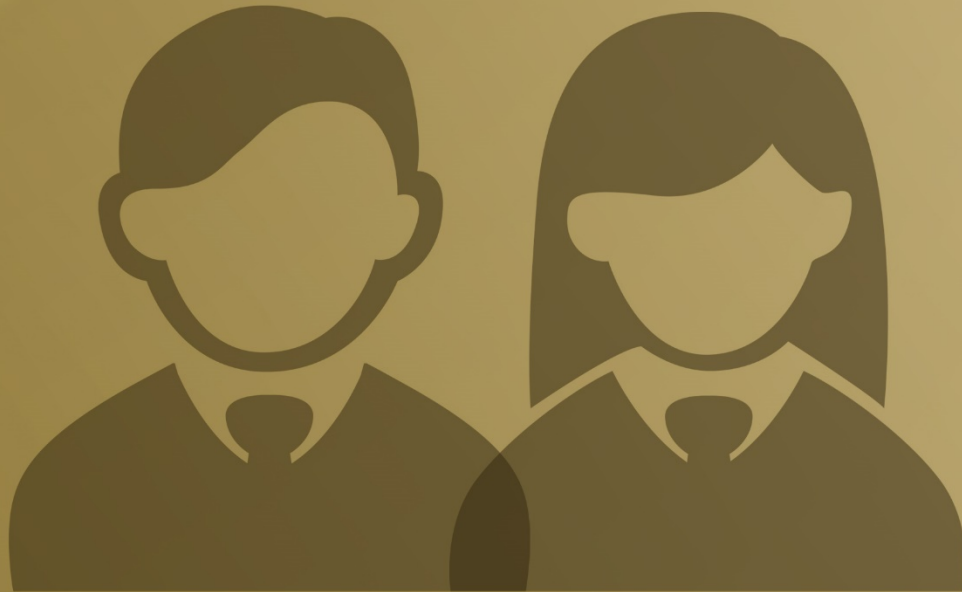




Golborne
HIGH SCHOOL



Golborne High School Safeguarding Child Protection Policy

September 2020

Ratified by Governors

Signed by Chair of Governors Date

Designated Safeguarding Lead **Alison Bolton**

Designated safeguarding Governor **Glynis Jackson**

EXCELLENCE | QUALITY | CARE

...WHERE PUPILS BELIEVE
THEY CAN

achieve



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Golborne Safeguarding and Child protection Policy

Document Control

This policy has been approved for operation within:	Golborne High School
Date of last review	Autumn 2019
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Policy Status	Statutory
owner	Golborne High School
Version	4

Key Contacts

Key Staff	
Designated Safeguarding Lead (DSL) also Designated Teacher responsible for Looked After Children and Prevent Lead (SPOC) and Designated Lead for online safety	Alison Bolton 01942726842 ext 242
Deputy Designated Safeguarding Lead	Dawn Ashbrook 01942 726 842 ext 252 Gillian Heyes 01942 726 842 ext 252
Other Lead Trained Professionals	All Pastoral Team
Lead Governor in charge of Safeguarding	Glynis Jackson

Key Contacts	
Wigan Social Care	01942 828 300
Police	0161 856 7225
LADO	01942 486 034
WLCSB website	https://www.wigan.gov.uk/WSCB/index.aspx
Safeguarding Hub (Startwell)	01942 486 262
CSE Team	0161 856 5959

This policy is designed in conjunction with:

Keeping Children Safe in Education 2020 and Annex A

Working Together To Safeguard Children July 2018

What to do if you are worried a child is being abused – Advice for Practitioners

FGM Mandatory Guidance 2018

Children Missing Education

Information Sharing Advice for Practitioners Safeguarding Services to Children, Young People, Parents and Carers

Searching, Screening and Confiscation Advice

Advice for Schools and Colleges on Responding to Sexting Incidents

Role and Responsibilities of the Designated Teacher

Promoting the Education of Looked After Children

Use of Reasonable Force in Schools

Wigan Council Safeguarding Child Protection Policy (Most Recent Version)

School Context

Golborne High School is an average sized 11 – 16 Secondary School. The demographics of the pupils are largely White British ethnic origin and are mostly English as a first language. 0.6% of the population of the school have another language as their first language.

The pupils eligible for free school meals are 24.5% which is slightly below the national average. There are 1.3% of the pupils who have a statement of special educational needs.

96% of the pupils stay in education or have entered employment

Who is this guidance for?

- The Governing Body
- The Senior Leadership team
- The Pastoral team
- Teaching Staff
- Support staff
- Lunch Time Supervisors
- Site Staff
- Visitors
- Anyone on school premises undertaking Regulated Activity
- Community Letting Clients
- Alternative Provision / Work Experience Providers

Reporting concerns about a child

If any member of staff or visitors to the school have a concern about a child they need to tell someone as soon as possible.

Immediate Risk of Harm

This must be referred immediately to The Designated Safeguarding Lead (DSL). Immediately means as soon as possible. In the case of teaching a lessons, cover should be sort via Head of Department or Patrol should be called.

Risk of Significant Harm

This must be reported to the DSL as soon as possible. It should be reported before the end of the day and in enough time for key safeguarding staff to put a plan in place if that is required. All pastoral staff have received designated safeguarding training.

Risk of Harm

These concerns should be reported to key staff before the end of the day to allow conversations with key people to take place.

FGM (Female Genital Mutilation)

It is mandatory to report FGM concerns to the police. This should also be reported to the DSL to check that appropriate and immediate safeguarding measures have been put in place.

Concerns regarding risk of suicide

Parents should be advised (School staff in absence of a parent) to take the child immediately to Accident and Emergency where they can be assessed by specialised Mental Health Practitioners

Self Harm

Should be reported to Head of House as soon as possible before the end of the school day.

All concerns should be documented on the yellow safeguarding reporting form which is kept in the staff room or when operational through Edulink One Child Protection Reporting



Safeguarding Concern
Referral Form

Name _____ DOB _____ Tutor _____

Development of the child

Parents and Carers ability to parent

Family environment

Summary and reason for referral. (Please continue on reverse if required)

Signed _____ Date _____

- Refer to ■ Alison Bolton – Safeguarding Lead / Andrea Hickey Deputy Safeguarding Lead
- Alison Bolton – Safeguarding Lead / Andrea Hickey Deputy Safeguarding Lead
- Head of House

Action Conversation with parent CAMHS Startwell SC Other If other please state _____

Safeguarding Information for All Staff

School staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to safeguard Children](#) Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

All Golborne High School Staff

- Are in a position to identify concerns early, provide help for children, and prevent concerns from escalating
- Have a responsibility to provide a safe environment which children can learn
- Should be prepared to identify children who may benefit from Early Help. (Early help means providing support as soon as a problem emerges, at any point in a child's life.)
- Who have a concern about a child's welfare should follow the referral process which is to complete a yellow referral sheet identified above and pass to an appropriate member of the pastoral team identified at the bottom of the sheet. **Any concerns where the child is deemed to be at immediate risk should be reported to the Designated Safeguarding Lead or Deputy Designated Lead as soon as is possible (within the hour)**
- Will know who the Designated Safeguarding Lead is:

Designated Safeguarding Lead (DSL)	Alison Bolton Assistant Headteacher situated next to Pupil Services ext 202
Deputy Designated Safeguarding Lead (DDSL)	Dawn Ashbrook situated in Pastoral office ext 252
Deputy Designated Safeguarding Lead (DDSL)	Gillian Heyes situated in Pastoral office ext 252

It is the DSL's responsibility to liaise closely with all stakeholders' involved in a child's life. The DSL will have a complete safeguarding picture regarding the child's safety and well being. The DSL will be the best person to offer advice and guidance in response to safeguarding concerns. It is essential that the DSL is aware of any safeguarding action that staff may take to safeguard a child in their care.

- Should understand that The Teacher Standards 2012 state that teachers (which includes Headteachers, NQTs and Trainee Teachers working at the school) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Should be aware and sign to say they have read and understood the following policies within school:
 - Golborne High School Safeguarding and Child Protection Policy 2018
 - Golborne High School Behaviour Policy 2018
 - Staff Code of Conduct 2018
 - The safeguarding response to children who go missing from education
 - On line safety policy 2018
 - Home Office Prevent E learning module (Certificate required)
 - <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
 - Part 1 Keeping Children Safe in Education 2020

All documents listed above must be read, kept in a safe place and the declaration should be returned to Alison Bolton Safeguarding Lead. Online Child Protection Prevention Course should be completed every two years and at the point of induction

- Should receive appropriate and regular child protection training. This could take place in the form of:
 - Half termly newsletters
 - Face to face training
 - Emails from DSL
 - Online training (Every 2 years)
 - Notice boards
 - Social Media
 - Induction Training
 - Online training modules
- Wigan LA has an Early Help Hub who can offer advice. Any Early Help frameworks should be submitted on the appropriate framework to H.Lovely@wigan.gov.uk. Telephone 01942 487 975. The contact in school for Early Help is Alison Bolton and Amanda Keggin.
- Should be aware of the process to refer to Wigan Social care. This can be found using the following link: <https://apps.wigan.gov.uk/ChildReferral/>

Child and Family Assessments may be carried out by Social Care if this is deemed to meet Wigan Social care's Threshold of Need further information regarding Threshold of need, please use the following link <https://www.wigan.gov.uk/WSCB/Professionals/Thresholds-of-need-in-Wigan.aspx> and may need to the following enquiries being undertaken. This usually follows a Strategy Discussion involving the police. Section 47 (is suffering or likely to suffer significant harm and section 17 (The child may be deemed to be a Child in Need). Section 47 enquiries may lead to an Initial Child Protection Conference. It is vital that relevant school staff provide the necessary information that Social care require to complete the assessments accurately. Under GDPR where practitioners need to share "special category information" they should be aware that the Data protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition that allows practitioners to share For further information please refer to page 18 of Working together to safeguard Children (see link on previous page) NB Wigan Social Care are currently in the process of moving over to "Signs of Safety Model". This policy will be updated to reflect the change in practice when it happens.

- Should know what to do if he/she is being abused or neglected. The member of staff should make clear that if the child is at risk the information may have to be shared with the appropriate people within the safeguarding team. However, the child should know that safeguarding information does not have to be shared with everyone and an appropriate level of confidentiality must be respected. For example only sharing with the DSL and Social care.
- Should know that when dealing with a child they need to be sensitive to the child's needs, make time for the child to discuss in a safe environment, should never promise confidentiality and explain that information will only be shared with people that need to know in order to keep the child safe. Staff should refer immediate concerns within the hour and non-immediate concerns by the ends of the school day (2.50)
- Should share referrals with parents and discuss concerns with them and seek consent to refer to The Safeguarding Hub or Social Care unless speaking to parents puts the child at risk through further delay or by the parents actions. If it is deemed not appropriate to speak to parents before referring into additional services or putting a safeguarding plan in place, this should be recorded on CPOMS including the reasons why.

Our responsibility to children

This policy will make clear the expectation and responsibility that all staff at Golborne High School have a responsibility to provide a safe environment in which Golborne High School pupils can learn. In contributing to safeguarding our pupils and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Training staff to the signs and indicators that a child may be at risk;
- Developing staff awareness, through training, of the types of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils may face;
- Addressing concerns at the earliest possible stage by offering early help; and taking action when a child needs protection and safeguarding;
- Working together with all agencies to help to reduce the potential risks that pupils may face if being exposed to abuse, neglect, violence, extremism, exploitation or victimisation. All staff can contribute to supporting our pupils by:
 - Identifying and protecting the most vulnerable;
 - Protecting children from maltreatment;
 - Preventing impairment of children's health and development;
 - Identifying individual needs where possible, including Child Centred plans and designing plans to meet those individual needs;
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care by taking action to enable all children to have the best outcomes; also
 - Implementing child protection policies and procedures; and
 - Working in partnership with pupils/students, parents and agencies.
- The Statutory duties and the legal framework that underpins this policy

What Golborne High School Staff Should Look Out For

Any child may benefit from Early help. However, Early Help should be considered under the following categories

- If the pupil is disabled or has additional needs. Advice can be sort from the Targeted Disability Team.
- Has SEN whether or not they have an EHCP.
- Is a young carer
- Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing or goes missing from care or home
- Is at risk of modern slavery
- Is at risk of being radicalised or exploited
- Is in a family circumstance which puts the child at risk such as drug or alcohol misuse, adult mental health issues, domestic abuse, parent incapacitated or in prison.
- Is misusing drugs or alcohol themselves
- Has low attendance
- Is privately fostered
- Has returned home to their family from care
- Has been open to a child in need or child protection plan
- Has poor or compromised mental health and well being

An Early Help may be considered but deemed not to be necessary. In this case the reasons why one was not initiated needs to be documented on CPOMS clearly.

All staff should be aware of the indicators of abuse and neglect to enable them to identify cases of children who may be in need of help or protection.

These indicators are identified more clearly in Wigan's on line statutory training which should be completed every two years or on induction to the school. However, some examples are:

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who are known to them or, more rarely, by others. Abuse can take place wholly or online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child.

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.

Signs may be unexplained bruising or marks to a child, wincing or retracting when touched, reluctance to join in PE, sudden changes in behaviour.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and 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 from 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, although it may occur alone.

Signs may be a change in behaviour, lack of confidence and emotional outbursts.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Signs may be that a child may appear more sexualised, may use inappropriate sexualised language. May make inappropriate sexual advances toward staff or other children. There may be changes in behaviours. The child may have low self worth and may become less hygienic.

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, for example, 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 of, or unresponsiveness to, a child's basic emotional needs. Not promoting good attendance at school could be deemed as neglect.

Signs may be looking unkempt, not attending universal services such as medical appointments or other health appointments, malnourished. A younger child not being collected from school activities or being reported as being out of the home at inappropriate times or being left alone for long periods of time inappropriate for the child's age.

Departmental advice:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Provides more information on understanding abuse and neglect. Wigan On line safeguarding training also offers further advice and guidance on recognising the signs of abuse and neglect as does the NSPCC website.

Risk of Radicalisation (Prevent Duty)

The Prevent duty All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. The DSL and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes:

- Risk assessment,
- working in partnership,
- staff training,
- IT policies.

Training to recognise the signs of radicalisation can be found on the http://course.ncalt.com/Channel_General_Awareness/01/index.html and is compulsory at Induction and must be completed when statutory refresher safeguarding is required, every two years. Further training can be obtained using the following link <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

If you suspect a child is at risk of being radicalised you must refer this to the DSL who will, in conjunction with The SPOC for Greater Manchester Police Counter Terrorism Branch Andy Webb (0161 856 5918), complete a referral to Channel. The SPOC for school is Alison Bolton.

For more information on Prevent Duty please use the following link <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

County Lines

Is gang violence and exploitation. Typically, gangs use mobile phone **lines** to facilitate drug orders and supply to users. They also use local property as a base; these often belong to a vulnerable adult and are obtained through force or coercion (known as 'cuckooing'). This can very often take place in small towns that have links to major cities.

Signs of being exploited by these types of County Lines groups could be more than one mobile phone, secretive, covert behaviour, an unwillingness to talk about home, fear or an over obsession with illicit drugs. Any concerns regarding County Lines should be reported directly to the DSL as an immediate Child protection referral.

Child Sexual Exploitation

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of child sexual exploitation:
 - children who appear with unexplained gifts or new possessions;
 - children who associate with other young people involved in exploitation;
 - children who have older boyfriends or girlfriends;
 - children who suffer from sexually transmitted infections or become pregnant;
 - children who suffer from changes in emotional well-being;
 - children who misuse drugs and alcohol;
 - children who go missing for periods of time or regularly come home late; and
 - children who regularly miss school or education or do not take part in education.

At Golborne High all staff should maintain an attitude of "it could happen here" where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interest of the child and seek further advice and assistance from the DSL or DDSL.

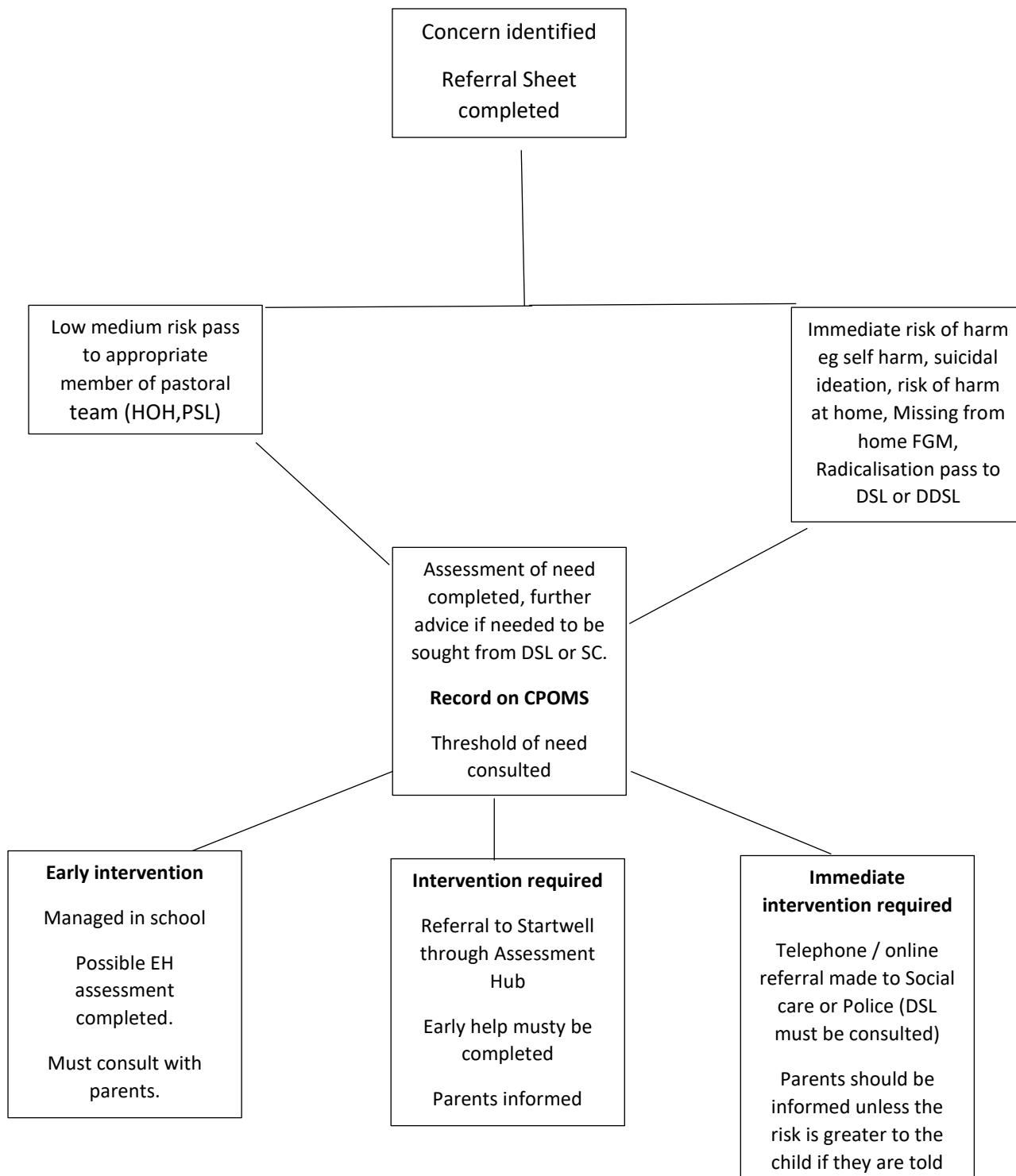
What Golborne High School Staff Should Do If They Have Concerns about a Child

Any concerns about a child should be acted on immediately. Immediately means within the school day and for a case where there is a significant risk that should be as soon as possible or within the hour.

All concerns should be referred using the relevant referral form as highlighted on Page 4. The form should be handed to the identified member of the pastoral team or one of the designated safeguarding leads.

Concerns about a child should not be given verbally or by email. Pastoral staff must log all safeguarding concerns on CPOMS.

Flow Chart for concerns about a child



If a concern is identified outside working hours email DSL and if the concern poses an immediate risk, contact Wigan Social care for advice on 01942 828 300.

If The DSL or DDSLs are not available, seek advice from any member of the pastoral team or The Headteacher.

School staff should not assume another professional will take action in sharing information that may result in keeping a child safe. Early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should follow the seven golden rules when considering sharing information for safeguarding purposes. They are outlined below:

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. **Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk.** You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

If there is any doubt about the sharing of information consult with the DSL. Fear of sharing information must not be a barrier to safeguarding pupils.

Further information regarding Sharing information in a safeguarding capacity can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Early Help

If Early help is appropriate, the DSL along with other members of the pastoral team will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. School may be required to support other agencies in an early help assessment. Early helps should be reviewed at least once per half term and if the situation does not improve then consideration should be given to whether or not a child needs to be referred to Social Care. For more information regarding Early help Assessments please see Amanda Keggin.

Statutory Assessments

If a child is suffering significant harm in accordance with Wigan Threshold of Need Document, a referral to Wigan Social Care should be made immediately. The referral form can be found using the following link <https://apps.wigan.gov.uk/ChildReferral/>.

The DSL or DDSL or members of the pastoral team will usually make the referrals to Social Care. Any referrals made to Social Care outside of school opening hours should be communicated to the DSL as soon as possible.

Any concerns regarding FGM should be referred to the police as well as Social care.

Children in Need (Section 17)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under **section 17** of the Children Act 1989.

Children suffering or likely to suffer significant harm (Section 47)

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under **section 47** of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

If a child does not reside in Wigan it may be appropriate to refer them to Social care in another Local Authority. The following link will help to identify the correct referral organisation. <https://www.gov.uk/report-child-abuse-to-local-council>

What will Social Care do?

- Receipt of the referral should be acknowledged within one working day.
- Take urgent action if immediate protection is required.
- If the child is deemed to be in need they will assess under section 17 of the Children's Act 1989
- If the child is deemed to be suffering significant harm will proceed with section 47 enquiries under the Children's Act 1989
- May step down to Startwell for Support
- May suggest to school to open Early Help
- May complete a Child and Family Assessment to see if further assessments are required.
- May hold a Strategy Discussion if there is Police information to discuss.
- Pass to CSE team if appropriate
- See the child in school (All Wigan Social care workers have enhanced DBS disclosures)

School staff should assist Social care and other safeguarding organisations in completing assessments. If the DSL feels the need to challenge the decision they should do using Wigan's Escalation Policy.

<https://www.wigan.gov.uk/Docs/PDF/WSCB/Escalation-Policy.pdf>

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.

All staff should be aware of the associated risks and understand the measures in place to manage these.

Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance¹¹.

Female Genital Mutilation

Whilst all staff should speak to the DSL regarding concerns. There is specific legal duty on teachers regarding FGM. If a teacher in the course of their work suspects that a child has suffered an act of FGM the teacher must report their concern to the police. Any suspicion that a child is about to undertake FGM should be referred as an immediate concern to Social Care and the DSL. For further information about FGM use the following link.

<https://www.nhs.uk/conditions/female-genital-mutilation-fgm/>

Honour Based Violence and Forced Marriages

Honour-based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. This may include Breast Ironing which is an African ritual performed on young girls by placing implements onto the girls breast to stop them from growing further.

All professionals working with suspected or actual victims of forced marriage and honour-based violence need to be aware of the "one chance" rule. That is, they may only have one opportunity to speak to a victim or potential victim and may possibly only have one chance to save a life. As a result, all professionals working within statutory agencies need to be aware of their responsibilities and obligations when they are faced with forced marriage cases. If the victim is allowed to leave without the appropriate support and advice being offered, that one chance might be wasted. Forced Marriage is an offence and if this is also happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child may be forced to marry then you must share your concerns with the DSL who will make appropriate contact with the Police and Social Care.

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised or abuse is used to force them to do so. It is recognised in the UK as a form of domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be physical (for example, threats, physical violence or sexual violence) and/or emotional and psychological (for example, making someone feel like they are bringing 'shame' on their family). Financial abuse (for example, taking someone's wages) may also be a factor.

The government made forced marriage a criminal offence in England and Wales in 2014 to protect victims and send a clear message that this practice is totally unacceptable and will not be tolerated. In 2017 the government introduced lifelong anonymity for victims of forced marriage to encourage more victims of this hidden crime to come forward. Any suspicions of pupils entering into forced marriages should be referred to the DSL.

More information on Forced Marriages and Honour Based Violence can be found at the following links:

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

Record keeping

All child protection paper records must be kept in Alison Bolton's office in the locked cabinet. All the inclusion and pastoral team must record any decisions, discussions and concerns on CPOMS where a full chronology can be obtained.

Why is safeguarding effectively important?

Serious case Reviews have repeatedly shown the dangers of taking effective action. It is important that a child receives the right help at the right time to prevent issues escalating. Poor practice identified in SCRs include:

- Failing to act on and refer the early signs of abuse and neglect
- Poor record keeping
- Failing to listen to the views of the child
- Failing to reassess concerns when situations do not improve
- Not sharing information
- Sharing information too slowly
- A lack of challenge to those who appear not to be taking action

What Golborne High School staff should do if they have concerns about another staff member who may pose a risk of harm to children.

If staff have safeguarding concerns, or an allegation is made about a member of staff (including volunteers) posing a risk of harm to children, then:

- This should be referred to the Headteacher. If the concern requires immediate action, in the absence of the Headteacher, concerns should be referred to DSL who is LADO trained.
- Where the concerns or allegations are about the Headteacher this should be referred to the Chair of Governors Margaret Byrne.
- All concerns regarding staff members should be referred to the LADO Diane Kitcher 01942 486 042

What Golborne High School Should do if they have concerns about safeguarding practices within school.

All staff should feel they are able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team and Governing Body.

The Whistle Blowing Policy can be accessed using the following link G Drive/Policies/HR28 WHISTLE BLOWING – LA.

Where a member of staff feels that their concerns are not being taken seriously by the Senior Leadership Team or Governing Body, other whistle blowing channels may be open to them. General guidance can be found on the internet using the search Advice on Whistleblowing (See KCSE 2018 for more information). The NSPCC also have a whistleblowing helpline. 0800028 0285.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that put children at risk of harm. Issues that can put our pupils in danger include:

- Alcohol misuse
- Drug taking
- Sexting
- Under age sex
- Deliberately missing education
- Carrying knives or weapons
- Missing from home
- Self harm
- Suicidal ideation
- Compromised mental health

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include

- Bullying – For more information please see the anti-bullying policy
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment
- Sexting
- Initiation / hazing type violence and rituals

The schools policy on Peer on Peer Abuse is outlined in more detail in a separate policy document. Protecting Pupils from Peer on Peer Abuse Policy.

Operation Encompass

Golborne High School subscribes to Operation encompass in conjunction with Greater Manchester Police Force. This means that if there is a domestic incident within a home where there is a child that attends Golborne High School, the school will receive an email briefly detailing the incident. This allows the school to establish that the child is safe and that necessary steps have been put into place to prevent further incidents taking place.

The DSL and DDSL are informed by email with a brief outline of the incident. The school then contacts the named person on the notification for more details and any actions that may occur. The encompass notification is stored as an attached document on CPOMS.

School Context

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life, and specific to Golborne and surrounding areas, that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. School attends the Huddle meeting for locality 3 every week to help contextualise safeguarding information.

Annex A should be read in conjunction with policy and contains further information about specific forms of abuse.

Transporting Pupils / Home Visits

There may be times when it is necessary to transport pupils in staff cars. If this situation occurs there should be two members of staff at all times to ensure pupils and staff are safeguarded and not subjected to allegations being made.

When undertaking home visits staff should ensure they visit with another staff member and only enter the house if an adult is present unless there has been a pre-arranged meeting scheduled where it was identified that the child would be alone.

Home visits should be recorded on CPOMS and if there is no answer at home then a contact card should be left.

Safeguarding Pupils who are at Alternative Provision

Attendance checks will be completed on a daily basis in line with the Attendance Policy. Pre-employment checks will be completed and Golborne High School will receive written confirmation of pre-employment checks from the Alternative Provision provider along with their safeguarding policy as well as sending the school safeguarding policy to the provider.

Behaviour conduct will be discussed and signed by the pupil before they commence their enrolment with Alternative Provision or Work Experience.

Work Experience Providers will be expected to provide attendance every day and should have an up to date DBS including barred list check.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. Any concerns regarding mental health should be referred in the appropriate way, using the schools' referral form and then will be signposted to the appropriate person.

Children Who Are Missing From Education

If a child has not been seen in school for 5 days (10 sessions) the school will have to undertake a welfare check either with the police or by Pastoral Support going out to the house themselves and visibly checking if the child is safe and well. If other concerns are identified then the welfare check should be done much earlier and as soon as possible.

A child should not be removed from the school role until confirmation has been received that they have been put on roll of another school.

In a situation where a parent has requested that they will be home schooled, a relevant letter needs to be sent to Alex Bannister at the Inclusion Team from the parent and the child must not be removed from the school role until the LA has given permission.

If a child absconds from school or does not arrive into school. The school must advise parents to contact the police. Parents must be informed immediately if a child has left the premises without permission.

Further information regarding child missing from education can be found in the following policy and guidance:

G Drive / Policies/ WS9 – Children Missing from Education Policy

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

Part two: The Management of safeguarding at Golborne High School The Responsibility of The Governing Body

The Governing body must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times. This is detailed under section 175 of the Education Act 2002. It is Governors role to ensure that policies, procedures and training in their schools and colleges are effective and comply with the law at all times.

At Golborne high school the DSL reports the number and nature of safeguarding concerns through a Self Evaluation Document which is presented at Governor meetings on a termly basis. The link safeguarding Governor Glynis Jackson meets with the DSL half termly to check that safeguarding procedures are effective. The DSL sits on the Senior Leadership team as an Assistant Headteacher.

Safeguarding Policies and Procedures

The link Governor and other key Governors meet regularly and ensure the safeguarding pack for staff contains the correct policies with updates. The pack includes the following polices and procedures:

1. Golborne High School Safeguarding Child Protection Policy
2. Golborne High School Staff Behaviour / Code Of Conduct Policy
3. Golborne High School Online Safety Policy
4. Keeping Children Safe In Education September 2020 part 1 and Annex A
5. Declaration (which must be signed and returned to Alison Bolton)

The DSL produces the Safeguarding Child Protection Policy with the link Governor. The link Governor checks in conjunction with DSL that correct versions of all safeguarding policies are visible on the schools website.

The Governing body should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

Golborne High School follows Wigan Children Missing From Education Policy which can be found using the following link G drive / Policies / WS9 Children missing education

- Where reasonably possible, the school will hold more than one emergency contact number for each pupil.
- Further information on schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the department's statutory guidance: Children Missing Education.
- General information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy.

All staff working in the school and student teachers will receive the safeguarding pack and will be expected to complete on line training for recognising the signs of abuse along with radicalisation training and return the completed declaration to Alison Bolton.

Visitors and Volunteers will receive the safeguarding leaflet. Supply teachers will receive the child protection policy and part 1 and annex A of keeping children safe in education.

All visitors to the school must sign in at reception and will be given a badge and the appropriate coloured lanyard.

Red Not DBS cleared
Yellow DBS cleared
Black Governor
Grey Invigilator
Purple Golborne High School Staff

All adults in the school must wear either a school identity badge or a visitor badge.

The role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is Alison Bolton Assistant head Teacher in charge of Inclusion. The role of the DSL includes:

- Leading on all safeguarding issues
- Keeping safeguarding records
- Organisation all safeguarding training including:
 - Designated Lead training
 - Induction Training
 - Prevent Duty
 - Lockdown
 - Online safety
 - CSE training
 - County Lines
 - Peer on Peer Abuse
- Managing referrals to agencies
- Act as point of contact with the three safeguarding partners LA, CCG and Police
- Keep the Headteacher informed of all safeguarding issues especially section 47 enquiries.
- Refer a staff member to the DBS or Police or LADO if required
- Liaise with key staff especially SENDCO, Pastoral team, IT technicians on matters of safety and safeguarding and when deciding to make a referral, liaise with the relevant agencies, especially Startwell and Social Care Referral and Assessment team.
- Act as a source of support, advice and expertise for all staff.
- Update themselves regularly on any changes to policy or the school context

Training

The DSL and deputies undergo refresher training every two years. The training is provided by Wigan Safeguarding Children's board. Further training is provided for all Pastoral staff to ensure they are trained to DSL standard. The DSL will attend Prevent WRAP sessions and any other PREVENT training.

The DSL receives regular updates from:

- Wigan Children's safeguarding board
- NSPCC
- National On line safety
- ASCL
- Greater Manchester Police
- Ofsted
- Inclusion managers Meeting and Behaviour safety and attendance meeting
- Impero

Amongst other updates received via Facebook and Twitter and other safeguarding partners.

The DSL must:

- Understand the assessment process for providing early help and statutory intervention. THE DSL has knowledge of referral arrangements for Wigan, St Helens and Warrington Social Care.
- Understand how Child Protection Conferences are run and attend conferences or ensure another suitable adult from school (DSL trained) attends in their absence.
- Ensure every member of staff has been issued with and has access to the safeguarding pack for staff and ensures that staff sign the acknowledgement form to say they have read and understood all policies contained within the pack.
- Be alert to children in need especially children with SEND and young carers.
- Understand data protection legislation and regulations, especially Data Protection Act 2018 and GDPR
- Understand the importance of information sharing both within school and with the three safeguarding partners, other agencies and organisations and practitioners. This will take place through CPOMS, attending safeguarding meetings and completing relevant documentation.
- Keep accurate and secure records on CPOMS and in a locked filing cabinet in an appropriate format
- Support the school with knowledge and understand of the PREVENT Duty and possible referrals to Channel. Will be the schools SPOC and liaise with the Police and Channel SPOC. Must provide staff with training on PREVENT and radicalisation and support any referrals made.
- Are able to understand the risks associated with on line safety and train the pupils accordingly in how to keep themselves safe on line through drop down days, tutor resources and assemblies as well as newsletters and emails.
- Recognise the need for additional training in all safeguarding matters such as on line safety, CSE, Bullying, grooming and the risk of radicalisation for children who have SEND needs
- Attend any refresher courses and additional training to enhance knowledge and understanding of safeguarding concepts.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school put in place to protect them.
- Be the point of contact for all Encompass Notifications
- Review and develop the lockdown procedures
- Promote anti bullying awareness and training within school
- Be a mental health champion within school and promote the positive mental health of all staff and pupils within the school.

The DSL should:

- Ensure the schools safeguarding pack for staff is known, understood and used appropriately
- Ensure the child protection policy is reviewed annually and presented to governors for ratification
- Ensure the child protection is available publically on the school website
- Ensure staff are aware of any safeguarding training available to them

The DSL or DDSL should be available during term time to discuss any safeguarding concerns that staff may have. The DSL and DDSL are available in person, by email or by phone to discuss concerns. The DSL will access emails outside of normal working hours to ensure appropriate cover arrangements are made.

Multi Agency working

Golborne High School has a pivotal role to play in multi-agency safeguarding and therefore:

- Should be involved in all core groups
- Attend Child in Need Meetings
- Attend Strategy Meetings
- Hold Team around the child meetings
- Hold professionals meetings
- Review EH frameworks
- School should challenge decisions where we are not included in multi-agency meetings involving our pupils
- Hold other agencies to account when not effectively sharing information
- Should lead on Early helps and request other agencies to lead on Early Helps

Information Sharing

Information sharing should be done in conjunction with GDPR regulations and Data protection Act 2018 and the schools own data sharing policy. Information should be shared lawfully and in line with school policy. All partners should share information as soon as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging or when a child is already known to social care.

The data protection Act 2018 or GDPR regulations should not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not stand in the way of safeguarding the pupils.

Where children leave the school the DSL should ensure that the transferring of safeguarding information is done as soon as possible either via CPOMS or by hand or post. In both cases a receipt should be obtained. Safeguarding information should be kept separate from the pastoral file and where possible a face to face handover should be undertaken to ensure the context of the safeguarding can be maintained.

Staff Training

Governing bodies should monitor and be aware and check records of all staff training. Staff training involves

- Online training
- Face to face training
- Safeguarding Newsletter
- Emails and updates
- Induction training

School staff will complete statutory on line training every two years and prevent training every two years with annual face to face training delivered by the DSL.

Online Safety

The school uses Sophos UTM for its online filters and blocks inappropriate material on line and is reviewed on a weekly basis. Impero is used for content monitoring and will take a screen shot of any inappropriate activity on all computers. The IT Technician reviews all impero logs for staff and pupils on a daily basis. Matthew Pye Systems Manager oversees all school computer filters and maintains their upkeep. The DSL is informed of any breaches regarding on line safety.

Phones are not permitted to be used by pupils in school and staff can only use phones in designated safe places. Smart watches must not be used in school by pupils and staff must only use them in designated safe places.

The school uses Edulink to communicate with all stakeholders. Whilst using a smart device of any kind, a passcode must be enabled. All communications both internal and external are encrypted with SSL encryption, for which we have received a rating of A+ from SSL labs. We manage the SSL certificates on the servers, to do this we require both port 80 and 443 to be accessible externally (if you are hosting on-site).

The inactivity timeouts allow you to customise how much inactivity will force a user to be logged out.

You can also force the user to have a device passcode/pin/fingerprint before the app will login and force logout when the app goes to the background - i.e. when they switch to a different app.

More information regarding on line safety can be found in the school's online safety policy and acceptable user agreement policy, both of which are issued to staff and signed for. They can also be found on G drive under policies.

Teaching safeguarding

Safeguarding is taught via a number of means

- Through the curriculum in lessons such as science and RE
- PSHE lessons in tutor time
- Pupil Voice
- Assemblies
- Newsletters
- Drop Down days
- RSE drop down days
- Iclass groups in conjunction with outside providers

Safer Recruitment

The school has a duty to prevent people who are a risk to children from working with children in the school. The school must adhere to statutory responsibilities to check staff who work with children. The school will take steps to ensure that visitors and volunteers who are not DBS checked are not left alone with children and wear a red lanyard to clearly identify this.

All Senior Leaders and Governors that sit on interview panels have completed the Wigan Safeguarding Children's Board on line safer recruitment course. Certificates are held with Carol Brockbank. Every panel contains at least one safeguarding question. Most panels contain more than one.

References must be taken up from the current or most recent employment and a position will not be offered until references have been seen. All employees at Golborne High School are subject to an Enhanced disclosure and barring service (DBS) check and this is reviewed periodically.

Further information on Golborne High School's recruitment and selection procedures can be found in the Recruitment and Selection Policy using the following link G drive / Policies / HR20 Recruitment and Selection Policy.

Governors will also be subject to Enhanced DBS clearance in accordance with the arrangements set out in the Governor DBS Policy.

For student teachers, written confirmation will be obtained from the provider of the placement that all pre-employment checks have been undertaken that a school or college would otherwise be required to perform in accordance with the latest Keeping Children Safe in Education Guidance and that the trainee has been judged to be suitable to work with children. Also, where a pupil is placed with an alternative provision provider and school continues to be responsible for the safeguarding of the pupil, written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at that establishment.

What Golborne High School Staff should do if they have concerns about another staff member who may pose a risk of harm to children

If a member of staff is concerned about the behaviour of a member of staff in relation to posing a risk to children in the school environment, whether the behaviour happens within the school setting or beyond, this should be referred to the Headteacher or DSL. The DSL will inform the LADO (Diane Kitcher) and after an investigation, if the Headteacher deem necessary, The DSL will refer to the LADO.

If a member of staff has been dismissed due to safeguarding concerns the DSL in conjunction with the Headteacher will make a referral to the Disclosure and Barring Service. More information can be found using the following link.

<https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>

Single Central Record

The school's single central record is held with the school's Business Manger Carol Brockbank and is kept electronically with restricted access. The single central record covers:

- All staff working within the school
- Trainee teachers on salaried routes
- Supply staff
- Governors
- Visitors who regularly visit the school for a purpose of educating or training pupils

The single Central Record contains the following information

- Name
- Date of Birth
- Identity check
- Enhanced DBS certificate / check
- Prohibition from teaching check
- Further checks for people who have worked outside the uk
- Professional qualification check
- Persons right to work in the uk check
- A check that agency staff / trainee teachers have had written confirmation of pre-employment checks
- Name of the person who carried out the check

The school will ensure checks have taken place from the following people

- Individuals who have lived or worked outside the uk
- Supply Staff / Trainee teachers
- Existing staff
- Volunteers who regularly attend the school

- Governors
- Contractors – enhanced DBS

Peer on Peer Abuse

There are four key definitions of peer-on-peer abuse:

- Domestic abuse – young people who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships, as well as family relationships.
- Child sexual exploitation – those under the age of 18 who are sexually abused in the context of exploitative relationships, contexts and situations, by a person of any age, including another young person.
- Serious youth violence – any offence of most serious violence or weapon-enabled crime, where the victim is aged 19 or younger, e.g. wounding with intent, rape, murder and grievous bodily harm.
- Harmful sexual behaviour – young people displaying sexual behaviours that are outside of developmentally ‘normative’ parameters.

Peer on Peer abuse may manifest itself in the following ways:

- Sexual Violence and Sexual harassment
- Physical abuse such as hitting, shaking, biting, hair pulling and kicking
- Sexting
- Initiation or hazing type rituals

Who does it affect?

- Girls and young women are more frequently identified as those who are abused by their peers, reporting it as having a negative impact on their lives.
- Boys and young men are more likely to be identified as abusers, and less likely to say that partner abuse impacts them negatively.
- Peer-on-peer abuse tends to be experienced by children aged 10 and upwards, with those abusing them being slightly older; however, cases of eight year olds being abused, and inflicting abuse, have been reported.
- Children with intra-familial abuse in their histories, or those living with domestic abuse, are more vulnerable to peer-on-peer abuse.
- Children in care, or those that have experienced bereavement, are more at risk of abusing, or being abused by, their peers.
- Black and minority ethnic children are often under-identified as victims, and are over-identified as perpetrators instead

Peer-on-peer abuse can manifest itself and impact a child in many ways, including, but not limited to, the following:

- Causing physical injuries
- Encouraging drug and alcohol abuse
- Going missing/running away
- Compromising their sexual health
- Committing criminal offences
- Acting disengaged from school
- Affecting their mental health and emotional wellbeing

To an extent, there is no clear boundary between incidents that should be regarded as peer-on-peer abuse and incidents that are more properly dealt with as bullying, sexual experimentation, etc. For this reason, a staff member’s professional judgement plays a vital role in the identification process.

It may be appropriate to regard a child’s behaviour as abusive if:

- There is a large difference in power between the people involved.
- The perpetrator has repeatedly tried to harm one or more people.
- There are concerns about the intention of the alleged perpetrator.

If it is believed that the perpetrator intended to cause harm to the victim, this should be regarded as abuse even if severe harm was not actually caused.

What should you do after identifying abuse?

Any professional who feels that a child has abused another child should notify the DSL immediately, by completing the yellow referral form or if a member of the pastoral team, directly on to CPOMS, including if the incident of abuse took place off the school premises, although any member can make a referral to a children's social care.

If the concern indicates that a potential crime has taken place, or that with safeguarding implications, it may be necessary to call children's social care or the police and treat as an immediate concern.

THE DSL will make a decision as to whether or not the threshold has been met to refer to Social Care or the police. If it does not meet threshold then a referral to Damian Munroe Local Authority Domestic Violence Prevention officer should be considered.

The following factors should be considered when making a referral:

- Whether the perpetrator poses a continuing risk to any child.
- How to protect any child at immediate risk of significant harm.
- Whether a section 47 enquiry should be made and how it should be handled.
- What action should be taken in respect of the alleged perpetrator, such as arranging a risk management meeting.

A section 47 enquiry is initiated if a child is taken into police protection, is the subject of an emergency protection order, or there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm.

It is not appropriate to initiate a section 47 enquiry unless the perpetrator is continuously at risk of causing harm. Any action taken in respect of the perpetrator will be based on the risk they pose to other children and what actions can be taken to minimise this risk. The DSL should discuss this with the Headteacher.

An assessment of the perpetrator's needs will be carried out, taking into consideration:

- The nature, extent and context of the abusive behaviour.
- The child's development, family and social circumstances.
- Whether the child appears to pose a continuing risk, and who is likely to be at risk from him/her.

The parents/carers of all children involved will be informed of the incident and consulted about what will happen next. A risk assessment will be considered at this time in order to protect all parties involved, as well as arrangements for a supervision plan.

Any investigation will be led by the police or social care team, unless thresholds for these services are not met, in which case the school will undertake a thorough investigation.

How can the victim be supported?

If Social care decide to hold a strategy discussion with the police, and other agencies it is important to consider what action is necessary to ensure the immediate safety of the victim, and what further enquiries are required to assess any further risk.

If the victim is still at risk of harm, a child protection conference may be arranged during the strategy discussion.

A child protection conference may conclude that the victim is not in need of a child protection plan, but may be in need of support to address any issues arising from the abuse, e.g. the school may need to provide a counselling service to help with the victim's anxiety following an incident of abuse or a referral to Damien Munroe.

If the victim and perpetrator are members of the same family/household, before making any arrangements to return the perpetrator to the family/household, it is critical to ensure that the victim's views have been heard and that they feel safe.

A supervision plan may be implemented, in order to ensure that the victim is suitably protected from the incident reoccurring; this is often achieved by ensuring the children involved in the incident are separated.

The child's wishes and feelings should be taken into consideration when making any decisions and determining what action should be taken and any agency involvement. The school should ensure they have given an opportunity for the child to express their views and give feedback. All systems and processes are child centered and have the best interests of the child at their heart.

All pupils and members of staff have a responsibility to work together to ensure that abuse does not occur, or where it is found, action is taken.

In order for this to happen, 'ground rules' should be set for all pupils, to ensure that pupils are aware of:

- How they are expected to behave in accordance with the school's behaviour policy and code of conduct.
- What constitutes as abuse.
- How any incidents of abuse will be addressed by the school.
- The importance of adhering to fundamental British values.

The school will minimise the risk of allegations against other pupils by providing the following:

- PHSE as part of the curriculum including drop down days and PSHE work in tutor time
- An effective system for pupils to raise concerns with staff
- A robust risk assessments for pupils that are identified as posing a potential risk
- Appropriate targeted work for pupils identified as being at a potential risk

Sexting

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people⁵ are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this advice covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

Sexting and the Law

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:

It is an offence to possess, distribute, show and make indecent images of children.

The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

'Indecent' is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety. For most purposes, if imagery contains a naked young person, a topless girl, and/ or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

If there is a reported incident of sexting within school. This must be referred to a member of the pastoral team and the device must be confiscated immediately. A member of staff must not ask to view the images.

The pastoral team in consultation with the DSL will consult with the police through 101. When making this call the member of the pastoral team must have full knowledge of the extent of the sexting.

Parents should be contacted at the earliest opportunity.

If the police do not feel it meets their threshold, then the member of the pastoral team under the strict advice of the police should ensure that the images are deleted of that device and any other devices they may exist on.

If it meets the threshold for police involvement the member of the pastoral team should hand over to the DSL or DDSL.

It is important that if an incident of sexting occurs, this is treated sensitively and there is an attempt to minimise the impact for the victim. Support should be offered to the victim either through school or through outside agencies such as:

- Spectrum
- Startwell
- Deal Workers
- CSE Team
- Social care

If sexting involves an adult (Over 18) and a child the matter should be referred to the police and social care immediately.

When sexting takes place between two children under the age of 18 it is important to understand that although a crime has been committed, all parties involved would want to avoid criminalizing the children involved. Therefore, school will primarily treat this as a safeguarding issue as detailed above.

Further guidance on sexting can be found using the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Upskirting

Upskirting involves taking photographs (usually using a mobile device) of a persons unde garments. It is a criminal offence and pupils who are the victim of “upskirting” should have the option to report the action to the police. In all cases of upskirting school should consult with the police through 101, parents should be informed and support should be put in place for the victim along with an appropriate educational package for the perpetrator.

Looked after Children and previously Looked After Children

Arrangements for Looked after and previously looked after children are detailed in the looked after childrens policy.

Position	Staff member
Designated Teacher	Alison Bolton
Deputy Designated Teacher	Kate Sinclair
Designated LAC Governor	Glynis Jackson

At Golborne we are committed to providing the very best education for our looked after children. In order for the staff in school to be fully informed of details of the personal education plan, this is communicated via a pupil passport including the pupil voice.

Regular updates on progress and welfare of looked after pupils is shared through Pupil Inclusion Forum this includes their looked after status and updates from LAC and PEP meetings.

Pupil Premium Plus spending is documented on their individual provision maps and on the school provision map. Spending is on funding their academic and emotional mentoring and also funding resources such as revision guides and study books. Recovery work is also completed with the Assistant Designated Teacher.

Golborne High School recognises that many of our Looked After pupils have suffered some form of attachment disorder, therefore ensures that all of the key staff in a looked after child's life are trained in how to deal with attachment issues. This training is also disseminated to staff through workshops led by the SENDCO.

Key pastoral staff are aware of the family arrangements of all our looked after children. This is kept in a document and updated by the Assistant Designated Teacher. This is reviewed every two weeks with the designated teacher. The document outlines:

- the child's name,
- their Carers,
- Local Authority,
- social worker
- Virtual Headteacher.
- names of parents,
- looked after status

The Assistant Designated Teacher also mentors previously looked after children.

The Designated Teacher at Golborne High School undertakes training and attends LA Designated Teacher Training every term. The designated Teacher is a member of the Senior Leadership Team to be in a position to make decisions at leadership level. The Designated Teacher undergoes a Looked After Audit completed by the Virtual Headteacher once per year outlining specific actions for improvement.

Golborne High School is committed to ensuring that children who become care leavers are still monitored to ensure they are making the very best progress by ensuring the same processes outlined above are followed.

Further information on the role of the designated teacher can be found using the following link:

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Children with Special Educational Needs

Additional barriers can exist with children who have additional needs can face additional challenges and can be more at risk of abuse. Children who are on the SEND register have a pupil passport and receive pastoral support through the SENDCO and inclusion team. If additional needs or concerns are identified the school will initiate an EH.

The use of reasonable force at Golborne High School

Key members of the pastoral and inclusion team have completed Team Teach Training offered by Wigan LA TESS Team. More detailed information about the use of reasonable force can be found in Golborne High School Behaviour Policy which can be accessed through G drive / policies / WS6 Behaviour Policy.

Golborne High School staff understand that to successfully safeguard children in their day to day work they may need to use reasonable force and are taught positive handling techniques: Some uses of reasonable force may include:

- Guiding children
- Breaking up a fight
- Restraint
- Standing in between pupils
- Blocking a pupil's path
- Leading a pupil by the arm

Reasonable in all these instances means using no more force than is required.

In all instances of restraint, the information is recorded in the schools positive handling book and a de briefing session is offered to the staff member by the DSL.

Alternative Provision

Golborne High School uses a range of Alternative Provisions including

- The Three Towers Academy
- Engagement Centres

To ensure that robust safeguarding procedures are in place the school ensures that the alternative provision provider has a copy of the schools safeguarding pack for staff. The school requests the safeguarding policies from that provider along with written confirmation that relevant employment checks have taken place.

Work Experience

When work experience providers are used, this is provided by LA approved external providers. Golborne High School ensures that policies and procedures are in place to protect children. Attendance at the placement is communicated on a daily basis.

When a pupil attends work experience on a regular basis further checks are undertaken to ensure they are safe to supervise children.

All work experience providers receive the schools safeguarding pack for staff.

Private Fostering

If the school becomes aware of a private fostering arrangement where a child is living with a non-family member for longer than 28 days. The school must alert Social care to ensure relevant suitability checks can be carried out.

Final Thoughts / Advice

As practitioners in a school environment we are the best place adults in a child's life to:

- Spot the signs of abuse / neglect
- To identify other existing risk factors
- To have a full picture of concerns
- To have an impact
- To share information effectively
- To challenge decisions made by other professionals
- To care

With this in mind it is important that all staff follow the guidance to:

- Understand factors that may cause a child to be unsafe
- To act on any concerns raised
- To follow the referral process to ensure concerns are being addressed
- To fully update the DSL on any visible changes

It is vital that this document is kept somewhere safe and referred to when a safeguarding concern presents itself. We must never assume someone else is going to address the concern. The main factor raised in Serious Case Reviews is speed of concerns being addressed and the effective sharing of information.

We have a duty of care to protect all our children and staff in school.

Safeguarding during a Pandemic or Partial Lockdown

The schools policies should be followed as closely as possible during a partial shut down. However, situations where pupils are not in the school building may present further challenges when safeguarding staff and pupils within the school community.

Advice and guidance for education professionals can be found on the government website or by accessing the DfE Coronavirus helpline 0800 046 8687

Returning to school

The way schools and colleges are operating in response to coronavirus continues to be different to business as usual. However, as more children return, a number of important safeguarding principles remain the same:

- the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- At Golborne all of our Pastoral Team are trained to DSL standard and two members of the team will be available every day. The DSL can be contacted at any time sboltona@golbornehigh.wigan.sch.uk or safeguarding@golbornehigh.wigan.sch.uk
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to coronavirus are not weakening their approach to safeguarding or undermining their child protection policy. It will be especially important that wider opening risk assessments and related Health and Safety risk assessments are appropriately linked into a school or colleges approach to safeguarding and child protection policy. The Health and Safety Risk Assessment can be found on GDRIVE / Documents 2020 21

For information on health and safety and advice linked to coronavirus see [managing school premises during the coronavirus outbreak](#) and coronavirus information and advice from [Health and Safety Executive](#).

The department has also published information on [prevent management support for schools and colleges](#) who have pupils/students receiving Channel support. Prevent is a vital part of our work to safeguard children from radicalising influences, and it remains in operation in local authorities during this challenging time.

Concerns to be aware of as pupils return to school

Staff may identify new concerns as pupils return to school. These could include but are not limited to:

- Changes in dynamics of household
- Loss and bereavement of relatives
- Poor mental health due to isolation or loneliness
- Increased risk and exposure to domestic violence within the household
- Fear of being exposed to COVID-19 and general uncertainty
- Online safety concerns such as Child Sexual Exploitation, grooming and online bullying.
- Suicidal ideation
- Neglect
- Radicalisation through online platforms
- Aspects of recognised abuse due to lack of exposure to the safety of school.

Reporting Concerns

If you have a concern regarding a child either through on line learning or on their return to school. It is important that these are actioned swiftly so that the best support can be given to the child. Please either submit referral form (at the front of this policy) or an online form through forms using the following link:

https://forms.office.com/Pages/ResponsePage.aspx?id=6rjfWzm1_U-kH2Ki9I4n6oHlwS-REhFDhJDlq1TvDAxUMjYxS0ZLSTFFUVdOUVY4N1QxV1FaMTE0UC4u

Recording Information

Whilst the school is partially closed. Communication regarding the safety and well being of pupils will take place via the safeguarding group in Microsoft Teams. Only safeguarding professionals in school should have access to the information held within this group. As we return to school, the information must be uploaded onto CPOMS where it can be held securely.

Concerns about an adult within the school environment who may pose a risk to children.

As is outlined in the child protection policy, any concerns regarding a risk an adult in the school community may pose to a child should be reported to the Headteacher or the safeguarding lead. This may now include any adults who are teaching children via online platforms.

More information regarding on line safety during lockdown can be found in the guidance from school
<http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/GolborneHighSchool/MainFolder/Parental-Guide-to-online-Safeguarding-at-Golborne-High-School.pdf>
<http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/GolborneHighSchool/MainFolder/Pupil-guide-to-online-Safeguarding-at-Golborne-High-school.pdf>

Safeguarding Children who are not physically attending school

If a concern is identified regarding a child who is working at home, this should be communicated via the online form. (Please see link above). The parent of the child will be contacted and if necessary the school will refer to one of the safeguarding partner agencies. All safeguarding concerns will be followed up and recorded on CPOMS.

Updates from Local Safeguarding Partners

Any updates from Local safeguarding Partners will be communicated to staff and parents via one or all of the following ways:

- Safeguarding Newsletter
- Safeguarding Guidance
- Email
- School Social media Platforms
- School Website

Updated Advice Received from Local Authorities

Children may fall under one or more of the following categories:

- Children on an EHCP
- Children in care
- Children subject to a CIN plan
- Children subject to a CP plan
- Children accessing Early Help

Although at this time face to face meetings may not be possible. Every effort should be made to ensure the meeting goes ahead via other remote platforms such as skype, zoom or Microsoft Teams. The lack of a face to face meeting should not be a barrier to effective safeguarding of children.

Designated safeguarding Leads

At Golborne High School all pastoral team members are trained to DSL standard. There will be at least two members of the pastoral team in school every day to deal with any safeguarding concerns. The DSL (Alison Bolton) must be kept informed of any safeguarding concerns. When the DSL or Headteacher are not on site a Senior Leader should assume overall responsibility for safeguarding

The DSL will coordinate communication through a variety of means to ensure that effective pastoral care is delivered to all pupils when they are not in the school building.

The DSL will ensure the school is up to date with all safeguarding information and will communicate that via the above means and update policies when required.

Attendance

Attendance is addressed through the attendance policy. The re-integration of pupils at Golborne High School will be completed through a risk assessed phased approach starting with Year 10. Risk assessments will be updated and when, appropriate the school will move on to the next phase.

Children and staff who have symptoms should not attend and children who either themselves or their families are shielding or clinically vulnerable should consider very carefully the safety aspects that come with attending school with more children in.

Every effort will be made to safeguard all staff and pupils when in school from the virus, although this cannot be guaranteed.

Staff Training and Induction

All current Golborne High School staff have received safeguarding training. New staff will receive induction training and will be expected to complete online safeguarding training and PREVENT training in line with the safeguarding policy.

Children Moving Schools

It will be important for any school or college whose children are attending another setting to continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the virtual school head with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible virtual school head is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of special educational needs (SEN) provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst schools and colleges must continue to have appropriate regard to data protection law, that does not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76 to 83 of [KCSIE](#).

Safer Recruitment

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. Schools and colleges should use their judgement on whether recruitment is needed and how this can best be done given the circumstances. If schools and colleges are recruiting new staff, they should continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of [KCSIE](#). In response to coronavirus, the Disclosure and Barring Service (DBS) has made changes to its [guidance on standard and enhanced DBS ID checking](#) to minimise the need for face-to-face contact. The Home Office and Immigration Enforcement have also temporarily adjusted the [right to work checks](#) due to the coronavirus outbreak.

Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of [KCSIE](#). Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school or college workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the response to coronavirus. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above). Whilst the onus remains on schools and colleges to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of [KCSIE](#), in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason the school or college have concerns about the individual, they may obtain a new check in the usual way.

Schools and colleges must continue to follow their legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of [KCSIE](#).

Schools and colleges should continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of [KCSIE](#) and the TRA's [advice for making a referral](#). During the coronavirus period all referrals should be made by emailing misconduct.teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school or college is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. This will be more important than ever as more children and staff return. As such, schools and colleges must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in [KCSIE](#). The SCR can, if a school or college chooses, provide the means to log everyone that will be working or volunteering in a school or college on any given day, including any staff who may be on loan from other institutions. The SCR can also, if a school or college chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

Mental Health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, schools and colleges should ensure appropriate support is in place for them. There will be members of pastoral and inclusion staff on site daily to address any concerns regarding a child or member of staff mental health concerns

Mental health First Aiders

Lisa Griffiths (Mental health lead)
Gillian Heyes
Dawn Ashbrook

Our guidance on [mental health and behaviour in schools](#) (which may also be useful for colleges) can help schools to identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the school or college (although this may be delivered in

different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work. The department has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.

Online safety in schools and colleges

For a period of time as schools become more integrated back into the building, there will still be an expectation for many children to be working at home via online learning platforms. The main online learning platforms that Golborne High School use are Edulink and Teams. Teachers may direct pupils to further online learning resources. Teachers will have fully scrutinized the content of the resource they wish the pupil to use, there may be other content on that platform that has not been checked. More information can be found in the following links:
<http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/GolborneHighSchool/MainFolder/Parental-Guide-to-online-Safeguarding-at-Golborne-High-School.pdf>
<http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/GolborneHighSchool/MainFolder/Pupil-guide-to-online-Safeguarding-at-Golborne-High-school.pdf>

Whilst using school ICT resources appropriate filters and monitoring is in place. Please see Child protection policy above.

Matthew Pye should be contacted for any technical queries in the absence of Matthew Pye please contact Steven Bond. Both can be contacted at ITservices@golbornehigh.wigan.sch.uk or Paul Harper at ABTEC paul@abtec.net

Children and online safety away from school and college

All schools and colleges should be doing what they reasonably can to keep all their children safe. Whilst more children return to school and college, others will continue to stay at home and, in many cases, will be continuing to engage with their school or college online.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should continue to be made to children's social care and as required the police.

Concerns may be communicated via the online reporting tool and through safeguarding@golbornehigh.wigan.sch.uk

Remote education

The department has provided [guidance on safeguarding and remote education](#) to support schools and colleges plan lessons safely. [Case studies](#) are available for schools to learn from each other's emerging practice as they develop their approaches to providing remote education.

Virtual lessons and live streaming

There is no expectation that teachers should live stream or provide pre-recorded videos. Schools and colleges should consider the approaches that best suit the needs of their children and staff.

Guidance from the National Cyber Security Centre on [which video conference service is right for you](#) and [using video conferencing services securely](#) can help set up video conferencing safely, if you choose to use it.

In addition, [guidance from the UK Safer Internet Centre on safe remote learning](#) includes detailed advice for real time online teaching and the London Grid for Learning [safeguarding advice](#) includes platform specific advice.

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, also consider what will be in the background.

More information can be found using the following resources

Guidance for using teams for a live lesson

Staff guidance to online safety

Online safety

All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the [guidance for safer working practice for those working with children and young people in education settings](#) published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Government has also provided:

- [support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- [support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

The department encourages schools and colleges to share this support with parents and carers.

