Safeguarding and Child Protection Policy 2021 /2022

Signed by:

Signed by:

Michelle Murray, Executive Principal / CEO

Helen White, Chair of Trustees

Date: 22/09/2021

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Revision History

Date	Document Version	Document Revision History	Document Author / Reviser	Document Approval
18.10.2 018	1.0	Policy Review	M Murray	Trust Board
25/09/2 019	1.1	Document annual review. Amended to reflect KCSiE 2019 Effective 02.09.19. Circulated to Academies	J Jones, SBM	Trust Board 25/09/2019
13/04/2 020	1.2	Annex 1 included - Covid-19	J Jones (update supplied by Browne Jacobson)	Trust Board
Sept 2020	2.0	Document annual review. Amended to reflect KCSiE 2020 Effective 01.09.20. Using Browne Jacobson model policy 2020. Circulated to Managers/Headteachers on 11/10/20 to circulate to staff and AGBs.	J Jones, ELT Primary SBM	Trust Board 11/10/20 (following meeting 25/09/20)
Februar y 2021	2.1	Page 17 – Mobile phones for children, policy details moved to school level. Approved by Chair of Trustees 09/01/21. Circulated to staff 10/01/21	J Jones, HR & Compliance Manager	Trust Board 24/02/2021
July 2021	2.2	Document annual review- Early review to ensure policy is suitable for primary and high schools and also to enhance key areas and incorporate Prevent policy.	ELT Safeguarding working party.	Trust Board 23/09/2021
August 21	2.3	KCSIE 2021 updates & Safeguarding Internal audit recommendations added.	J Jones	

Contents

Statement of intent

Education Learning Trust is committed to safeguarding and promoting the physical, mental and emotional welfare of every child, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of children is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that Trustees and members of the local governing boards, headteachers and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching children how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

Rationale

The purpose of the policy is to ensure that the welfare of children is understood and promoted at all times. In this Trust we understand that the welfare of the child is paramount.

We strive to ensure that all children regardless of their age, gender, ability, culture, race, language, religion or sexual identity are protected from harm in all its forms. All staff and volunteers have an equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be at risk of harm.

As part of our duty of care we also work to ensure that children and staff involved in safeguarding and child protection issues receive appropriate support.

All staff and volunteers are required to adhere to our Code of Conduct (including the use of ICT and social media). All staff, supply staff and volunteers understand what to do if there are concerns or allegations about any adult working or volunteering in our school during or outside of the normal school day.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Education Learning Trust. We expect that this policy takes primacy over other agency policies when work is being delivered on this site and/or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken.

Definitions

The terms **"children"** and **"child"** refer to anyone under the age of 18.

For the purpose of this policy, the term 'parent' refers to birth parents or those with parental responsibility, and care arrangements.

For the purposes of this policy, **"safeguarding and protecting the welfare of children"** is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children' mental and physical 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.

For the purposes of this policy, **"consent"** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, **"sexual violence"** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration**: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent**: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **"sexual harassment"** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school.

Sexual harassment is likely to violate a child's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. **Sexual harassment can include, but is not limited to:**

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:

  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **"upskirting"** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including children and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **"consensual and non-consensual sharing of nude and semi-nude images and/or videos"**, colloquially known as **"sexting"**, is defined as the sharing between children of sexually explicit content, including indecent imagery. For the purposes of this policy, **"indecent imagery"** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
Legislation
- Children Act 1989
- Children Act 2004

- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'T

Non-statutory guidance
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people

Local Guidance
Greater Manchester Safeguarding Procedures
Young People and Self-harm- Stockport Schools' Version
Stockport Female Genital Mutilation Strategy
Stockport procedures for responding to child sexual exploitation
Stockport Suicide Prevention
Greater Manchester Project Phoenix (action against child sexual exploitation)
Stockport Early Help Assessment
Fostering in Stockport

Information Governance
Levels of Need
Stockport Safeguarding Children Partnership

Detailed procedural guidance and additional references are available to all staff and governors here- [Greater Manchester Safeguarding Procedures](#) .

Related Policies

This policy operates in conjunction with the following:

- ELT Data Protection Policy
- ELT Equality Objectives Statement and Policy
- ELT Allegations of Abuse (against staff) Policy
- ELT Records Management Policy
- ELT Recruitment and Selection, SCR and Staff File Policy
- Looked After Child Policy
- Professional Role and Dignity in Work Policies
- ELT ICT Acceptable Use Policy
- Mobile Phone and Social Media Policy
- Behaviour Policy
- ELT Confidential Reporting (Whistleblowing) Policy
- Anti-Bullying Policy
- Health, Safety & Welfare Policy
- Missing Child Policy
- SEND Policy
- Grievance and Disciplinary Policies
- Relationship and Health Education Policies
- PHSE Policy

Allegations of abuse against staff – Trust Contacts

Concerns or allegations about a member of staff, supply staff or volunteer should be shared with:

The Headteacher/CEO	Deputy or Assistant Headteacher. (in the absence of the CEO/Head teacher)	Chair of Trust/Governors (in the event of an allegation against the Headteacher)
Michelle Murray CEO ELT	N/A	Helen White hwhite@educationlearningtrust.com
Bredbury Green Primary Helen Moorcroft	Ellis Cuttress, Deputy Headteacher	Emma Marsden-Edwards emarsdenedwards@bredburygreenprimary.com

Gatley Primary Vanessa McManus Gemma Norman	Jo Marchi, Deputy Headteacher	Lisa Dennis cog@gatleyprimary.com
Meadowbank Primary Janine Appleton	Kellie Carrington, Deputy Headteacher	Lynsey Galley Gov.lynsey.galley@meadowbankprimary.com
The Kingsway School Joanne Lowe	Richard Knott Michelle Linnecor Rachel Wardle Deputy Headteachers	Chris O'Shaughnessy c.oshaughnessy@kingsway.stockport.sch.uk
Werneth School Andrew Conroy	Pam Foy Anna Fowler Deputy Headteachers	John Novak jnovak@educationlearningtrust.com

Responsibilities of All Staff

All staff and any person working on behalf of the School has a responsibility to:

- Consider, at all times, what is in the best interests of the child.
- Knows the name of the DSL and any deputies, understands his/her role and responsibilities, and how to contact them.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which children can learn.
- Be aware of the local early help process and understand their role in it.
- Understands they have an individual responsibility to refer safeguarding and child protection concerns.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put children at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that children may be at risk of harm.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.

All staff will receive safeguarding induction training on the following:

- KCSIE 2021
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Prevent Duty and Anti-Radicalisation training

- Peer-on-Peer Abuse procedures.
- On line safety procedures (via online safety training)
- Staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE).
- all Staff who work for the ELT, even if they do not work directly with children must read the whole of KCSIE part 1 (not the condensed version.) **and** Annex B.
- their personal responsibility/code of conduct /Teaching Standards
- how to carry out work on the school's systems which support safeguarding, including specific internal safeguarding processes, for example CPOMS training (if applicable to the school)
- SSCP child protection procedures and how to access them
- the need to be vigilant in identifying cases of abuse at the earliest opportunity
- how to support and respond to a child follow in the event that a child confides they are being abused, exploited or neglected.
- their duty concerning unsafe practices of a colleague
- the DSL will disclose any information about a child to other members of staff **only** on a need to know basis
- the school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate
- the school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate
- to develop effective links with relevant agencies in relation to safeguarding (child protection)
- to ensure that, where there are unmet needs, an assessment of early help is initiated
- to send appropriate representatives to case conferences, core groups and child protection review meetings

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:
- Reading the latest KCSIE (Annex B and Part 1) as specified above in induction training.
- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the latest KCSIE guidance.

This training will be regularly updated and will:
- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners

- Have regard to the Teachers' Standards to support the expectation that all teachers:
  - Manage behaviour effectively to ensure a good and safe environment
  - Have a clear understanding of the needs of all children

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

Where a member of staff is concerned that a child is in **immediate danger** or is at risk of harm they should report this to the Designated Safeguarding Lead, their Deputy or police if needed, without delay. A written record will be made of these concerns as immediately following the disclosure/concern being raised.

Where staff have conversations with a child who discloses abuse, exploitation or neglect they follow the basic principles:
- listen and remain calm
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- never take photographs of any injury
- never record a child
- never undress a child to physically examine them
- allow time and provide a quiet space for support
- At no time promise confidentiality to a child or adult
- Reassure them that they are being taken seriously, that they will be supported, and that they will be kept safe.
- do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

If a child is allocated a social worker, we have a duty of care to inform them:

- If the child has been excluded (fixed term or permanent)
- If there are any unexplained absences
- if a child is missing and there is a need to follow Stockport's policy and any statutory guidance on Children Missing Education (CME)
- if additional concerns arise

We understand that parents often hold key information about incidents, allegations or concerns therefore, **in the majority of situations; the Designated Safeguarding Lead or key staff member of school staff will speak to the parents and gain their consent** to discuss any matters with other relevant agencies. There will be very few instances where, to speak to the parents, could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

Responsibilities of Headteachers

The headteacher is responsible for the implementation of this policy, including
- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Provide staff with the appropriate policies and information upon induction.

Responsibilities of the Designated Safeguarding Lead (DSL) and Deputy DSL

DSLs have a responsibility to:

- Take lead responsibility for safeguarding and child protection, including online safety.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
    - To CSCS where abuse and neglect are suspected, and support staff who make referrals CSCS.
    - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
    - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
    - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.

- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
    - Ensuring that the school knows which children have or had a social worker.
    - Understanding the academic progress and attainment of these children.
    - Maintaining a culture of high aspirations for these children.
    - Supporting teachers to provide additional academic support or reasonable adjustments to help these children reach their potential.
    - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these children are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a child's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for

suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties children may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

The DSL and deputy DSL(s) will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, children with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by children with SEND.

The **designated teacher** has a responsibility for promoting the educational achievement of LAC and previously LAC (PLAC), and for children who have left care

through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The Education Learning Trust Designated Safeguarding Leads and Deputies

DSL	School	Email Address
Helen Moorcroft	DSL / Headteacher	headteacher@bredburygreenprimary.com
Ellis Cuttress	Deputy DSL / Deputy Headteacher	ecuttress@bredburygreenprimary.com
Stephanie Goodall	Deputy DSL / Safeguarding and Pastoral Manager	sgoodall@bredburygreenprimary.com
Vanessa McManus	DSL/Executive Headteacher	vmcmanus@gatleyprimary.com
Gemma Norman	Deputy DSL/Associate Headteacher	gnorman@gatleyprimary.com
Kath Chow	DSL	Kchow@gatleyprimary.com
Rebecca Lyle	DSL	RRenshaw@gatleyprimary.com
Janine Appleton	DSL with Rachel CG / Headteacher	jappleton@meadowbankprimary.com
Rachel Cole-Galley	DSL with J Appleton / Safeguarding and Pastoral Manager	rcole-galley@meadowbankprimary.com
Jo Lowe	DSL/Headteacher	j.lowe@kingsway.stockport.sch.uk
Charlotte Cropper	Operational DSL	c.cropper@kingsway.stockport.sch.uk
Joanne Dee	DSL/Assistant Headteacher	joanne.dee@wernethschool.com
Tracy Taylor	Deputy DSL	tracy.taylor@wernethschool.com

Responsibilities of the Trust Board

The Trust Board has responsibility to:

- Facilitate a whole-trust approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint one Trustee as the Child Protection & Safeguarding lead.
- Ensure every Trustee receives appropriate annual training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues.
- Ensure that any Trustees who are directly involved with staff recruitment complete Safer Recruitment training every three years.
- Ensure an up-to-date record is kept of any and all Child Protection and Safeguarding training for Trustees.

- Liaise with the appropriate people in academies to ensure that a culture of vigilance and safeguarding that permeates the Trust.
- Receive regular, high level safeguarding reports from the Chief Executive Officer.

Responsibilities of the Lead Trustee for Child Protection and Safeguarding
It is the responsibility of the Child Protection and Safeguarding Trustee to:

- Undertake appropriate induction and update training.
- Ensure that when Trustees are involved in recruitment, at least one member of the panel has completed Safer Recruitment training.
- Attend meetings with Designated Senior Leads (DSL) within the Trust as a member of the Trust Safeguarding Team.
- Provide support and challenge at the Board in response to safeguarding reports provided by the CEO.
- Read and engage with Part 1 of Keeping Children Safe in Education 2021.

Responsibilities of the Academy Governing Board

Each AGBs has responsibility to:
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development

- Appoint one Governor as the Child Protection & Safeguarding Governor.

- Ensure every Governor on the AGB receives appropriate annual training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues. The training will be in line with that received by all staff members. All AGB members to read Part 1 of KCSIE (2021).

- Ensure that any Governors who are involved with staff recruitment have completed appropriate safer recruitment training or that someone with that training is on every recruitment panel.

- Work with the school's DSL to ensure a complete and up-to-date record is kept of any and all Child Protection and Safeguarding training for all Governors.

- Liaise with the headteacher and Senior Leadership Team to be assured that a culture of vigilance and safeguarding permeates all aspects of the school.

- Provide support and challenge to ensure compliance with procedures and processes required in KCSIE (2021) and any subsequent updates. . This may include looking at headline data on prevalence of safeguarding incidents.

Responsibilities of the Child Protection and Safeguarding Governor

Each Child Protection and Safeguarding Governor has responsibility to:

- Support the DSL by meeting with them and their team at regular intervals.
- Report on meetings with the DSL/DDSL to the AGB and highlight any issues/concerns in order for the AGB to be fully informed on Child Protection and Safeguarding within their school.
- Check the Child Protection and safeguarding procedures in the school in liaison with the DSL and DDSL to ensure that they are being consistently followed in practice.
- Ensure statutory requirements are in place and report to the AGB on the use of resources to promote effective safeguarding, including any pressures that may create risk.
- Be assured that arrangements for the most vulnerable groups of children are in place and secure and that their progress and outcomes are properly tracked.
- Be assured that safeguarding arrangements for students accessing alternative provision or part-time timetables are secure.
- Check that the curriculum is used well to promote safeguarding, paying particular attention to local issues.

Prevention

We will establish and maintain an ethos where:

Children feel safe and secure in an environment which allows them to learn, and develop on a journey to achieving their full potential.

Children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty. We will work hard to be a restorative staff team who actively listen and respond.

Staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda.

We deliver a broad, balanced and age appropriate PSHE (Personal, Social, Health & Economic) Education Programme, where children and young people acquire the

knowledge, understanding and skills they need to manage their lives, now and in the future. It will support them to manage and assess risk effectively and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are supported in recognising risks in various forms including on the internet. They understand what kind of physical contact is acceptable and are able to recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this.

Staff feel empowered to share safeguarding concerns in a swift and timely way bringing them to the attention of the Designated Safeguarding Lead (DSL) and/ or the headteacher Accepting that safeguarding is the responsibility of all in our community, staff feel able to ask safeguarding questions and receive appropriate feedback following up on concerns as part of this shared responsibility to children.

Emerging issues and themes are proactively addressed and fed back to the Stockport Safeguarding Children Partnership (SSCP), via the Senior Advisor for Safeguarding in Education (SASE) to ensure a multi-agency awareness and that strategies are developed.

There is a clear approach to substance misuse (drugs and alcohol). Any issues of drugs and substance misuse are recorded and there are strategies to educate children appropriately delivered throughout the school and curriculum.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral, and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our school's arrangements for consulting with, listening and responding to children are via our school councils/class councils, assemblies, circle time sessions and focused support activities.

Our school's arrangements for consulting with, listening and responding to parents are via our Parent Voice Groups, surveys, consultations and also responding to our safeguarding protocols including TAC/LAC and EHA meetings

There is a commitment to the continuous development of staff with regard to safeguarding training:

Multi-agency working

The schools contribute to multi-agency working as part of its statutory duty and are aware of and will follow the local safeguarding arrangements.

Schools will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published

arrangements in the same way as other relevant agencies. The schools will act in accordance with the safeguarding arrangements.

Schools will work with CSC, the police, health services and other services to protect the welfare of its children, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

Schools also recognise the particular importance of inter-agency working in identifying and preventing CSE.

Information sharing

School recognise the importance of proactive information sharing between professionals and local agencies in order to effectively meet children's needs and identify any need for early help.
Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the child being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of children. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

Definitions of Abuse and Neglect

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience and work to the following definitions:

All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues may overlap with one another.

Abuse

For the purpose of this policy, abuse is 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 known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

Physical abuse

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

Emotional abuse

For the purpose of this policy, emotional abuse is 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 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.

Sexual Abuse

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

Neglect

For the purpose of this policy, neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including

exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff will be aware of the indicators of abuse and neglect. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that children can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a child being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **"domestic abuse"** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. **"Abusive behaviour"** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. **"Personally connected"** includes people who:
- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. A child may blame themselves for the abuse or may have had to leave the family home as a result.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise. If any of our staff

are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the DSL) before the child or children arrive at school the following day. (Operation Encompass)

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

The DSL and deputy DSL(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.
Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because "they have to".

Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSC will be made as necessary where concerns are raised.

Children Missing out on Education and Missing from Education

Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences.

At the Education Learning Trust, we have agreed Stockport's procedures for dealing with children that go missing from school. All staff are aware that children going missing, particularly repeatedly, are potentially vulnerable to harm including abuse and neglect, such as sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, radicalisation, risk of female genital mutilation or risk of forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel

- Go missing or run away from home or care

- Are supervised by the youth justice system

- Cease to attend a school

- Come from new migrant families

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our school, we ensure that we carry out all necessary checks and refer them as a child missing from education.

Each school works in partnership with their designated welfare officer (EWO) who offers guidance to schools and support to families where there are attendance concerns.

Child abduction and community safety incidents

For the purposes of this policy, **"child abduction"** is unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with children.

Children will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

Child criminal exploitation (CCE)

For the purposes of this policy, **"child criminal exploitation"** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:
- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:
- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that children involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that children of any gender are at risk of CCE.

Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.

Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

School staff will be aware of the indicators that a child is the victim of CCE, including:
- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

County Lines

For the purposes of this policy, **"county lines"** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a child may be involved in county lines, including:
- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of children with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a child may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Cyber-crime

For the purposes of this policy, **"cyber-crime"** is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring children to the National Crime Agency's Cyber Choices programme.

Child sexual exploitation (CSE)

For the purposes of this policy, **"child sexual exploitation"** is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

It may happen without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any child who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes children aged 16 and above who can legally consent to sexual activity. The school will also recognise that children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a child is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.

- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Modern Slavery

For the purposes of this policy, **"modern slavery"** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a child may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

As a Trust we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Greater Manchester guidance, we also refer to Criminal exploitation of children and vulnerable adults: County Lines.

So-Called 'honour-based' abuse (including FGM and forced marriage

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation (FGM)

For the purposes of this policy, **"FGM"** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a child being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information

with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting children will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a child under the age of 18. Teachers failing to report such cases may face disciplinary action.

Teachers will not examine children, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out.

Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that children may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the child. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a child may be at heightened risk of undergoing FGM include:
- The socio-economic position of the family and their level of integration into UK society.
- The child coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:
- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the child:
- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.

- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of **"'honour-based' abuse (HBA)"**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced Marriage

For the purposes of this policy, a forced marriage is a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

All staff will be alert to the indicators that a child is at risk of, or has undergone, forced marriage, including, but not limited to, the child:
- Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.
- Regularly being absent from school.
- Displaying a decline in punctuality.
- An obvious family history of older siblings leaving education early and marrying early.

Staff who have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit.

As a Trust, we would never attempt to intervene directly; where this is suspected, nor would we speak to parents before sharing our concerns with appropriate agencies.

Preventing Radicalisation

For the purposes of this policy, **"extremism"** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, **"radicalisation"** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, **"terrorism"** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of children being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in children' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

- The government website Educate Against Hate and charity NSPCC say that signs that a child is being radicalised can include:
- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as **"the Prevent duty"**. The Prevent duty will form part of the school's wider safeguarding obligations.

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The Education Learning Trust seeks to protect children and young people from the influences of all violent extremism including, but not restricted to;

- Extremist Far Right / Neo Nazi / White Supremacist ideology
- Islamic extremist ideology
- Irish Nationalist and Loyalist paramilitary groups
- Extremist animal rights movements.

The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

The Education Learning Trust is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern.

Prevention work and reductions of risks will include the SMSC, PSHE curriculum, SEND policy, assembly policy, integration of children by gender and SEN, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair school environment and community. We will apply an appropriate school letting policy. Whilst the education of children is the prime purpose of our school it is recognised that the school operates in the wider community. Its facilities are therefore only available to local groups when this does not conflict with either the interests of its children or the wellbeing and workload of its staff.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) 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 that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide 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 Age Plus workers support schools alongside our inclusion team to identify children and families who might need support. Early Help is identified at TAS meetings to support attendance and boundaries within the family and contextual barriers to safeguarding and learning.

Sexual Violence and Sexual Harassment

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

Children who are victims of sexual violence and sexual harassment will be likely to find the experience stressful and distressing, and it may adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

We understand that reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate. We take reports of sexual harassment and sexual violence seriously and will always act to address reports and concerns we do this by:

- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviour risks normalising them;
- understanding that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and

everyday sexist language. Ensuring we have a whole school/college approach (especially preventative education).

We adhere to Government guidance as described in [Sexual violence and sexual harassment between children in schools and colleges.pdf](#) and local guidance including [harmful sexual behaviours presented by children and young people](#) . We will always make referrals as appropriate and ensure staff are trained and informed of our approaches to this matter.

Dealing with Disclosures - Procedures and Record Keeping

The Education Learning Trust will follow [Greater Manchester Safeguarding Procedures](#) in detail and adhere to any local guidance and policies from SSCP as required.

Safeguarding Records are held electronically/hard copies of records or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main child file. Authorisation to access these records is controlled by the headteacher and Designated Safeguarding Lead.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR) ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

Any concerns about a child will be recorded in writing as soon as possible and in any circumstance within 24 hours. **The inability to record a concern should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible.**

All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/actions will be made **including telephone calls to other professionals**. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care (via the MASSH), Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary.

There is always a DSL on hand who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role.

This safeguarding policy is updated annually or in line with any new DfE guidance (as required).

In the case of child protection referral the DSL will contact MASSH immediately (alongside any other emergency or support services that may be required).

In the case of poorly explained serious injuries / injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASSH for advice.

The DSL will keep written (electronically or by hand), signed, timed and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken; should the MASSH agree to initiate a referral verbally a Child Protection Referral Form will still be required within 24 hours.

Allegations are always shared directly with the headteacher. Where an allegation of abuse is made against any member of staff/supply staff, volunteer, deputy or designated safeguarding person, the headteacher will speak with the Local Authority Designated Officer (LADO) at the Safeguarding Children Unit to discuss the next steps.

If the allegation is against the headteacher, the Chair of Governors should be contacted and liaise with the Chair of Trust immediately and they will seek advice from the LADO, If the allegation is against both headteacher and Chair of Governors then the Chair of Trust should be contacted directly who will contact the LADO. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. Professionals can contact the LADO directly if they feel it is more appropriate to do so.

Each school has a whistleblowing procedure- it is important to note that is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and taking action to enable all children to have the best outcomes. In contrast "whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds.

Parents can speak confidentially to us and this will be recorded and brought to the attention of the headteacher/SLT or Chair of Governors/ Chair of Trust, where relevant. Parents are advised to contact the COG directly about any complaint related to the Headteacher.

Reporting systems for our children

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring children feel safe and comfortable to come forward and report any concerns and/or allegations.
To achieve this, we will:

- Put systems in place for children to confidently report abuse

- Ensure our reporting systems are well promoted, easily understood and easily accessible for children

- Make it clear to children that their concerns will be taken seriously, and that they can safely express their views and give feedback

Child Protection Procedures

At our school we follow the policies and procedures generated by Stockport Safeguarding Children Board.

When members of staff receive a disclosure or notice something which leads them to suspect that abuse may have taken place the information is recorded on CPOMS under the category 'note of concern'. If physical abuse is suspected a 'skin/body map' will be used to record the site and extent of any injury that has been noticed. This record should include:

- The date and time of the observation/disclosure
- Full information including verbatim accounts when possible of the incident
- Comments about the child's appearance, behaviour, emotional state and actions

If the matter is urgent and needs to be dealt with before a Note of Concern on CPOMS can be completed, the class green circle must be taken to the office immediately, the note of concern to be completed afterwards.

Supporting Vulnerable Children

The Educational Learning Trust will endeavour to support vulnerable children through:

- Its ethos and culture which promotes a positive, supportive and secure environment; giving children a sense of being valued.
- Its behaviour policy -aimed at supporting vulnerable children in school via the Team Around School (TAS). All staff will agree a consistent approach, working to support children in developing positive behaviour.
- Liaison with other appropriate agencies which support the child.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection. This includes children with family members in prison and children who are required to give evidence in court.
- Monitoring child welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Ensuring designated safeguarding staff and their team have the opportunity to attend face to face SSCP training and network updates. (For example, child sexual exploitation, domestic violence, drugs / alcohol substance misuse, Female Genital Mutilation-FGM, etc.)

- Ensuring information is transferred safely and securely within five working days when a child with a child protection record moves to another school. Also notifying Key Workers or Social Workers where a child leaves the school. (as appropriate)

Children with family members in prison

Children with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Children required to give evidence in court

Children required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Children will be provided with the booklet 'Going to Court' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns. **[Primary schools]**

Children will be provided with the booklet 'Going to Court and being a witness' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns. **[Secondary schools and post-16 settings]**

Mental health

Schools have an important role to play in supporting the mental health and wellbeing of their children. All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify children whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how children's experiences can impact on their mental health, behaviour, and education.

Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy.

The school will access a range of advice to help them identify children in need of additional mental health support, including working with external agencies.

Peer-on-Peer Abuse

For the purposes of this policy, **"peer-on-peer abuse"** is defined as abuse between children.

All staff will be aware that peer-on-peer abuse can occur between children of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers (also known as teenage relationship abuse) - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- Physical abuse – such as shaking, hitting, biting, kicking or hair pulling, this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos. (also known as sexting or youth produced sexual imagery) including pressuring others to share sexual content.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of children with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the child's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ children, who evidence suggests are also more likely to be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ children. The school's response to sexual violence and sexual harassment between children of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Children will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children will also be reassured that they will be taken seriously, be supported, and kept safe.

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

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

Procedures for dealing with allegations of peer-on-peer abuse

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

- You must record the allegation and tell the DSL, but do not investigate it

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female children, and initiation or hazing type violence with respect to boys

- Ensure our curriculum helps to educate children about appropriate behaviour and consent

- Ensure children are able to easily and confidently report abuse using our reporting systems

- Ensure staff reassure victims that they are being taken seriously

- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
  - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
  - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong
  - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - That a child harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  - The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
  - That they should speak to the DSL if they have any concerns

Serious Violence

Serious youth violence (including knife crime) has a huge impact on children and the communities in which they live. It is a societal problem and it cannot be tackled by schools or single agencies alone.

Our staff will seek to support, help and protect children on the school sites, and to teach our children about the dangers of weapons/knives and other related dangers. We understand that violence and knife crime do not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities. If we become aware that a child or young person is vulnerable, we will use the most appropriate interventions and pathways to address these needs such as; completing an Early Help Assessment, Child Protection Referral or support from Stockport Youth Offending Service.

Through training, all staff will be made aware of the indicators which may signal a child is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.

- A change in friendships.

- Relationships with older individuals or groups.

- A significant decline in academic performance.

- Signs of self-harm.

- A significant change in wellbeing.

- Signs of assault.

- Unexplained injuries.

- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a child's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.

- Having been frequently absent from school.

- Having been permanently excluded from school.

- Having experienced child maltreatment.

- Having been involved in offending, such as theft or robbery.

Staff members who suspect a child may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Online & Gaming Safety

The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games is not without risk.

As part of our approach to online safety we will support children and their families in understanding the potential risks of online activity and how best to avoid them. We will work with parents and carers to support them in the following:

- Understanding the appropriateness of games and apps

- location and access to information and resources for adults and children

- teaching e-safety in the curriculum

- offering parental information and advice sessions

- raising awareness of online grooming

- teaching our children how to report abuse or concerns

Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of children, staff, volunteers and governors

- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

- Set clear guidelines for the use of mobile phones for the whole school community

- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Through training, all staff members will be made aware of:

- Child attitudes and behaviours which may indicate they are at risk of potential harm online.

- The procedure to follow when they have a concern regarding a child's online activity.

Mobile phones have a place in settings; especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children are kept safe.

To meet our aims and address the risks above we will:

- Educate children about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying, ensuring children are encouraged to do so, including where they are a witness rather than a victim

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.

- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.

- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and understand how to avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.

- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when children are not present
    - Staff will store their phones securely and they will be switched off whilst staff are on duty
    - Staff will not take pictures or recordings of children on their personal phones or cameras
    - Staff will not use their phone to take photographs, video or audio recordings in our schools.
    - Staff will not use their phone to contact parents or children –exception will only be by agreement with the SLT.

- Make all children, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

- Explain the sanctions we will use if a child is in breach of our policies on the acceptable use of the internet and mobile phones.

- Make sure all staff, children and parents/carers are aware that staff have the power to search children' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)

- Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the headteacher. In the case of the joint professional development, training delegates may take pictures of specific items in agreement with the SLT and under supervision.

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our E-safety policies and mobile phone policies, which you can find on our school's websites.

Regarding children bringing mobile phones into school, refer to the individual school's policy. All policies will be in line with the latest KCSiE advice.

Work mobile phones

To protect children, we will ensure that work mobile phones are:

- only used by allocated people.

- protected with a password/ PIN and clearly labelled.

- stored securely when not in use.

- not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.

- regularly checked to delete images if used for taking photographs, and are only taken in line with prior written parent/carer permission.

Cameras: Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due

to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children, we will:
- Obtain parents' and carers' consent for photographs to be taken, used or published (for example, on our website or displays).

- Ensure the school's designated camera is only used in the school and any images taken will not be emailed, as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).

- Ensure that children are appropriately dressed.

- Where we use images of individual children, the name of the child **will not** be disclosed.

- Where an individual child is named in a written publication, a photograph of the child **will not** be used to accompany the text.

- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school, for example, for a special event, such as a Christmas play. Ensure that all images are stored securely and password protected.

- Where images are stored the Education Learning Trust will register with the Information Commissioners Office (ICO), in accordance with data protection laws.

- Ensure where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken.

- Ensure 'acceptable use' rules regarding the use of cameras and camera enabled devices by children are embedded in practice.

- Ensure the use of cameras is closely monitored and open to scrutiny.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **"Operating equipment"** includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

Sharing of nudes and semi-nudes ('sexting')

Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple's AirDrop.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Terms used in education include 'sexting', youth produced sexual imagery' and 'youth involved sexual imagery'.

The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:
- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

All incidents involving nude or semi-nude images will be managed as follows:
- The incident will be referred to the DSL immediately and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm we will refer the matter to the police and/or children's social care.

The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2020 - UKCIS advice 2020 . The school will have regard to this advice when managing these issues.

Where a child confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:
- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the child that the incident will need to be reported.

- Respond positively to the child without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.

- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of children, including where there is an adult involved, where there is an intent to harm the child depicted, or where the images are used recklessly.

- **Experimental:** incidents involving the creation and distribution of indecent images of children where there is no adult involvement or apparent intent to cause harm or embarrassment to the child.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the headteacher or member of the SLT.

- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.

- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.

- Record how and why the decision was made to view the imagery in accordance with the Records Management Policy.

Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Peer-on-Peer procedures.

Where the incident is categorised as 'experimental', the children involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a child, the DSL escalates the incident to CSCS. Where indecent imagery of a child has been shared publicly, the DSL will work with the child to report imagery to sites on which it has been shared and will reassure them of the support available.

Looked after children

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.

- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the child.

The DSL will be provided with the necessary details of children' social workers and the VSH, and, for PLAC, personal advisers.
Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

Children who have a social worker

Children may need social workers due to safeguarding or welfare needs. These needs can leave children vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a child has a social worker in order to make decisions in the best interests of the child's safety, welfare, and educational outcomes.

Where a child needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a child is taken off roll.

Where a parent has expressed their intention to remove a child from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the child has SEND, is vulnerable, and/or has a social worker.

Children with Special Needs, Disabilities or Health Issues

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities or certain health conditions.
These barriers **can** include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability.
- children with SEN, disabilities or certain health conditions being disproportionally impacted by things like bullying - without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers

When reporting concerns or making referrals for children with SEND or certain health conditions, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a child with SEND or certain health conditions, the DSL will liaise with the school's SENCO, as well as the child's parents where appropriate, to ensure that the child's needs are met effectively.

We regularly review our training and practice to enable staff to respond to these specific needs.

Early Identification Recognising and Responding to Safeguarding Needs

The school acknowledges the findings of Child Safeguarding Practice Reviews ~~Serious Case Reviews~~, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures s/he has information from SSCP in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our children and staff.

All staff have seen and understand the Stockport Levels of Need document and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable. We ensure that the most appropriate referrals are made in a timely manner. We seek to work in a transparent way with our families and where appropriate will share our concerns directly with parents and indicate possible routes of support. We actively support multi agency approaches when supporting children and families. We do this based on an awareness that early help and intervention can prevent future escalation of any presenting issues. We aim to provide information from the child's point of view in the context of their lived experience as evidenced by observations or information provided. Where staff have concerns they will always alert the DSL.

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any child may benefit from early help, but in particular, staff will be alert to the potential need for early help for children who:
- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.

- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

School staff contribute to assessments and actively support multi- agency planning for children. Staff have an understanding of the Stockport Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family & environmental factors to support referrals.

We use the Stockport Levels of Need document to inform our decision making.

In contributing to meetings, in addition to information about the child's academic functioning, the school provides information about the 'voice of the child' and the child's experiences of life as evidenced by observations or information provided through the multi-agency forum.

Our schools operate a **Team around the Family model** (TAF). From these meetings actions are taken to support our families better and avoid intervention of additional services.

Members of staff in our school are committed to multi-agency working to support the Team Around the Child.

Where it is deemed that children require additional support, staff at our school will;

- Discuss their concerns with parents/carers
- Complete or update an Early Help Assessment (EHA)
- Convene or take part in the Team Around the Child Process
- Call a Professionals Meeting if parents/carers are unwilling to engage with the process
- Monitor the child's progress and raise the issue to the level of Child Protection if this is necessary

Channel programme

This service will be used where a vulnerable child is at risk of being involved in terrorist activities.

In cases where the school believes a child is potentially at serious risk of being radicalised, the Headteacher or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from MASSH, or where the individual is already known to Children's Social Care Services. (CSC)

The school will utilise the following resources when preventing radicalisation:

Local safeguarding arrangements
Local police (contacted via 101 for non-emergencies)
The DfE's dedicated helpline (020 7340 7264)
The Channel awareness programme
The Educate Against Hate website

Operation Encompass

Where we are concerned that domestic abuse or violence is present in the home we will follow our safeguarding and domestic abuse processes. These processes include Operation Encompass, to which all schools in the Trust are signed up. Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse.   https://www.operationencompass.org/

Use of the school premises for non-school activities

Where the governing body hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep children safe.

Where the governing body provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing body will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement,

as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extra-curricular activities and clubs

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard children and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of children. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Alternative provision

The school will remain responsible for a child's welfare during their time at an alternative provider. When placing a child with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Work experience

When a child is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has children conduct work experience at the school, an enhanced DBS check will be obtained if the child is over the age of 16.

Homestay exchange visits

School-arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in

question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Children will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

Where a parent or child arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

Private fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a child being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

Exceptional Circumstances (closures, partial closures, home learning)

If we find that there is a need to close or partially close the school and offer home learning we will ensure that any communication, information sharing , and the use of online learning platforms is in line with privacy and data protection requirements.

All communication with children, parents and carers will take place using school communication systems; for example, school email accounts, phone systems and agreed platforms e.g. Google Classroom. Should exception be required this will be with permission of the Headteacher.

There is an expectation that staff and children will engage with home learning by adhering to the principles described in our staff code of conduct, child behaviour policy and online learning protocols. Where we have issued additional guidance in relation to online working, this will be circulated via school systems and staff will be advised accordingly.

Staff and children will be advised how to share concerns as part of any alternative arrangements.

Parents/carers will be asked to ensure children are supervised in line with our home school distance learning agreement/protocols.

Concerns about staff and safeguarding practices

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the headteacher. If the concern is with regards to the headteacher, it will be referred to the chair of governors. If the concern is with regards to the central trust team, it will be referred to the CEO. If the concern is with regards to the CEO, it will be referred to the Chair of Trustees.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Allegations of abuse against staff

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the ELT Allegations of Abuse Policy – a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately, without delay and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the ELT Allegations of Abuse Policy. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Early years only:

- Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

Site safety

Checking the identity and suitability of visitors

We take the safety of staff and children seriously and have in place a range of measures to protect and promote the wellbeing of all on site. This includes controlled access to our premises such as; undertaking appropriate checks, signing visitors in and out and issuing guidance on acceptable conduct on site.

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's badge, and/or appropriate lanyard.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or

- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times.

We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children or staff.

Safer Recruitment and Safer Working Practice

Details of safer recruitment procedures are contained in the ELT Safer Recruitment, Single Central Record and Staff File Policy.

Monitoring and review

This policy is reviewed at least annually by the Education Learning Trust's DSLs and the headteacher. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Appendices

School Safeguarding Poster

The staff and volunteers in our school are committed to safeguarding all our children

We work to:
- provide a safe environment for our children
- support children and families using early intervention strategies
- notice and take appropriate action to help any of our children who are either at risk of, or are suffering from, significant harm

Our Designated Safeguarding Lead is:	Our Deputy/Operational Designated Safeguarding Lead is:

If you have any concerns about the welfare of any of our children, you can report them to the above named persons.

Staff and volunteers must record their concerns on a note of concern form and include a physical injury/body map where appropriate

These should be passed confidentially to the Designated/Operational Safeguarding Leads immediately.

Further Advice and guidance can also be sought from
The Safeguarding Unit 0161 474 5657

Information required when making a referral

INFORMATION YOU MAY BE ASKED TO PROVIDE

When you make a referral to Social Care (Children's Services) or to the police, you should provide as much of the following information as possible via the Multi-Agency Safeguarding and Support Hub:

Child's name, date of birth, address, telephone number and **ethnic origin;**
Family details - who lives in the home - and any other significant adults;
What is causing concern and the **evidence** that you have gathered to support your concerns;

Any **additional needs** the child and/or family may have including language, disability and communication;
Clarification of discussion with any family members if a discussion has been appropriate;
Clarification of any ongoing assistance that you are giving to the family;
Your name, workplace and contact telephone number.

All Child Protection referral phone calls made to the Multi-Agency Safeguarding & Support Hub (MASSH) to secure a response from Social Care must be supported with written documentation. In Stockport this is through the online Child Protection Referral form.

Remember- Anyone in school can make a child protection referral

INFORMATION & TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

Children's Services- child protection referral

Online (to the MASSH)- https://www.stockport.gov.uk/contacting-the-massh
The Multi –agency Safeguarding and Support Hub (MASSH)
Monday to Thursday 8.30am to 5.00pm,
Friday 8.30am to 4.30pm.
tel. (0161) 217-6028 or 6024.
Out of hours referrals and advice tel: (0161) 718-2118
Greater Manchester Police tel:101 (non- emergency) 999 emergency

Advice is available from:

Child's Social Worker (if already involved)
School Age Plus worker
Team around the Child meeting
Safeguarding Children Unit tel. (0161) 474-5657
The Multi –agency Safeguarding and Support Hub (MASSH)
tel. (0161) 217-6028 or 6024
Senior Advisor for Safeguarding in Education tel. (0161) 474-5657

Colleagues with concerns can contact the LADO on 0161 474 5657 or

stockport.lado@stockport.gov.uk

Also that the link to the Allegation Management referral form can be accessed via

https://www.stockport.gov.uk/start/contact-the-lado

Flowchart for Education

Disclosure by Child/Young Person	Observed Behaviour	Statements of Adults

Possibility of: physical, emotional, sexual abuse or neglect.
Record all information and pass to the Designated Safeguarding Lead in school.

Designated Safeguarding Lead to consider: Is this child at risk of 'significant harm'?

Yes → No / Unsure →

Obtain medical attention if it is needed urgently

Telephone Social Care via MASSH or Police to make a Child Protection referral (use numbers overleaf)
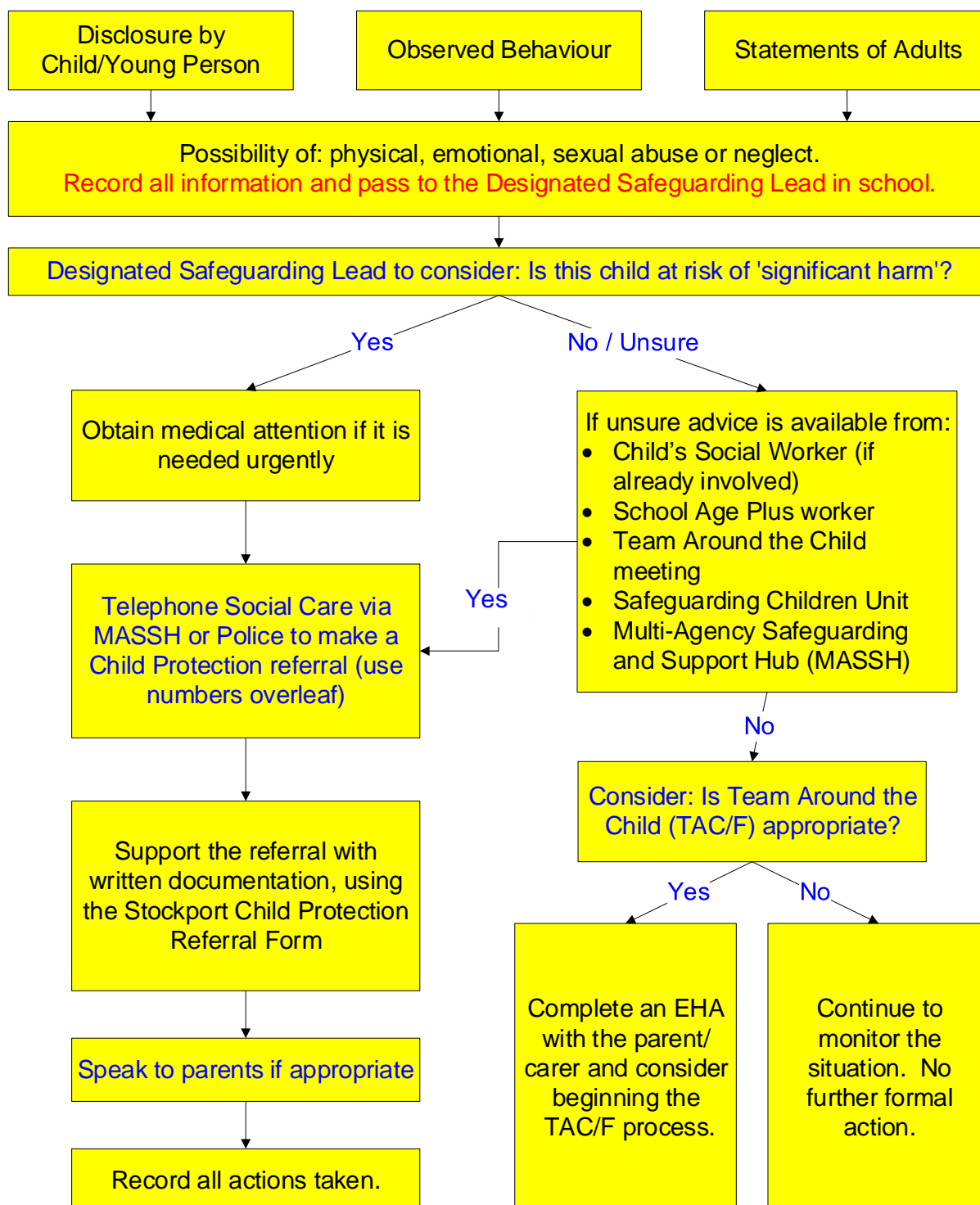
← Yes ←

If unsure advice is available from:
- Child's Social Worker (if already involved)
- School Age Plus worker
- Team Around the Child meeting
- Safeguarding Children Unit
- Multi-Agency Safeguarding and Support Hub (MASSH)

No ↓

Consider: Is Team Around the Child (TAC/F) appropriate?

Yes → No →

Support the referral with written documentation, using the Stockport Child Protection Referral Form

Speak to parents if appropriate

Record all actions taken.

Complete an EHA with the parent/ carer and consider beginning the TAC/F process.

Continue to monitor the situation. No further formal action.

REMEMBER: It is not the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.
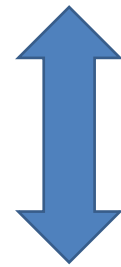
Possible indicators of abuse

Indicators are provided as a guide, concerns and context should be discussed with the DSL

Sexual	**Physical**
• Genital discomfort, pain, itching, bruising, injuries • Public /compulsive masturbation • Eating disorders	• Bruises, black eyes and broken bones • Unexplained or untreated injuries • Injuries to unusual body parts e.g. thighs, back, abdomen

Contextual Safeguarding

Safeguarding Children: Note of Concern

Name of child:	Class/group:	Date and time of incident:
		Date and time of recording:

Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Please keep the account very factual. If you are reporting a potential incident of physical abuse remember to include a 'record of marks observed on a child'.
Name: Signature: (Please continue on the back if necessary)

How did you become aware of the issue? please circle
observation   disclosure   Technology

DSL TO COMPLETE THIS SECTION
Received by:
Date and time report received:
Outcome: Please include the outcome of discussions with parents/carers where this is appropriate
Further action; please circle below
Continue to monitor   complete CAF   convene TAS refer to social care / police

Signed:	Date:

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CME	child missing education	Children missing education are children of compulsory school age who are not registered children at a school and are not receiving suitable education otherwise than at a school.
CPP	Child Protection Plan	A child protection plan is a plan drawn up by the local authority. It sets out how the child can be kept safe, how things can be made better for the family and what support they will need.
CSC	Children's Social Care.	Multi-agency support hub for targeted support for children under 16 years.
CSE	Child sexual exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage, increased status or other advantage of the perpetrator or facilitator.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.

EHCP	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for children who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the child.
FGM	Female genital mutilation	A procedure where the female genital organs are injured or changed and there is no medical reason for this.
EHE	Elective Home Education	Elective Home Education (EHE) is when a parent chooses not to send their child to school full-time but assumes responsibility for making sure their child receives a full-time education other than at school.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage, and practices such as breast ironing.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked After Children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LADO	(Local Authority) Designated Officer	The Local Authority Designated Officer (**LADO**) works within Children's Services and gives advice and guidance to employers, organisations and other individuals who have concerns about the behaviour of an adult who works with children and young people.

MASSH	Multi agency Safeguarding and Suppot Hub	The branch of the local authority that deals with children's social care.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which children learn about themselves, other people, rights, responsibilities and relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
SSCP	Stockport Safeguarding Children Partnership	Sets out how agencies in Stockport will work together in the safeguarding of children and young people in the borough
TAF	Team Around Family	The purpose of the Team Around the Family meeting (TAF) is to share information and to create a solution focussed plan that will support the needs of the child and their family.
TAS	Team Around School	Programme that describes some of the services that work together with schools to offer support to school colleagues and the children (and their families)
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.