



CROWCROFT PARK SAFEGUARDING AND CHILD PROTECTION POLICY

Crowcroft Park Primary School		
The Head Teacher who has the ultimate responsibility for safeguarding is Lizzie Wray In their absence, the authorised member of staff is Catherine Daly (Deputy Head Teacher)		
KEY SCHOOL STAFF & ROLES		
Name	Role	Contact
Catherine Daly	Deputy Head Teacher /SENCO	0161 224 5914
Alison Mottram	Assistant Head Teacher/ EYFS Manager	0161 224 5914
Liz Webb	Admin Officer/ Attendance Lead	0161 224 5914
NAMED GOVERNOR for Safeguarding & Prevent		
Charlotte Flower (Chair of Governors)		0161 224 5914

Our procedure if there is a concern about child welfare or safeguarding is:-

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

- Speak to the designated person or the person who acts in their absence and log the concern on CPOMS (the schools safeguarding recording system).
- Agree with this person what action should be taken, by whom and when it will be followed up.

If necessary contact:

- Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895**
- Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**
- National Society for the Prevention of Cruelty to Children (NSPCC) **0808 800 5000**
- Local Authority (LA) Safeguarding in Education Team **0161 245 7171**
- Longsight Social Services **0161 225 9293**

Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult is:

- Do not investigate the matter, question the alleged victim, alleged perpetrator or potential witnesses without formal consultation with the designated officer.
- Ensure the child is safeguarded
- Refer to children's social care if required via Multi-Agency Safeguarding Hub (MASH) Helpline **0161 219 2895**
- The senior manager will report the concern to the designated officer (formerly LADO) and agree a course of action i.e. no further action, action by setting or a strategy meeting.
- Manchester LA designated officer (formerly LADO) **0161 234 1214**
- We have a separate policy relating to this issue for further information and guidance.

Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally is as follows:

- Employees should raise their concerns with their immediate line manager if possible. However, the most appropriate person to contact to report a concern will depend on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice.
- Where the individual believes that their manager is involved in the matter of concern, they should then contact the Head Teacher (or the Chair of Governors if the concern raised is related to the Head Teacher).

- Wherever possible, concerns should be expressed in writing, setting out the background and history of the concern, giving names, dates and places where possible, and the reason why the member of staff is particularly concerned about the situation.
- If a member of staff does not feel able to put the concern in writing initially, he or she should be allowed to telephone or meet the appropriate person who will make a note of the concerns.
- The member of staff will need to demonstrate to the person contacted that there are sufficient grounds for concern to enable the matter to be taken forward.
- In the event that the Head Teacher is the subject of the concerns, then the Chair of Governors (Charlotte Flower) should be contacted.
- In the event of both the Head Teacher **and** the Chair of Governors are the subject of the concerns, the complaint must be made in writing to the Local Authority Designated Officer on **0161 234 1214** or quality.assurance@manchester.gcsx.gov.uk
- If an employee is not satisfied, and feels it appropriate to take the issue further, the employee may make a protected disclosure to a third party, in accordance with the provisions of the Public Interest Disclosure Act 1998. There is an independent charity “Public Concern at Work” <http://pcaw.org.uk> **0207 404 6609** which provides free advice to employees wishing to express concerns about fraud or other serious malpractices.

This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review

Review date	Changes made	By whom
September 2019	Policy reviewed	Lizzie Wray

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2019-2020	2 nd October 2019	Charlotte Flower

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1. INTRODUCTION

This policy covers the following Rights in respect of UNICEF's The Convention On The Rights Of The Child:

- Article 12 - respect for the views of the child
When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- Article 15 - Freedom of association
Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
- Article 16 - Right to privacy
Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.
- Article 19 - Protection from all forms of violence
Children have the right to be protected from being hurt and mistreated, physically or mentally.
- Article 28 - Right to Education
All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.
- Article 29 - Goals of Education
Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- Article 31 - Leisure, play and culture
Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- Article 37 – Detention and punishment
No one is allowed to punish children in a cruel or harmful way.

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child’ (KCSIE)

See Appendix A, Part 1 of KCSIE, for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues Including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines in the full statutory guidance.

Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our Vision and our Equal Opportunities Policy and it is an integral part of all of our activities and functions.

**“Safeguarding and promoting the welfare of children is defined as:
Protecting children from maltreatment; preventing impairment of children’ health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.”
(KCSIE draft update, p5, September 2018).**

All adults and children treat each other with mutual respect and consideration, relating to the 42 rights of the UNICEF ‘Children’s Rights Convention’.

- 1.1** Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in ‘Working Together to Safeguard Children 2015’ and ‘Keeping Children Safe in Education’. Our policy ensures that we comply with our Statutory duties (Appendix A & B).
- 1.2** Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C).
- 1.3** Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures arrangements (Appendices D&F).
- 1.4** Our policy complements and supports other relevant school policies (Appendix E).

2. ROLES AND RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 Our Head Teacher will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies and procedures at least on an annual basis and return our completed Safeguarding and SEF proforma to the LA as requested.
- A Designated Senior Member of staff, known as the DSL, for child protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/ make a disclosure has been developed through pupil voice with Crowcroft Park School Council and is accessible to all children in the classrooms, all shared areas and in the toilets. Concerns from pupils can also be discussed with class teachers and during circle time.
- We cooperate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. All CPOMs entries are monitored by all four designated safeguarding leads.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively. All visitors will receive a summary of our safeguarding policy. Any staff from supply agencies will be informed of safeguarding arrangements by year group or phase leads.
- Any staff commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.

2.2 Our **Governing Body** will ensure that:-

- All policies, procedures and training in our school are effective and comply with the law at all times.
- Named members are identified as the designated governors for Safeguarding and Prevent and receive appropriate training.
- The Identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the team of designated safeguarding leads.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually. In the autumn term.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. All adverts will be reviewed by the safeguarding governor.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with the Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. Safeguarding training will be completed in September during staff INSET. Any staff unable to attend will receive safeguarding training by the designated safeguarding leads.
- There is appropriate challenge and QA of the safeguarding policies and procedures. The policy and procedures will be shared during the safeguarding training and are in line with MSCB procedures.

2.3 The **Designated Safeguarding Lead (DSL)** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL team will:-

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/ policies as necessary.
- Provide support and training for staff and volunteers. Impact will be monitored through the use of CPOMs and safeguarding reports to governors.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures. This will be monitored through the annual section 11 safeguarding audit and through attendance at LA designated safeguarding lead training events.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. This will be facilitated through monthly designated safeguarding lead training.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Always be available during school hours during term-time, and at other times as designated by the Head Teacher. The designated safeguarding team will monitor emails and CPOMs for any safeguarding issues that arise during the holidays.

All staff in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL.

All staff will:-

- Follow our agreed Code of Conduct.
- Attend training sessions/ briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety.
- Attend training sessions/ briefings as required to ensure that they follow relevant policies/ procedures.
- Provide a safe environment where children can learn.
- Ensure that the behaviour policy is not used to demean or impact on a child's dignity.
- Be approachable to children and respond appropriately to any disclosures.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals.
- Attend multi-agency meetings as required, if appropriate to their role.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
- Provide targeted support for individuals and groups of children as required, if appropriate to their role.

Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation.

3. TRAINING AND AWARENESS RAISING

- 3.1** All new staff and regular volunteers will receive appropriate safeguarding information during induction. The team of designated leaders has specialisms in different areas including autism, FGM, Domestic violence. There is a team approach to safeguarding training including face to face training and training through the virtual college.
- 3.2** All staff must ensure that they have read and understood KCSIE (Appendix A) as part of the safeguarding training, any updates to KCSIE are shared with staff through the policy updates.
- 3.3** All staff will receive annual child protection training/ refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child. Safeguarding training is delivered by the designated safeguarding lead team.
- 3.4** All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with the relevant skills

and knowledge to safeguard children effectively. Staff briefings are used to update staff on any local and national changes.

4. SAFEGUARDING/ CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Crowcroft Park Primary School has a School Council that meet weekly. Policy developments are shared with the Council. We have a listening box so that children are able to record concerns. The PHSE policy is monitored by the PSHE lead.

4.2 ATTENDANCE

4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

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

4.2.2 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people. A member of the safeguarding team has a CME role.

4.3 EXCLUSIONS

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

4.4 VULNERABLE GROUPS

4.4.1 We ensure that all key staff work together to safeguard vulnerable children. Any referrals to CPOMS include four designated leads so that the most appropriate person can be allocated a case.

4.4.2 Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is misusing drugs or alcohol
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Is an international new arrival, refugee or asylum seeker
- Is looked after, previously looked after or under a special guardianship order (see further information in paragraph 4.4.4)

4.4.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

4.4.4 We ensure that all staff have the skills, knowledge and understanding to keep looked after and previously looked after children safe. This will include:

- Appropriate staff having information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim of full care order) and contact arrangements with birth parents or those with parental responsibility.
- Information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/ her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

5. CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

5.1 KEEPING RECORDS

We use CPOMS for recording all safeguarding concerns. All designated safeguarding leads are copied into every CPOMS referral. Records are kept in line with our school managements policy and GDPR guidelines.

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

5.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.

5.1.3 We keep secure the safeguarding records.

5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) and LA Guidance (see Appendix F)

5.2 RECORDING AND REPORTING CONCERNS

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

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system CPOMS

5.3 INFORMING PARENTS/ CARERS

5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/ carers and would expect them to provide up to date contact details.

- 5.3.2 In most cases parents/ carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/ carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).
- 5.3.3 We will inform, and gain consent, from parents/ carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency **unless it is believed that doing so would put the child at risk**, eg in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

5.4 MULTI-AGENCY WORKING

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will notify Children's Social Care if:
- a child subject to a child protection plan is at risk of permanent exclusion.
 - there is an unexplained absence of a child who is subject to a child protection plan of more than two days from school
 - it has been agreed as part of any child protection plan or core group plan.

5.5 CONFIDENTIALITY & INFORMATION SHARING

We have a confidentiality policy that provides greater detail relating to confidentiality and information sharing.

- 5.5.1 Staff will ensure that confidentiality protocols are followed and under no Circumstances will they disclose any information about children outside of their professional role.
- 5.5.2 Information about children will only be shared with other members of staff on a need to know basis.
- 5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

5.6 CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES

- 5.6.1 Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/ family will need to have as much relevant updated information about the child as possible.
- 5.6.2 A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.
- 5.6.3 Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. Attendance at meetings during school holidays will be based on the availability of the team.
- 5.6.4 We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/ carers. We will use the most up to date proforma.

5.7 CONCERNS/ DISCLOSURES BY CHILDREN, STAFF AND VOLUNTEERS

- 5.7.1 Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 5.7.3 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- 5.7.4 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

5.8 SERIOUS CASE REVIEWS

- 5.8.1 The MSCB will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

Our DSL will keep up to date with the findings from SCRs in Manchester and share the learning and review our safeguarding procedures if relevant. This will include attendance at SCR meetings held by MSCB and updates provided by the LA's safeguarding newsletter.

6. THE CURRICULUM

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills. The school's curriculum is based on the UN Convention on the Rights of the Child. We also base our curriculum on Manchester's curriculum for life.

- 6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 6.2 This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge to make informed choices later in life.
- 6.3 There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 6.4 Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.
- 6.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.

7. E-SAFETY

- 7.1 E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/ setting/ college is to help raise educational standards, promote children's achievement, and

support the professional work of staff, as well as enhance our management information and business administration.

- 7.2 The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.3 We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 7.4 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite.
- 7.5 We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.6 We work with children and parents to promote good practice in keeping children safe online.

8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE
- 8.2 The Head Teacher and governing body will ensure that all external staff and volunteers using our site have been DBS checked.
- 8.3 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- 8.4 At least one member of each recruitment panel will have attended safer recruitment training.
- 8.5 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.6 The school maintains a single central record of recruitment checks undertaken.

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

We have a separate policy for dealing with allegations made against a member of staff.

- 9.1 We adhere to DfE guidance 'KCISE, Section 4', when dealing with allegations made against staff and volunteers. We also follow the MSCB procedures for dealing with allegations.
- 9.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.3 Allegations will be referred to the LA designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)
- 9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistle blower. Details can be found in the school's whistleblowing policy.

10. SAFETY ON & OFF SITE

- 10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 10.2 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained. We have an additional visiting speakers policy.
- 10.3 We will ensure that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school.
- 10.4 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. See our lettings policy.
- 10.5 We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Their attendance will be monitored by us in accordance with the School Register Regulations.
- 10.6 All school trips are fully risk assessed and no child will be taken offsite without parental permission.
- 10.7 We have a Health & Safety policy for contacting parents, and for reporting to the emergency services, including Police & Hospital.

APPENDICES

Our policy is based on the following legislation, national & local guidance/ procedures and links to other relevant school policies.

APPENDIX A – ‘Keeping Children Safe in Education 2019’ Part 1 – to be read by all staff

**‘Keeping Children Safe in Education’ Part one:
Safeguarding information for all staff – What school and college staff should know and do.**

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
2. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child.
3. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

5. Children includes everyone under the age of 18.

The role of the school staff

6. School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school staff have a responsibility to provide a safe environment in which children can learn.
8. **All** school staff should be prepared to identify children who may benefit from early help.
9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-35. Staff may be required to support social workers and other agencies following any referral.
10. Every school should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school staff need to know

12. All staff members should be aware of systems within their school which support safeguarding, and these should be explained to them as part of staff induction. This should include:
 - the child protection policy;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. All staff should be aware of the early help process and understand their role in it. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
15. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer significant harm that may follow a referral along with the role they might be expected to play in such assessments).
16. All staff should know what to do if a child tells them he/ she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with the relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school staff should look out for

17. Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
 - Is disabled and has specific additional needs;
 - Has special educational needs (whether or not they have a statutory education, health and care plan);
 - Is a young carer;
 - Is frequently missing/ goes missing from care or home;
 - Is misusing drugs or alcohol;
 - Is in family circumstances presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - Had returned home to their family from care.
18. **All** school staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 42-51 of this guidance.
19. Departments advice [what to do if you are worried a child is being abused – Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.
20. Staff members working with children are advised to maintain an attitude of **'it could happen here'** where the safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead (or deputy).

What school staff should do if they have concerns about a child

22. If staff members have **any concerns** about a child's welfare, they will need to decide what action to take. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.
23. If staff have a concern, they should act upon it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe. [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports school staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.
24. Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy) who will help staff decide what to do next. Options include:
- managing any support for the child internally via the school's own pastoral support processes;
 - an early help assessment; or
 - a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm.
25. If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the designate safeguarding lead (or deputy) as soon as is practically possible.

Early help

26. If early help is appropriate, the designated safeguarding lead (or deputy) should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

27. If a child is in need or is suffering, or likely to suffer from harm, then a referral should be made to local children's social care to consider a statutory assessment...

Children in need

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

Children suffering or likely to suffer significant harm

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

28. In both cases, referrals should be made in accordance with local criteria for action and follow local authority's referral process.
29. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.
30. The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number.
31. The local authority should make a decision within one working day of a referral being made, about what course of action it is taking and should let the referrer know the outcome. This will include determining whether:
 - the child requires immediate protection and urgent action is required;
 - whether the child is in need, and should be assessed under section 17;
 - there is no reasonable cause to suspect the child is suffering, or likely to suffer;
 - significant harm, and whether enquiries must be made, and the child assessed under section 47;
 - any services required by the child and family and what type of services; and
 - further specialist assessments are required in order to help the local authority to decide what further action to take.
32. Staff should follow up on a referral should this information not be forthcoming.
33. If social workers decide to carry out a statutory assessment, school or college staff should do everything they can to support that assessment (supported by the designated safeguarding lead, or deputy) as required.

34. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
35. If a teacher, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

Record keeping

36. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all this important?

37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly and a lack of challenge to those who appear not to be taking action.

What should school staff do if they have concerns about another staff member?

38. If staff members have concerns about another staff member, then:
- this should be referred to the head teacher;
 - where there are concerns about the head teacher, this should be referred to the chair of governors.
 - In the event of allegations of abuse being made against the head teacher, where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

Staff may consider discussing any concerns with the school's designated safeguarding lead (or deputy) and make any referral via them. Full details can be found in part four of this guidance.

What school staff should do if they have concerns about safeguarding practices within the school.

39. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

40. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.

Indicators of Abuse and Neglect

41. All school and college staff should be 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 will overlap with one another.
42. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely by others. 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 by another child or children.
43. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
44. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the need of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
45. 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 clothing. The 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 used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 50.)

Upskirting is a criminal offence in England and Wales with offenders facing up to two years in prison for taking an image or video under somebody's clothing. It is usually performed in a public place, such as on public transport or in a nightclub, among crowds of people, making it harder to spot people taking the photos and there have also been instances of the practice taking place in schools.

46. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Specific safeguarding issues

47. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.
48. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
- Bullying (including cyberbullying);
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - Sexual violence and sexual harassment
 - Sexting (also known as youth produced sexual imagery); and
 - Initiation/ hazing type violence and rituals.
49. All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.
50. Safeguarding incidents and/ or behaviours can be associated with factors outside the school and/ or can occur between children outside the school. All staff, but especially the designated safeguarding lead (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 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. Additional information regarding contextual safeguarding is available here: www.contextualsafeguarding.co.uk

51. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

Annex A: Further information

As per Part 1 of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/ or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation;

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/ or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/ or violence can have serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC-UK – domestic abuse signs symptoms effects.

Refuge – what is domestic violence/ effects of domestic violence on children.

Safelives – young people and domestic abuse.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/ progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave the property. Whilst referrals and or discussions with the Local Housing Authority should be progressed as appropriate, this does not, and should not replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usually summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

So-called 'honour based' violence

So-called 'honour based' violence (HBV) 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 (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to be carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one 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 a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Tel: 020 7008 0151 or email fm@fco.gov.uk

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of schools' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

The prevent duty

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

The Prevent duty should be seen as part of 'schools' wider safeguarding obligations. Designated safeguarding leads and any other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Educate Against Hate, a website launched by Her Majesty's Government has been developed to support and equip school leaders, teachers and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school leaders, some of which are free such as Prevent e-learning via the Prevent training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for school to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school's Designated Safeguarding Lead (and any deputies) should be aware of local procedures making a Channel referral. As a Channel partner, the school may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/ hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools

Context

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 likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys" and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school staff are aware of sexual violence and the fact that children can, and sometimes do abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his 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 she/he intentionally penetrates the vagina or anus of another person (B) with a part of her/ his 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 she/ he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if she/ he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/ or make them feel intimidated, degraded or humiliated and/ or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment, this may be a standalone, or part of a wider pattern of sexual harassment and/ or sexual violence. It may include:
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#).

The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#).

Local agencies including the three safeguarding partners should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working together to safeguard children](#).

Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter 1 of [Working together to safeguard children](#)).

Under Section 5B (11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 14A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

An analysis of serious case reviews can be found at [Serious case reviews 2011-2014](#)

Alternatively, staff can write to: National society for the Prevention of Cruelty to Children (NSPCC), Weston House, Curtain Road, London, EC2A 3N

Indicators of Abuse and Neglect

43. All school and college staff should be 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 will overlap with one another.

APPENDIX B Legislation, Statutory Guidance & Ofsted Framework

- Keeping Children Safe in Education - latest update, currently September 2019
- Education Inspection Framework for Schools, September 2019
- Inspecting Safeguarding in Early Years, Schools & Skills Settings, August 2016
- Working Together to Safeguard Children – July 2018
- Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
- FGM Duty, Multi-Agency statutory guidance on FGM – April 2016, Section 74
- Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Children Missing Education, statutory guidance - September 2016
- DFE Designated Teacher for LAC Guidance – November 2009

- DFE Supervision of Regulated Activity – January 2013
- Alternative Provision, statutory guidance – January 2013
- Teachers Standards, updated June 2013
- Governors Handbook – January 2017
- Listening to & involving children & young people, statutory guidance – January 2014
- Health and Safety Legislation

APPENDIX C – Non-Statutory Guidance

- DFE ‘What to do if you are worried a child is being abused’ – Advice for Practitioners
- ‘Safer Working Practices’, Safer Recruitment Consortium, October 2015
- DFE National Standards of Excellence for Head teachers, January 2015
- DFE ‘Use of Reasonable Force in Schools’, July 2013
- United Nations convention on the Rights of the Child, Articles 2,3,6 & 12
- NSPCC Whistleblowing Adviceline

APPENDIX D – MCC & MSCB Policies, Procedures & Guidance

Links to:-

- MSCB Website
- MSCB Policies

- MSCB Multi-Agency Levels of Need & Response Framework, April 2015
- Safeguarding Concerns, Guidance & Proformas
- MSCB LADO Referral Process
- MSCB Learning from Serious Case Reviews
- Help & Support Manchester Website:-
 - Early Help Strategy, Guidance, Assessments & Referrals
 - Signs of Safety Strategy, Guidance & Resources

APPENDIX E – Links to other relevant school policies & procedures

- Health and Safety
- Safer recruitment
- Physical Interventions/ Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Anti-bullying
- Trips and visits
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked after children
- Administration of medicines
- Letting to external organisations
- External visitors/ speakers

- Peer on Peer abuse
- Whistleblowing
- Acceptable use policy
- Attendance policy

APPENDIX F – Other Relevant Education Department Policies /Guidance

All these are available on the Manchester Schools Hub Website

- ‘Transfer of Safeguarding Information’ model policy and guidance
- ‘Safeguarding’ model policy and guidance
- ‘Safer Recruitment’ model policy
- Safeguarding Children with SEND
- Manchester Governors’ Handbook MCC
- ‘A Good Safeguarding School’

APPENDIX G – Abbreviations

- | | |
|----------|------------------------------------|
| • AP | Alternative Provision |
| • CiN | Child in Need |
| • CP | Child Protection |
| • CPOMS | Electronic record keeping system |
| • CSC | Children’s Social Care |
| • DFE | Department for Education |
| • DO | Designated Officer (formerly LADO) |
| • DSL | Designated Safeguarding Lead |
| • EH | Early Help |
| • EHA | Early Help Assessment |
| • LA | Local Authority |
| • LAC | Looked After Child |
| • LAC DP | Designated Teacher for LAC |
| • LADO | Local Authority Designated Officer |
| • MASH | Multi Agency Safeguarding Hub |

- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SEN Special Educational Needs
- SENCO/SENDSCO SEN Co-ordinator
- SG SEF Safeguarding Self Evaluation Framework
- SOS Signs of Safety