



SAFEGUARDING & CHILD PROTECTION POLICY & PROCEDURES

2024

Our Mission Statement

Our Lady of Grace RC Primary School recognises that each member of our community is unique and made in the image and likeness of God. Our School will encourage each member:

Through **WORK**, to develop his or her potential

Through **WORSHIP**, to learn to know and love God and His world

Through **WITNESS**, to proclaim to all the peace, joy and glory of God

As Catholics we live our faith through all aspects of our lives. Our Mission Statement underpins our thinking when implementing this procedure

This policy has been written considering the following documents (all available at www.ourladyofgracercprimaryschool.co.uk or on request)

- Keeping Children Safe in Education 2024
- Whistleblowing Policy
- Staff Code of Conduct
- Recruitment Procedure
- Mental Health & Behaviour in Schools
- NSPCC CASPAR Briefings
- Behaviour & Anti Bullying Policy
- E-Safety Policy & Education for A Connected World Framework
- Children Missing in Education/Attendance Agreement

First Endorsed:	2015
Updated:	2024
Reviewed:	Premises Committee/Full Governing Body 2024
Next Review:	Premises Committee/Full Governing Body 2025

School Designated Safeguarding Lead – Mr T Collins (available via school office)
School Deputy Designated Safeguarding Lead – Mrs A Casey (available via school office)
Safeguarding Governor – All Safeguarding Concerns should be reported to Mrs J Edgar (Chair)
(available via school office)
Local Authority Designated Officer – Mr M Gay 01612536168
NSPCC Helpline - 08088005000



This is a working document used in conjunction with Safeguarding Partner guidance. All staff have access to it, including supply staff. Guidance is stored in the Safeguarding Folders & on the School Website.

SCHOOL SAFEGUARDING POLICY STATEMENT

Safeguarding is everyone's responsibility. The best interests of the child are always considered. We personalise our safeguarding practice to our context. All staff at school are kept aware of the policies, procedures & systems which support safeguarding. Working with the Local Authority we aim to provide Early Help Support to families as soon as problems emerge. All staff & Governors have received Level 1 Safeguarding Training. Stakeholders receive annual updates in the form of staff meetings/briefings/memos etc. The Headteacher (DDSL), Deputy Headteacher (DSL) have received Level 3 Safeguarding Training. The SEND Lead has completed Level 2 Safeguarding Training. All adults who are working with children on site must provide photo ID & have a DBS certificate. The Single Central Record is a 'live document & updated regularly. Our Lady of Grace is committed to creating a culture of vigilance. School ensures that children are regularly taught about staying safe. This policy applies to supply or temporary staff.

Governors & Staff at Our Lady of Grace recognise that all children & young people deserve the best start. They have a right to be protected, safe from harm & cared for. School has a responsibility to ensure child welfare is paramount regardless of gender, disability, language, racial origin, religious beliefs or sexual orientation.

All adults have a responsibility to report concerns which come to their attention to the Designated Safeguarding Lead, such as disclosures of abuse or concerning behaviour. Such concerns will be responded to swiftly & appropriately. We pay attention to what children say & feel. Staff reassure victims that their disclosures are being taken seriously & that the victim will be offered appropriate support. Children should never be made to feel ashamed. It is important that staff consider the context of the child. For example – the influence of older siblings. Staff know that Safeguarding Concerns should be submitted using the Safeguarding Concern Form.

The key objectives of this policy are:

- To explain the responsibilities Our Lady of Grace staff & volunteers have in respect of child protection;
- To provide staff with an overview of child protection legislation & definitions;
- To ensure help and support meets the needs of the children as soon as problems emerge.
- To protect children from all maltreatment whether inside or outside the home (including online)

We are also committed to protecting children through a careful recruitment & selection process, a whistle blowing policy, ongoing supervision & guidance on appropriate behaviour.

All involved in Our Lady of Grace RC Primary School will be made aware of this policy & what to do if they have any concerns. **This policy will be reviewed every 12 months.**

Legal Context

The following procedures reflect the principles contained within United Nations Convention on the Rights of the Child (UNCRC) ratified by the United Kingdom in 1991 & the Human Rights Act 1998.

The Children Act 1989 sets out the legislative framework for safeguarding & promoting the welfare of children. It states that the welfare of the child is paramount in all situations & that children have the right to be involved in decisions that may affect them.

The act introduced the concept of '**significant harm**' as the threshold that justifies compulsory intervention into family life by the local authority. Children who have suffered &/or are likely to suffer abuse or significant



harm are often considered to be **children in need**. Under the act, children in need are children whose health/development is likely to be impaired without the provision of appropriate services.

The Children Act 2004 underpins Every Child Matters, Change for Children programme & builds on the principles established in the 1989 act.

Working Together to Safeguard Children (2023) on the school website is key government guidance which sets out how all organisations should work together to promote children's welfare & protect them from abuse & neglect. It states that every organisation should have clear procedures in place for dealing with concerns or suspicions of abuse & that these should be in line with the Local Safeguarding Children Board procedures.

What is abuse?

Recognising child abuse or maltreatment is not easy & it is not your responsibility to decide whether or not a child has been abused. However, it is your responsibility to pass on concerns. **Both** mental & physical health are relevant to safeguarding & the welfare of children. All staff, but especially the designated safeguarding lead (& deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms & children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, & serious youth violence.

Abuse, neglect and exploitation?

Abuse, neglect & exploitation are forms of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused, neglected or exploited by an adult or adults, or another child. School recognises that children can be impacted by seeing and/or hearing the abuse, neglect or exploitation of others.

Physical Abuse

Physical Abuse is 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.

Example of warning signs

Unexplained or unconvincing explanation of recent injuries

Bruises which have a distinct shape or pattern, like handprints, grasp or finger marks or lingering illnesses

Unusual aggressive or passive behaviour

Emotional Abuse

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

Examples of warning signs

A child who is constantly blamed for things that go wrong
A child who is made to carry out tasks inappropriate to their age
A child in a household where there are arguments & violence

Sexual Abuse

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 or 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.

Examples of warning signs

A child who displays sexual knowledge or behaviour inappropriate for their age
Injuries or unusual appearance to private areas of the body
A child who is being encouraged into a secretive relationship with an adult
A child who hints at sexual activity through words, play or drawings

Neglect

Neglect is the persistent failure to meet a child's basic physical &/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 & shelter (including exclusion from home or abandonment);
- protect a child from physical & emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

Examples of warning signs

- A child with illnesses that have not been treated
- A child who is constantly hungry or tired
- A child who lacks needed medical care

Online Safety

The UK Council for Internet Safety Guidance has been read by the DSL & is available to all staff (school website). School ensures that all Learning Objectives (age appropriate) from the UKCIS Guidance are covered by our Computing/PSHE Curriculum. Please also see the E-Safety Policy (school website)

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, &/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including: Acquisition of money, clothes, mobile phones etc without plausible explanation, gang-association &/or isolation from peers/social networks, exclusion or unexplained absences from school,



leaving home/care without explanation & persistently going missing or returning late, excessive receipt of texts/phone calls, returning home under the influence of drugs/alcohol, inappropriate sexualised behaviour for age, evidence of/suspicions of physical or sexual assault, relationships with controlling or significantly older individuals or groups, multiple callers (unknown adults or peers), concerning use of internet or other social media, increasing secretiveness around behaviours & self-harm or significant changes in emotional well-being. More information including definitions & indicators are included in Annex A of Keeping Children Safe in Education (school website).

Serious Violence Indicators

Indicators 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.

Contextual Safeguarding

Contextual Safeguarding recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of abuse away from the family home can undermine parent-child relationships.

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 & exploit children & young people to carry drugs & money from urban areas to suburban & rural areas, market & 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 & a referral to the National Referral Mechanism¹¹ should be considered. More information including definitions & indicators are included in Annex A of Keeping Children Safe in Education 2020

So Called Honour Based Violence & Female Genital Mutilation

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family &/or the community, including female genital mutilation (FGM) They often involve a wider network of family or community pressure & can include multiple perpetrators. 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. It will be rare for teachers to see visual evidence, & they should **not** be examining pupils but staff may have concerns following a disclosure for example & have a legal duty to report this to the police & unless they have good reason not to they should also report it to the designated safeguarding lead at school.

Our Lady of Grace understands that while indicators may be different, both girls & boys can be victims of violence & exploitation. See KCSIE Annex B for further information.

Children Missing in Education including unexplained and persistent absences.

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. It is important that registers are taken accurately & promptly & if a member of staff discovers that the contact details (address & at least two emergency phone numbers) we have for a child have changed they must report this to the school office immediately. The school has a separate Children Missing in Education Procedure which is available from the school office. Our Lady of Grace works closely with the Bury Attendance Team Service.



Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' & includes half-siblings & step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) If a member of staff is aware or suspects that a child is subject to a Private Fostering Arrangement, then they have a duty to report this to the local authority & the Designated Safeguarding Lead.

Alternative Provision

School understands that when a pupil is placed with an alternative provision provider, school continues to be responsible for the safeguarding of that child.

Preventative Education

Senior leaders understand the crucial part education settings play in preventative education within the context of a whole-school approach that creates a culture that does not tolerate any form of prejudice or discrimination, including sexism and misogyny/misandry. At Our Lady of Grace, our values and standards in this area are underpinned by our behaviour policy, child support systems, as well as a planned programme of Relationships & Sex Education.

Prevent (Radicalisation of vulnerable people)

Prevent is a key principle of the CONTEST strategy, which aims to stop people becoming terrorists or supporting terrorism. The Prevent Strategy addresses all forms of terrorism including extreme right wing but continues to prioritise according to the threat posed to our national security. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism & operates in the pre-criminal space before any criminal activity has taken place.

Radicalisation refers to the process by which people come to support, & in some cases to participate in terrorism

Violent Extremism as defined by the Crown Prosecution Service (CPS) as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- foment, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- foster hatred which might lead to inter-community violence in the UK

If you have any concerns that a child or young person is at risk of radicalisation, contact the MASH for discussion & referral. If you believe a child or young person is at immediate risk contact the police on 999.

Safe recruitment & induction of staff, board members & volunteers

Our Lady of Grace RC Primary School operates appropriate recruitment & induction procedures that take account of the need to safeguard & promote the welfare of children & young people. This includes all newly recruited staff; board members & volunteers being asked to:

Undergo the appropriate Disclosure & Barring Service (DBS) check to their post. Access basic child protection training. Familiarise themselves with the procedures & documents referred to in this policy;

Managing allegations made against staff, board members & volunteers

Our Lady of Grace RC Primary School operates appropriate procedures for managing allegations made against staff, management, board members & volunteers. If an allegation is made against a member of staff, management, board member or volunteer, this should be referred to the designated officer. Allegations against the Headteacher should go to the Chair of Governors Mrs Edgar & allegations against the designated safeguarding lead should be reported to Mrs Casey. All allegations against adults should be reported to the Local Authority Designated Officer (Mr M Gay - the "LADO") on 0161 253 6168.

Concerns That Do Not Meet the Harm Threshold

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child one-to-one in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

Low level concerns are recorded & reviewed so patterns can be recognised & appropriate action taken. Reasons why a referral was not made should be clear.

Using Reasonable Force ('Reasonable' means using no more force than is needed)

Our Lady of Grace is committed to minimising the likelihood of challenging behaviour which may require the use of reasonable force. School will formulate individual plans where necessary & ensure these are disseminated appropriately when children are assessed as a risk. School staff are advised to use a calm tone of voice, not to shout or use verbally threatening language & to remove the other children from the room if safe to do so. The following non-verbal techniques are also recommended: be aware of self (e.g. size in relation to child/body stance), avoid eye contact & always consider own personal safety.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school. The decision on whether or not to physically intervene is down to professional judgement & always depends on the individual circumstances.

Reasonable force may be required to remove disruptive children from the classroom where they have refused to follow an instruction to do so, prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others, prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground & to restrain a pupil at risk of harming themselves through physical outbursts. Further guidance is clearly detailed in the Department for Education's Use of Reasonable Force document 2013 which all staff have been given the opportunity to read & which can be found on the school website.

Managing Allegations against another Child (Child on Child Abuse)

All staff will be aware that children are capable of abusing their peers, & will never tolerate abuse as "banter" or "part of growing up"

School is aware that peer-on-peer abuse can be manifested in many different ways, including sexting & gender issues, such as children being sexually touched or assaulted, or being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm. See KCSIE & UKCCIS Guidance: Sexting in schools for further guidance. These are available on the school website.

All allegations of abuse made against other children & the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's Anti Bullying Agreement.

The Designated Safeguarding Lead will be informed of any allegations of abuse against other children, who will record the incident in writing & decide what course of action is necessary, with the best interests of all the children in mind at all times



If appropriate, a referral may be made to children's social services &, depending on the nature of the incident, the police may also be informed.

The Designated Safeguarding Lead will decide which safeguards, if any, are necessary for any of the children, e.g. counselling support or immediate protection

In all cases, parents/carers will be informed of the incident & how it is being managed, unless doing so would put the children at further risk of harm

In order to prevent peer-on-peer abuse, the school will educate children about abuse, its forms, the importance of discussing any concerns & respecting others, through the curriculum, assemblies & PSHE lessons regularly. Please see page 9 of NSPCC CASPAR Briefing for further guidance (on website).

Police Intervention

School is aware of the role it has to play in supporting children who are involved with the police. School is aware of a child's right to an appropriate adult being present. School follows Pace Code C 2019 Guidance. <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

SEND

Our Lady of Grace recognises that enhanced practice arrangements are needed for pupils with special educational needs & disabilities. SEND children are at a disproportionate risk of bullying, isolation & behaviour & communication difficulties. **All staff must consider the increased potential for abuse on an equal footing with meeting the pupil's SEND needs.** The SEND Lead is a member of the Senior Leadership Team & has regular meetings with the Designated Safeguarding Lead.

Mental Health

Our Lady of Grace recognises the central role we have in enabling their pupils to be resilient & to support good mental health & wellbeing. We work hard to promote good mental wellbeing for all pupils. The Publication Mental Health & Behaviour in Schools (school website) should be used to help support pupils whose mental health issues manifest themselves in behaviour.

Gender Questioning

See DFE document 'Gender Questioning Children 2023' for guidance.

Use of photographic / video equipment

Consent to take & use images of children should be obtained from the parent / carer prior to the taking of photographs &/or video footage. Parents / carers should be made aware of when, where & how the images may be used to give their consent.

Sharing Information – Confidentiality & Data Protection

Child protection raises issues of confidentiality which should be clearly understood by all.

Staff & volunteers have a responsibility to share relevant information about the protection of children with other agencies, particularly investigative agencies.

Clear boundaries of confidentiality will be communicated at all times to service users. Staff must only discuss their concerns with their line manager or the Designated Officer for child protection. It is their decision to pass on their concerns to agencies that need to know. The Designated Officer making a referral understands the importance of providing as much information as possible.

Where possible, consent should be obtained before sharing personal information with third parties. Where a disclosure has been made, staff should let the child know the position regarding their role & what action they will take as a result & why. In some circumstances, obtaining consent may be neither possible nor desirable as the safety of the child is paramount.



The role of the Designated Safeguarding Lead

It is important that the Governors are aware of all the roles of the designated safeguarding lead. Full details can be found in Appendix C of Keeping Children Safe in Education 2022 (School Website)

No one should deal with child protection concerns on their own. If Our Lady of Grace RC Primary School staff, management or trustees have any cause for concern around the abuse of a child or the behaviour of other staff or trustees they should speak to the Designated Safeguarding Lead or in their absence the Deputy Designated Safeguarding Lead on that working day where possible.

The role of the Designated Safeguarding Lead for Our Lady of Grace RC Primary School is to:

- Ensure that the child protection policy & procedures are followed & updated;
- Receive concerns from staff, volunteers, management & trustees & record it appropriately;
- Assess the information promptly & carefully;
- Consult with Bury Children's Social Care & local Police in order to make a referral;
- Keep relevant safeguarding documentation securely, including action taken & required. If a referral is not made, reasons why should be clearly recorded.

The Designated Safeguarding Lead at Our Lady of Grace RC Primary School is Mr Tom Collins.

The Deputy Designated Safeguarding Lead at Our Lady of Grace RC Primary School is Mrs AK Casey

Should you have details of disclosure, suspicions or concerns relating to child protection, contact Mr Collins or in his absence Mrs Casey. It is not the role of the Designated Person to decide whether or not a child has been abused. It is their responsibility to ensure that concerns are shared & prompt appropriate action is taken.

Procedure in the event of disclosure from a child

It is important that children are protected from abuse. In the event of a disclosure from a child, it is important that you:

- | | |
|-------------------|--|
| RESPOND | Stay calm even if what you're hearing is difficult. Respond with minimal encouragers & open body language. |
| LISTEN | Don't ask questions other than to clarify what is being said. Your job is not to investigate, so avoid the child having to repeat their story. Leading questions can also cause 'contamination of evidence' for any subsequent investigation & court proceedings. |
| REASSURE | Re-assure the child that they have done the right thing in telling you. |
| BOUNDARIES | Do not promise to keep secrets. Find an appropriate early opportunity to explain that the matter will only be disclosed to those who need to know about it. |
| CLARIFY | What you will do next & with whom the information will be shared. In most cases, concerns should be discussed with parents/carers. The Designated Officer will be key in this. NB: If you suspect a child is being sexually abused or is being directly physically harmed through giving or denying medication, then you are advised not to discuss with them but refer immediately to Children's Social Care. |

These procedures must be followed whenever an allegation is made. Written records must also be made where there is suspicion of abuse towards a child & discussed with the Designated Safeguarding Lead.



Procedure for reporting child protection concerns

Concerns about child abuse may be brought to your attention in different ways.

- A child tells you (i.e. discloses) that he/she is being abused
- Someone tells you that they have concerns about a child
- A child's behaviour may indicate abuse
- A worker's behaviour changes or focuses inappropriately on a particular child

It is not your responsibility to decide whether or not abuse has taken place.

Record Keeping - The Safeguarding Concern/Disclosure Form & Electronic Records

The Safeguarding Concern Form (available from the school office/shared drive) must be completed fully for all concerns or disclosures & passed to the Designated Safeguarding Lead or in their absence the Deputy Safeguarding Lead without delay. If not vital details may be missed. All information is recorded electronically & kept securely. These electronic files are only accessible for relevant staff.

If appropriate discuss the form with the Designated Safeguarding Lead or Deputy Safeguarding Lead.

It may be appropriate to discuss the matter with parents/guardians. The Safeguarding Lead will agree this if so. If school suspects a child is being sexually abused or is being physically harmed through giving or denying medication, or if discussing with the parents/carers will make the situation dangerous for the child or for you, then you **must not** discuss with the parents/carers.

Contact the Multi-agency Safeguarding Hub (MASH) Team

If you are still concerned after speaking to the Designated Safeguarding Lead (DSL) tell the DSL you are still concerned & that you are going to, contact the MASH Team for advice.

Multi – agency Safeguarding Hub – 0161 253 5678

Emergency Duty Team – 0161 253 6606

Otherwise Public Protection Investigation Unit (PPIU) – 01618568063

Outside office hours - 101

When ringing for a consultation - **Be prepared to give the following information:**

- Your name
- Are you calling for advice with a scenario or to report a safeguarding concern?
- Your address
- Child's name & Date of Birth
- Names of adults/children in household
- Your telephone number & role.
- Clear details given from your records of the incident or disclosure
- The action you have taken so far.
- Are parents aware they are calling MASH
- Does the child have a social worker
- Does the child live in Bury? Please have postcode to hand.

A telephone call to the Multi-Agency Safeguarding Hub team may need to be followed up with a [completed inter-agency referral form](#) detailing the main points of the conversation. This is the responsibility of the DSL.

The Multi-Agency Safeguarding Hub team are responsible for the course of action. The decision should be made within one working day & you should be advised of the decision.



Year to Year Safeguarding Transition

The Safeguarding transition form (available from the Designated Safeguarding Lead needs to be completed during transition meetings.

Key Information

- Which children have safeguarding files open - confirm with DSL
- Which children have had safeguarding concerns raised previously - confirm with DSL

Lists & Files

- Home time pick up lists – are these up to date - any issues
- Check all contact forms in office are present & in correct order
- Go through permissions on back of contact forms – record where permissions have not been granted.
- Check Care Plans

Wider Involvement

- Which other staff members are familiar with this cohort
- Have the attendance/lates team been involved with any of the children
- Any issues with parents – are there any strategies that work best with specific parents
- Any recent events in the life of a family e.g. bereavement/ birth/break up/new partner/new house/problems with siblings

Additional Needs

- Pupils with care plans – please read
- Pupils with IEPs – please read
- Are there any issues with friendship groups within the class? Have any measures been put in place

Other helpful contact details

NSPCC Helpline: 0808 800 5000
Criminal Records Bureau: 03000 200 190
Refuge/National Domestic Abuse Helpline: 0808 2000 247.

'What to Do If You're Worried A Child Is Being Abused'

All staff have immediate access to guidance. In the event of the DSL or Deputy being off school premises. Guidance is stored in the School Office. Electronic copies of all Safeguarding Partner Guidance can be found at www.burysafeguardingchildrenboard.org & the Keeping Children Safe in Education (2020) can be accessed via GOV.UK.

Encompass

School is enrolled on the Encompass Initiative which is an early information partnership enabling schools to offer immediate support for children & young people experiencing domestic violence/abuse. Information is shared with Key Adults (Mrs Casey & Mr Collins) prior to the start of the next day after officers have attended an incident. This enables support to be given quickly. Needs & wishes of the child should also be considered.

Additional advice available in the document Keeping Children Safe in Education 2024. (School website).

In Conclusion

If anyone is unsure about how to deal with a Safeguarding issue they should immediately speak to the Designated Safeguarding Lead/Deputy Lead or in their absence a senior member of staff/Chair of Governors. Clarification of procedures can be found at the Bury Safeguarding Children website www.safeguardingburychildren.org