

Burnage
Academy for Boys

Safeguarding & Child Protection Policy

February 2017

Burnage Academy for Boys

SAFEGUARDING POLICY

Reviewed and updated February 2017

Governor Approval

Next review February 2018

1. INTRODUCTION

1.1 This policy has been developed to ensure that all adults at Burnage Academy for Boys (BAFB) are working together to safeguard and promote the welfare of children and young people. This policy has been ratified by the Governing Body Safeguarding Committee at its meeting on 20th June 2017 and will be reviewed in February 2018.

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

1.3 The Headteacher, Ian Fenn, or, in his absence, Mathew Rogers, Assistant Headteacher and Designated Safeguarding Lead, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of BAFB. This policy complements and supports other relevant school and Local Authority policies (Appendix A).

1.5 Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education – September 2016', BAFB will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

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

2.2 The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Early Help Assessment is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

2.4 BAFB exercises diligence and prevents any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

3. THE CURRICULUM

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

3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

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

3.4 BAFB takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, FGM, Forced Marriage. 'All staff have a duty to report any concerns for example even if they know if someone else (a child at another school) has had the procedure. Where FGM has taken place, since October 2015, there is a mandatory duty placed on teachers to report such cases to the Police.

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

4. ATTENDANCE & EXCLUSIONS

4.1 BAFB views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

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

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

4.4 The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by BAFB in accordance with the School Register Regulations.

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

5. KEEPING RECORDS

5.1 BAFB will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.

5.2 Issues of a safeguarding nature, however minor, are recorded on a 'One Note' page for the particular student. As other events occur, they are added to the One Note page, with the nature of the event clearly headlined and dated.

5.3 The top of the One Note page will clearly indicate the name and contact details of all external agencies/professionals involved with the student, both current and previous.

6. ROLES AND RESPONSIBILITIES

6.1 The Headteacher of BAFB will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers will receive appropriate training which is regularly updated during school inductions and throughout the academic year as appropriate.

- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear on the school website.
- Ensure that the Safeguarding and Child Protection policy is available on the school's website.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalization and extremism.

6.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the Designated Governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- The school's Safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education' and Local Authority procedures.
- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.

6.3 The Designated Persons, Audrey Lewis, Ali Shah and Gary Kelembeck have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. These Designated Persons will:

- Together with the Designated Safeguarding Lead, act as the first point of contact with regards to all safeguarding matters
- Attend up-dated training every two years
- Provide relevant information to the LA on how the school carries out its safeguarding duties
- Provide support and training for staff and volunteers

- Ensure that the school's actions are in line with the MCSB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at manchesterscb.org.uk)
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role
- Manage and keep secure the school's safeguarding records
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child
- Liaise with the Headteacher and the Designated Safeguarding Lead about any safeguarding issues
- Ensure, with the Designated Safeguarding Lead, that the Safeguarding Policy is regularly reviewed and up-dated
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school using secure mechanisms.
- Keep a copy of the student files in a secure, locked location so information is only shared on a need to know basis.

7. SAFE RECRUITMENT AND SELECTION OF STAFF

7.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2016.

1.1 7.2 The Headteacher and Governing Body will ensure that all staff and volunteers at BAFB will have been vetted and DBS checked.

8. WORKING WITH OTHER AGENCIES

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

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

9. CONFIDENTIALITY AND INFORMATION SHARING

9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Safeguarding Lead discloses any information about a pupil to other members of staff on a need to know basis only either in paper form or through the CPOMS system.

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

10. TRAINING FOR STAFF AND VOLUNTEERS

10.1 All staff should be made aware of the school's safeguarding systems as part of their induction.

10.2 All staff should receive appropriate child protection training which includes the following:

- basic safeguarding information about the school's policies and procedures
- signs and symptoms of abuse (emotional and physical)
- indicators of vulnerability to radicalisation
- how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child

10.3 In accordance with "Keeping Children Safe in Education – September 2016" all staff will receive training at induction. The Designated Persons for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

10.4 All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism.

11. RECORDING AND REPORTING CONCERNS

11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern by completing a Child Welfare Form

12. INFORMING PARENTS/CARERS

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

12.2 Parents and carers will be informed if a referral is to be made to the Children's Social Care Service or any other agency.

12.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Persons, Designated Safeguarding Lead or Headteacher will seek advice from Children's Social Care.

13. DOMESTIC ABUSE

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

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

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

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

14. FORCED MARRIAGE

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

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

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

15. FEMALE GENITAL MUTILATION

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

15.2 Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.

16. PREVENTING RADICALISATION & VIOLENT EXTREMISM

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

16.2 BAFB is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

17. E-SAFETY

17.1 BAFB has an E-Safety Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

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

17.3 It is the duty of BAFB to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

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

18. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

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

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

19. CHILD SEXUAL EXPLOITATION (CSE)

19.1 CSE is everyone's responsibility and everyone has a role to play.

19.2 All staff at BAFB are responsible for identifying possible victims. All staff should offer prevention messages to any young person that they work with.

19.3 All staff should support parents and carers they work with to recognise concerns and respond appropriately.

20. GANG AND YOUTH VIOLENCE

20.1 Evidence shows that early-stage intervention is an effective strategy for preventing children becoming involved in violence, crime or anti-social behaviour later on in life.

20.2 Staff at BAFB will ensure that at identified at risk pupils are offered clear support based on best practice in order to prevent them becoming involved in gang violence or anti-social behaviour.

21. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

21.1 The school follows the government guidance Keeping Children Safe in education – 2016, when dealing with allegations made against staff and volunteers.

21.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

21.3 Referrals with regards to a person in a position of trust, or matters of public protection should be emailed to manchesternet.ppiu@gmp.pnn.police. This should then be followed up with a phone call to PPIU on 0161 856 4444. The above may only refer to external persons in a position of trust.

21.4 Referrals concerning staff are to be made to the Headteacher (Mr Ian Fenn). Concerns about the Headteacher are to be made directly to the Chair of Governors (Mr. Alan Scott).

22. COMPLAINTS OR CONCERNS BY STUDENTS, STAFF OR VOLUNTEERS

22.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

22.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

23. SERIOUS CASE REVIEWS

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

23.2 Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.

23.3 Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

23.4 Improve inter-agency working to better safeguard and promote the welfare of children and young people.

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

24. VISITORS

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

25. BOOKINGS AND EXTERNAL SCHOOL ARRANGEMENTS

25.1 BAFB operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalize pupils or staff.

25.2 Any external groups who use school facilities for clubs, events or educational activities are expected to have their own safeguarding policies and procedures which are strictly adhered to

APPENDIX A

Linked School Policies:

- Health and Safety
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- ICT and Access to the Internet
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visits
- Special Educational Needs
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines

MSCB Policies and guidance (on MSCB website @ www.mscb.org.uk):

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation

- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- Channel – advice and information

APPENDIX B

A 'GOOD' SAFEGUARDING SCHOOL

The Governing Body, Leadership Group and staff are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- BAFB is a place where 'every child matters'
- Tolerance, understanding and respect for others are core values of the school
- The environment is welcoming and pleasant and all pupils, staff and visitors are greeted appropriately
- BAFB has pleasant and welcoming dining areas and encourages healthy eating
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for
- Pupils feel valued and are open and confident in their relationships with staff and one another
- Pupil's work is displayed and changed regularly

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood by all
- The Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date
- EHA targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place
- Appropriate Policies and Procedures are in place, understood and implemented by all staff
- BAFB takes account of the Disability Discrimination Act and has made appropriate adjustments for staff and pupils
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide
- BAFB has an identified person who administers medicines
- DBS checks are in place and regularly up-dated
- Appropriate Risk Assessment procedures are in place and up-dated

PUPIL TRACKING

- BAFB will aim to ensure that all students will have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. BAFB is committed to anti-discriminatory practice and recognises explicitly the additional needs of children from minority ethnic groups, disabled children, children with SEN and the barriers that they may face especially around communication
- The progress and attendance of pupils in alternative provision is as carefully tracked and monitored as for other pupils
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required
- Vulnerable groups are identified and tracked for progress, attainments and attendance
- Effective transition for pupils takes place at all stages

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective
- A Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision
- Staff receive regular up-dated training on a range of Safeguarding issues and identified staff receive higher level training as appropriate

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making
- Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities
- Pupils are encouraged to participate in a variety of clubs and activities

THE CURRICULUM

- The Social Emotional Aspects of Learning (SEAL) programme is effectively implemented by all staff and pupils
- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities
- The curriculum, organisation of teaching and learning and ethos at BAFB contribute to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, internet safety, staying safe and building resilience
- Staff expectations of pupil's behaviour, attendance and attainment are high
- BAFB has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the internet. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation
- There are formal and informal opportunities to praise, reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers
- Family intervention work is an integral part of BAFB's support for children and families
- BAFB actively pursues all absence – we know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue
- BAFB does not exclude pupils but tries to find alternative ways of supporting them.
- BAFB does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience
- Pupil demonstrates discomfort about their place in society
- Pupil may be experiencing family tensions at home
- Low self-esteem and sense of isolation
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends
- Pupil may be searching for questions about their identity, faith and belonging
- Pupil may have perceptions of injustice and rejects civic life
- Pupil is accessing extremist websites and is in contact with extremist recruiters
- Pupil justifies violence to solve societal issues
- Significant changes in behaviour and/or appearance
- Pupil uses extremist narratives and global ideology to explain personal disadvantage

Burnage Academy for Boys

CHILD PROTECTION POLICY

Reviewed and updated February 2017

Governor Approval 20th June 2017

Next review February 2018

1. INTRODUCTION

1.1 Burnage Academy for Boys (BAFB) fully recognises its responsibilities for child protection. Our policy applies to all employees, visiting University Students, visiting teachers, governors and volunteers working in the school. As with all policies in place at BAFB, the governors have given due consideration to the spirit of the "Every Child Matters" agenda. In addition, in the application of this policy, the school will strive to reflect the school aims to ensure the wellbeing and safety of all individuals who are members of our community. The school follows the procedures established by the Manchester Safeguarding Children Board relating to protecting children in danger of abuse or neglect.

1.2 Any adult working or visiting BAFB, who has knowledge or a concern that a child is being abused or neglected, or is at risk of being abused or neglected, has a duty to refer that concern to a designated member of school staff.

Where it is felt that a child is at risk of significant harm, one of the safeguarding staff will refer that concern to the Contact Centre for Children's Services who have statutory duties and responsibilities to investigate and to take the required action. For the purposes of these procedures, a child is anyone under 18 years of age.

1.3 In order to protect children from harm the school will act in accordance with the following legislation and guidance:

- Section 17 of the Children Act 1989
- Education Act (2002)
- Children Act (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Working Together to Safeguard Children (DfES 2006)
- Safeguarding Children and Safer Recruitment in Education (2006)
- Safeguarding Children Procedures (MSCB 2007)
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children. (DfES 2006)
- Laming Report (January 2003)
- The Protection of Children in England: A Progress Report (March 2009)
- Working Together to Safeguard Children (2015)
- The Munro Review of Child Protection: Final Report A child-centred system (May 2011)
- A child-centred system The Government's response to the Munro review of child protection (July 2011)
- A summary of the government's response to the Munro report NSPCC briefing (July 2011)
- Improving attendance at school Charlie Taylor Report (April 2012)

- Keeping Children Safe in Education (September 2016)

2. DEFINITIONS

2.1 What is a child in need? (S17 of the Children Act 1989) Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17(10) of the Children Act 1989) plus those who are disabled. The critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 are what will happen to a child's health or development without services, and the likely effect the services will have on the child's standard of health and development.

2.2 What is significant harm? (S47 of the Children Act 1989) Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, when it has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm (s47 of the Children Act 1989). To make enquiries involves assessing what is happening to a child. Where s47 enquiries are being made, the assessment (the 'core assessment') should concentrate on the harm that has occurred or is likely to occur to the child as a result of child maltreatment in order to inform future plans and the nature of services required. Decisions about significant harm are complex and should be informed, be a careful assessment of the child's circumstances, and involve discussion between the statutory agencies and with the child and family.

2.3 What is abuse and neglect? Abuse and neglect are forms 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 known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

3. TYPES AND INDICATORS OF ABUSE AND NEGLECT

3.1 PHYSICAL ABUSE

3.1.1 Definition: Actual or likely physical injury to a child, or failure to prevent physical injury or suffering to a child. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child they are looking after (factitious illness by proxy or Munchausen syndrome by proxy).

3.1.2 The presence of the injuries listed below may indicate that further enquiry should be undertaken. It should not be considered comprehensive. The presence of one or more of these factors is not proof that abuse has occurred but must be viewed in the context of the wider history. Always consider the history and injury in relation to the child's developmental age. Blue spots, presents from birth should not be confused with bruising. Remember that non-accidental injury and a bleeding disorder may occur in the same child.

- Bruising around the eyes, the ears, in and around the mouth, fingertip bruising and grab marks, slap marks, bruising caused by a ring, stick, belt or other implement
- Bite Marks. Bites result in a set of crescent shaped bruises corresponding to the upper and lower teeth. The size and pattern may help determine the perpetrator

- Ligature Marks. Linear bruising or pinpoint blood spots around limbs or neck; this can be caused by tying up or strangling
- Burns and Scalds. It can be difficult to distinguish between accidental and non-accidental burns. Always consider the child's development ability. Burns which have a clear outline or which are on areas normally covered by clothing should be viewed with suspicion. Non-accidental scalds caused by dunking in hot water leave a demarcated "tide mark". Accidental scalds are often accompanied by "splash marks"
- Cigarette Burns. Deliberate cigarette burns are clearly demarcated, round and punched out. Impetigo may mimic cigarette burns and vice versa
- Poisoning This may present as an emergency, or with inexplicable symptoms or signs, or as recurrent unexplained illness
- Fractures are usually painful so the child avoids using the affected limb. There may be tenderness, swelling and discoloration at the fracture site. Non-accidental injury cannot be diagnosed from the pattern of fractures alone. Other helpful pointers are inconsistencies in the history and the presence of other injuries. Osteogenesis imperfecta or brittle bone disease is a rare connective tissue disorder. Most children will have other signs of the disease or a family history
- Internal Injuries result from a direct blow and can be life threatening. There may be no signs of bruising of the abdominal wall
- Shaking Injuries may cause drowsiness, poor feeding or fits. Occasionally in shaking cases, bruises may be noted on shoulders or neck.

3.2 NEGLECT

3.2.1 Definition: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. It is likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to the appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3.2.2 In assessing neglect it is important to consider parenting capacity as well as physical evidence of poor nurturing on growth and development.

3.2.3 Features include: growth impairment; pot belly, thin buttocks; mottled hands and feet; poorly clothed; abnormally voracious appetite; dry sparse hair; Foetal Alcohol syndrome (can be difficult to diagnose); lack of supervision; failure to seek medical care; failure to attend school; unhygienic home conditions; "Frozen watchfulness" - term used to describe a child with an anxious quietness or the state of a child who is unresponsive to his or her surrounding but is clearly aware of them.

3.3 SEXUAL ABUSE

3.3.1 Definition: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. With the increase in social media sites children are now at greater risk of being exposed to pornographic materials and of being drawn into child sexual exploitation through contact with others in ways that often appear innocent. Sexting, cyber bullying or arranging meeting with new contacts are examples of this.

3.3.2 When considering whether a sexual activity should be regarded as abuse: the legal ages for sexual consent should be borne in mind; the legal age for heterosexual acts with females is 16 years; the legal age for homosexual acts between males in private is 16 years; there is no offence of consensual homosexual activity between females; sexual contact without consent and incestuous relationships are always illegal.

3.3.3 Consider whether the parents protect the child from sexual activity inappropriate to his or her age. Do they ensure that the child is looked after by appropriate adults? Is there evidence of coercion? Police specialists at the PPIU can advise.

3.3.4 The following physical signs may indicate sexual abuse in the absence of a reasonable alternative explanation (the absence of signs does not mean no abuse!): fingertip bruising on the inside of the thigh; itching, soreness, discharge, bleeding, pain on passing urine; repeated urinary tract infections; rectal bleeding; injuries to the genital area; persistent abdominal pain or headaches without apparent cause; pregnancy in a girl under 16 years of age should raise the question of abuse especially when the identity of the father is vague.

3.3.5 Children may present with behavioural signs that may be indicative of sexual abuse. The following indicators need careful interpretation within the context of other information: withdrawal and introversion; sudden noticeable change in behaviour; sudden onset of wetting or soiling, by day or night; sleep disturbance, nightmares, refusing to sleep alone; display of sexual knowledge or behaviour beyond the child's years; persistent or excessive masturbation, particularly in inappropriate settings; behaving provocatively or seductively with adults or other children, or kissing inappropriately; hinting at sexual activity through words, play or drawings; appetite disorders; self-mutilation; running away, sleeping out, abusing drugs or alcohol and attempting suicide; involved in or a victim of cyber bullying; involved in sexting; developing unhealthy patterns of internet use, communicating with internet contacts who have no connection to the child's day to day life.

3.3.6 Sexual abuse is almost always an offence committed by men. Women form a minority of offenders. However, three groups of women offenders have been identified: co-offenders – jointly abusing a child with a male partner; accomplices – enabling the abuse by a male partner; independent offenders – woman abusing a child herself.

3.4 EMOTIONAL ABUSE

3.4.1 Definition: Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone.

3.4.2 Factors in emotional abuse include: lack of praise and encouragement, comfort and love, attachment, appropriate stimulation, continuity of care; singling out of one child in particular for such treatment; child having to carry out many tasks in the home inappropriate to their age or development; over-protective and possessive behaviour of a parent which prevents the child from having normal contact with friends; exposure to domestic violence; witnessing violence between parents; inconsistency of parenting; child unsure of the reaction from the parent from one moment to the next; harsh disciplines; negative comments

3.4.3 There is increasing evidence of the adverse long-term consequences for children's development where they have been subject to sustained emotional abuse. Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Underlying emotional abuse may be important, if not more so, than other more visible forms of abuse in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

4. DESIGNATED PERSONS

4.1 The Designated Persons (DPs) for Child Safeguarding are:

- Audrey Lewis (Safeguarding and Welfare Officer)
- Gary Kelembeck (Safeguarding and Welfare Officer)
- Ali Shah (Safeguarding and Welfare Officer)

4.2 The Designated Teacher for Child Safeguarding is:

- Emma Farr (Head of SEN & SENCO) / Katherine Horne (SENCO)

4.3 The Leadership Team members responsible for Child Safeguarding are:

- Mathew Rogers (Assistant Head – Safeguarding Lead, Behaviour for Learning)
- David Lingenfelter (Assistant Head – Attendance)
- Iain Ross (Deputy Head)

4.4 The Governor with special responsibility for Child Safeguarding is:

- Rosalyn Webster (School Governor, Chair of School Safeguarding Committee)

4.5 The Safeguarding Team comprises of Emma Farr, Katherine Horne, Gary Kelembeck, Audrey Lewis, Mathew Rogers, David Lingenfelter and the four House Leaders (Sally Cottrill, Lisa Senior, Carolyn McNair and Rebecca Wadeson)

4.6 It is the role of the Designated Senior Persons for Child Safeguarding and the Leadership staff to:

- Act as the first point of contact with regards to all safeguarding matters
- Attend up-dated training every two years
- Provide appropriate information to the LA on how the school carries out its safeguarding duties
- Provide support and training for staff and volunteers and make sure that they receive MCSB approved refresher training every three years
- Ensure that all staff are reminded annually of their legal responsibilities to safeguard and protect all children
- Ensure that all staff and volunteers and new staff receive the school Safeguarding and Child Protection policies, to read and sign that they will adhere to, this is to be done annually and from the point of induction
- Ensure that the school's actions are in line with the MCSB Safeguarding Inter-Agency Procedures
- Ensure that any staff, specifically the Safeguarding Team, with specific responsibility for safeguarding children receive more in depth training

- Support any staff who have concerns and support the Safeguarding Team or any other relevant staff to make effective referrals to the Children, Families and Social Care Service
- Keep copies of all referrals to Children, Families and Social Care Service and any other agencies related to safeguarding children
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child
- Liaise with the Headteacher about any safeguarding issues. Report regularly to the Governing Body Safeguarding Committee and the Headteacher an analysis of needs and safeguarding work completed
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school.
- Keep a copy of the file

5. GUIDANCE AND PROCEDURES

5.1 When to be concerned about Child Abuse and Neglect All school staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with students. The following are some of the circumstances that should raise concern:

- Frequently has injuries (even when apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Has any injury which is not typical of the bumps and scrapes normally associated with children's injuries
- Unusual behaviour in the parents – e.g. delay in seeking medical advice, refusal to allow proper treatment, unprovoked aggression towards staff or lack of parental concern.
- Presence of signs of neglect e.g. failure to thrive.
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age
- Discloses an experience in which he or she may have been significantly harmed.
- Any other cause that indicates that a child may be suffering harm

5.2 Responding to Child Abuse or Neglect Concerns

- If any member of staff is concerned about a child he/she must report it to one of the DPs or the Safeguarding Lead as soon as possible to inform them of their concerns
- Having reported the concerns they will be required to record the information regarding the concerns as soon as possible (definitely on the same day)
- The recording must be a clear, precise, factual account of the observations and concerns.
- A BAFB Child Welfare Form can be used for this or an email detailing the concerns sent to the DPs and Safeguarding Lead. Copies of the forms are available on the system in the Safeguarding folder
- Recording information on blank paper is acceptable in situations when it is impractical to leave a child to find a Child Welfare Form

- If none of the DPs are available, staff should contact a member of the Leadership Group or the Headteacher
- The DPs have responsibility for overseeing the school's response to the reported concern
- If any of the DPs feels that a child is at risk of significant harm they will ensure a referral is promptly made to Children, Families and Social Care Service
- Parents should not be informed that a child is being referred to Children's Services if it is perceived by any of the DPs that the child is at risk of significant harm from someone in the family
- On some occasions in some complex situations the Headteacher will be informed and any planned actions verified by him or other senior LA staff. This would occur in incidents that involved danger to other young people, in the event of a serious life threatening incident or death or in instances where a number of agencies need to be informed. On some occasions the Local Authority Designated Officer (LADO) or Safeguarding Police will be informed
- Referrals may initially be made by telephone to the Contact Centre at the MASH (Multi Agency Safeguarding Hub); however, all referral forms must be emailed to the Contact Centre within twenty four hours of the telephone referral
- Where possible, and provided that this will not place the child at greater risk of harm, concerns should be discussed with the family before making referrals to Children, Families and Social Care Service
- Parents should be kept informed, consulted and involved unless there are clear indications for excluding them at a particular stage or for overriding their views. The DPs will advise, support or communicate directly when informing parents
- If the DP feels that a child is in immediate danger the Police should be rung immediately
- In cases where the DPs are unsure whether to make a referral to Children, Families and Social Care Service he/she should contact the Duty and Assessment Social Work Team for further advice
- In cases where the DP is confident that it is unnecessary to make a referral to Children, Families and Social Care Service he/she should ensure that the child continues to be monitored and ensure appropriate support is provided
- Safeguarding staff should be mindful that it may be necessary to escalate the situation and make a referral to Children, Families and Social Care Service at some point in the future
- The child may have additional needs and require further support
- Key pastoral staff will consider whether an Early Help Assessment is appropriate. If it is, the key worker will instigate the Early Help Assessment procedures in line with the school's Early Help Assessment guidelines. Once instigated, the Early Help Assessment should provide opportunities for careful monitoring and regular meetings and it allows for a smooth escalation of support to other agencies, if required
- In cases where CFSC staff respond in a manner that BAFB DPs consider to be less than what is required to protect a child from significant harm, the issue should be reported to the Safeguarding Lead and where necessary to the Headteacher
- Consideration will then be given to advising CFSC District Managers, the LA Safeguarding Lead or the Director of Children's Services in writing

5.3 Guidelines for Dealing with a Disclosure If a student discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief

- Accept what is being said
- Allow the student to talk freely
- Reassure the student, but not make promises which it might not be possible to keep
- Explain to the student that confidentiality cannot be assured and that one or more of the DPs must be informed and explain that it might be necessary to refer to CFSC
- Reassure them that what has happened is not their fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Inform a DP without delay
- Make a written record (see Record Keeping)

5.4 Confidentiality Child Protection raises issues of confidentiality that must be clearly understood by all staff / volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of students with other professionals, particularly investigative agencies (CFSC and the Police)
- Staff/volunteers who receive information about students and their families should share that information within appropriate professional contexts only
- If a pupil says that he has a serious problem he wants to discuss and asks a staff member not tell anyone else, the staff member must not comply with this request. Rather, they must say that some things are so serious that they may have to be taken to another trustworthy person who may be better able to help with their problem
- It may be that a disclosure does not take place but usually a pupil will proceed on this basis. Within that context, the student should, however, be assured that the matter will be disclosed only to people who need to know about it
- Once a disclosure has been made staff/volunteers must then inform the DP only, and they will decide on the next course of action

5.5 Record Keeping and Record Storage When a student has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the student
- Draw a diagram to indicate the position of any bruising or other injury. Body maps are available from the DPs for this purpose
- Record statements and observations rather than interpretations or assumptions
- All records need to be given to the DPs promptly
- No copies should be retained by the member of staff or volunteer
- All child protection documents must be stored in a locked cabinet that is accessible only by authorised staff

5.6 Student Safeguarding Table All students with a safeguarding need (from EHA up to CP Plan level) are recorded in the Student Safeguarding Table. The document is live allowing it to be altered by the

student's key worker within the Safeguarding Team as circumstances change. Every half-term a snapshot of the document is archived.

5.7 Allegations involving School Staff / Volunteers Any allegation of abuse or potential unsuitability must be dealt with quickly and consistently, in a way that both provides effective protection for the child or young person and offers appropriate support to the worker, carer or volunteer who is the alleged perpetrator. Every effort should be made to maintain strict confidentiality and to guard against publicity while an allegation or concern is being investigated or considered.

5.7.1 Allegations or concerns about staff or volunteers should be responded to in line with any other allegation or concern, except, instead of reporting the allegation or concern to a DP, the allegation or concern should be reported immediately to the Head Teacher (Ian Fenn) or, in his absence, the Safeguarding Lead (Mathew Rogers).

5.7.2 If the allegation or concern is about the Head Teacher, the Chair of Governors, Alan Scott, should be contacted. In his absence, Steve Jones (Vice Chair) should be contacted. Contact details for both Governors can be obtained via school office staff.

5.7.3 The allegation or concern will be handled in accordance with the MSCB Procedures for Managing Allegations against People who work with Children. (Full policy can be found at: <http://www.manchesterscb.org.uk/prof-specific.asp>).

5.8 Medical Examinations No one other than a qualified medical practitioner is competent to diagnose the nature, extent or severity of an injury. Whenever a medical examination is required, it should be planned in a way which will avoid the need for any repeat examinations and must be undertaken by a specialist – normally a Consultant Paediatrician or a Paediatrician under the supervision of a Consultant.

5.9 Children on Child Protection Plans If a student who is or has been the subject of a Child Protection Plan, changes school, the DP will inform the social worker responsible for the case and transfer the appropriate records to the receiving school in a secure manner, to a named person, and separate from the child's academic file.

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

5.10 Support for staff involved in a child protection issue. Staff involvement in child protection or a disclosure from a student, is likely to be a stressful experience. The member of staff/volunteer should therefore consider seeking support for themselves and discuss this with any of the DPs. Good practice suggests that a short verbal review is useful after each referral has been made to highlight good practice and identify and problem solve any difficulties that need to be overcome in future. This can include supervision arrangements with independent child safeguarding experts or in house reviews.

Abuse of Trust

All staff at BAFB are made aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent. The school's Code of Conduct will set out the expectations of staff at BAFB.

Sources of Support & Information

Help and Support in Manchester; www.manchester.gov.uk/helpandsupportmanchester.

Early Help Hubs:

North- 0161 234 1973

Central- 0161 234 1975

South- 0161 234 1977

Child Protection – national:

NSPCC helpline: 0808 800 5000

Childline: 0800 1111

Child Protection – local:

Manchester Contact Centre

on 0161 255 8250

or fax

on 0161 255 8266.

Parents' support – national:

ParentlinePlus: 0808 800 2222

www.parentlineplus.org.uk

Parents' support – local:

Parent Confidential Helpline - 0161 209 8356

Mon - Fri 10am - 3pm

Answer phone available when lines are closed 0161 209 8356

Email: Parents@manchester.gov.uk

General enquiries 0161 245 7300

Address:

Independent Advice service
Westwood Street
Moss Side
M14 4PH

Sexual harm and sexually harmful behaviour – national:

Stop It Now! 0808 1000 900
www.stopitnow.org.uk

Internet safety – national:

ChildNet International: www.childnet.com

Child Exploitation and Online Protection:
0870 000 3344 www.ceop.gov.uk

Local agencies:

Police: 0161 872-5050

Children's Social Care: 0161 225-9293

Out of Hours Duty Team: 0161 255-8250

Hospital Manchester Royal Infirmary:

Oxford Road, M13 9WL
0161 276 1234 www.cmft.nhs.uk.