18.

Honour-based violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. 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.

Preventing Radicalisation and Extremism

At Loreto High School, Chorlton we are committed to actively promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Consequently, pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff have due regard to the need to prevent people from being drawn into terrorism and draw upon The Prevent Duty Guidance, DfE Guidance '*Keeping Children Safe in Education*' (2015) and specifically DCSF Resources '*Learning Together to be Safe*', '*Prevent: Resources Guide*', '*Tackling Extremism in the UK*' and the DfE's '*Teaching Approaches that help Build Resilience to Extremism among Young People*' (2011).

When operating this policy, we will use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas.'

Staff will have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideologies. Being drawn into

terrorism includes not just violent but non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted.

The Department for Education has launched a helpline for anyone concerned about a **child who may be at risk of extremism**, or about extremism within an organisation working with children and young people. Email: counter.extremism@education.gsi.gov.uk or telephone: 020 7340 7264.

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

Loreto High School, Chorlton is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies. An updated risk assessment has been completed.

Peer on Peer abuse

Keeping Children Safe in Education (Page 19), 2016 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'. The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, 'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the **best** interests of the child at their heart.'

At Loreto High School, we continue to ensure that any form of abuse or harmful behaviour including sexting is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

E-Safety

Loreto High School, Chorlton has an E-Learning Policy which recognises that E-Safety is a safeguarding issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and the school has a duty to provide children and young people with quality access as part of their learning experience.

It is the duty of Loreto High School, Chorlton to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

Loreto High School, Chorlton will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

Child Protection Conferences and Core Group Meetings

Members of staff may be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the pupil as possible. A child protection conference will be held if it is considered that the pupil is suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information may be shared with the parents/carers.

Managing Allegations Against Adults Within School or Other Agencies

Allegations against members of school staff or associated professionals and practitioners should be guided by the document '*Safeguarding Children in Education: Dealing with Allegations of Abuse Against Teachers and Other Staff*' (reference: DFE-00129-2015). This document is the basis of the procedure outlined below.

If you have information which suggests an adult who works with children or young people has:

- behaved in a way that has harmed or may have harmed a child or young person
- possibly committed a criminal offence against, or related to, a child or young person
- behaved towards a child or young person in a way that indicated she or he is unsuitable to work with children or young people

you should speak immediately with a member of the School Safeguarding Team. The Designated Safeguarding Lead will refer the matter to the Local Authority Designated Officer (LADO).

- The LADO is **Majella O'Hagan** who can be contacted on

0161 234 1214 or majella.o'hagan@manchester.gov.uk

The Designated Safeguarding Lead **must not conduct** an initial investigatory interview. The Local Authority Designated Officer will advise on a suitable course of action for the school to take.

If a member of the School Safeguarding Team or the Designated Safeguarding Lead is implicated in the concerns you should discuss your concerns **directly** with the Local Authority Designated Officer on 0161 234 1214 or majella.o'hagan@manchester.gov.uk

It is recognised that some pupils may fabricate allegations against members of staff at times. It is essential that the circumstances around these allegations are investigated immediately by a member of the School Safeguarding Team. A written record of this initial investigation must be made.

Following this investigation the person leading the investigation may decide either to take no further action or make a referral to the Local Authority Designated Officer. Whichever course of action is decided upon, a written record of this decision including the reason or reasons for the decision must be made.

Serious Case Reviews

The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

If required Loreto High School, Chorlton will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

Visitors

All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times.

Bookings

Loreto High School, Chorlton operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils or staff.

Conclusion

We live in a time of rapid social change and turbulence in which the safeguarding and protection of children and young people is becoming increasingly complex and problematic. As a caring, progressive and innovative learning community Loreto High School, Chorlton regards the safeguarding and protection of its pupils as its first and fundamental responsibility. Consequently, all members of staff, Governors, volunteers and adults associated with the school are committed to working together to ensure the safety and well-being of the children and young people we are privileged to work with and for.

At Loreto High School, Chorlton the safeguarding of all children and young people is everyone's responsibility.

All staff must read section 1 of Keeping Children Safe in Education 2016.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping children safe in education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

Key areas highlighted in section 1 with specific guidance are:

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults

- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

This policy must be read in conjunction with all other relevant school policies including

- Administration of Medicines
- Behaviour and Anti-Bullying Policy
- Equalities Information and Objectives
- E-Safety
- Equal Opportunities
- Extended Schools Activities
- External visitors and speakers
- Health and Safety
- Letting to External Organisations
- Looked After Children
- Physical Interventions/Restraint
- Safer Recruitment
- Sex and Relationships Education
- Special Educational Needs
- Educational Trips and Visit
- Work Experience and Extended work placements

For further information, guidance and policies visit MSCB website @ www.mscb.org.uk:

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment

Approved: Draft Dec 2017

Next review: December 2018

Appendix A

Key Contact Information

Manchester Contact Centre 0161 234 5001

mcsreply@manchester.gov.uk

Manchester Social Services

Longsight District Centre

523 Stockport Road

Manchester

M12 4LL

0161 225 9293

Etrop Court,

25 Rowlands Way,

Civic Centre,

Wythenshawe,

M22 5RG

0161 219 2889

Trafford Contact MARAT information

[https://www.trafford.gov.uk/residents/contacts/secure/multi-agency-referral-and-assessment-team-\(marat\).aspx](https://www.trafford.gov.uk/residents/contacts/secure/multi-agency-referral-and-assessment-team-(marat).aspx)

0161 912 5125

marat@trafford.gov.uk

Children's Social Care Out of Hours

Bolton

<http://boltonsafeguardingchildren.org.uk/concerned-about-a-child/>

Bury

Tel: 0161 253 6606

Manchester

Tel: 0161 234 5001

Fax: 0161 255 8266

Rochdale

Out of hours emergencies 4.45pm - 8am

Monday-Friday and anytime weekends and Bank Holidays

Tel: 0300 303 8875

Salford

Tel: 0161 794 8888

Stockport

Tel: 0161 718 2118

Trafford

Tel: 0161 912 2020

Tameside

Monday to Friday outside office hours and weekends and public holidays

Tel: 0161 342 2222

Wigan

Tel: 01942 828 300

After 8pm: 0161 834 2436

Appendix B Links to KCSIE Section one

- bullying including cyberbullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice for parents on cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

- children missing education – and Annex A

<https://www.gov.uk/government/publications/children-missing-education>

- child missing from home or care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- child sexual exploitation (CSE) – and Annex A

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE Guidance Core Document 13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591905/CSE Guidance Annexes 13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591905/CSE_Guidance_Annexes_13.02.2017.pdf)

- domestic violence

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

- drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

- fabricated or induced illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

- faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

- female genital mutilation (FGM) – and Annex A

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

- forced marriage- and Annex A

<https://www.gov.uk/guidance/forced-marriage>

- gangs and youth violence

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

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

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

- hate

<http://educateagainsthate.com/>

<https://www.nga.org.uk/Guidance/Pupils-and-parents/Pupil-wellbeing/Guidance-on-school-trips-and-supporting-pupils-fol.aspx>

[http://www.gmp.police.uk/live/nhoodv3.nsf/WebAttachments/9BF5D755388167C280257E59003896DB/\\$File/DFS%20-%20School%20Security%20Booklet%20\(2\)%202015.pdf](http://www.gmp.police.uk/live/nhoodv3.nsf/WebAttachments/9BF5D755388167C280257E59003896DB/$File/DFS%20-%20School%20Security%20Booklet%20(2)%202015.pdf)

- mental health

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- missing children and adults

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

- private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- preventing radicalisation – and Annex A and recognising the terrorist threat

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat>

- relationship abuse

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

- NSPCC Whistleblowing helpline

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>