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**Child Protection**

**and**

**Safeguarding Policy**

**Ref: S01**

Author: Rachael Clifford

Date: October 2018

Ratified by Governing Body: December 2018

**Frequency of Review: This policy will be reviewed at annually unless an incident or new legislation or guidance suggests the need for an interim review**

**Review Dates:**

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| --- | --- | --- |
| **Review Date** | **Changes made** | **By whom** |
| October 2018 | Policy created  | Rachael Clifford |
| October 2019 | Review of policy | Stuart Harris |
| October 2020 | Review of policy | Stuart Harris |
| October 2021 |  |  |
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**Child Protection**

**and**

**Safeguarding Policy**

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| The Headteacher, who has the ultimate responsibility for safeguarding is **Rachael Clifford** **head@grange.manchester.sch.uk**In her absence, the authorised member of staff is **Stuart Harris (designated safeguarding lead)** **s.harris@grange.manchester.sch.uk** |
| **KEY SCHOOL STAFF & ROLES** |
| **Name** | **Role** | **Location and/or Contact Phone Number** |
| Joanne Shepherd  | Deputy headteacher  | 0161 231 2590 J.shepherd@grange.manchester.sch.uk  |
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| Suzi Evans  | Family Liaison officer  | 0161 231 2590s.evans@grange.manchester.sch.uk  |

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| **NAMED GOVERNOR for Safeguarding & Prevent** | **Contact Phone Number/Email** |
| Anne Jones  | a.jones@grange.manchester.sch.uk  |

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| Our procedure if there is a concern about children welfare or safeguarding is:-Grange School will keep and maintain up to date information on children on the school roll including where and with whom the children is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child’s life. If staff, volunteers or visitors have concerns about a child they will raise these with the school’s designated child protection lead. The child protection lead will decide whether to make a referral to children’s social care; it is important to note that any staff member can refer their concerns to children’s social care directly. Where a child (or children) and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there will be an Early Help Assessment (EHA). If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children’s social care immediately. Anybody can make a referral. If the child / children’s situation does not appear to be improving the staff member with concerns will press for re-consideration. Concerns should always lead to help for the child / children at some point (see DfE Safeguarding Guidance 2015 p10).If a **teacher**, in the course of their work in the profession, discovers that an act of **FGM** appears to have been carried out on a girl under the age of 18, **the teacher must report this directly to the police.**If staff 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 the Governors. If staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime internally or externally, the school has appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies. [Grange - Whistle Blowing Policy](file:///%5C%5Cgra-staff01%5CStaff%24%5CARichardson-Rafey%5CDownloads%5CWhistleblowing.doc) NSPCC Whistleblowing Helpline: 0800 028 0285.Details of concerns and incidents are recorded on the CPOMS system, so that a comprehensive record and chronology of concerns, incidents and actions is maintained by the school.**Advice line contact numbers**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**Manchester LA Designated Officer (formerly LADO): **0161 234 1214**.  |

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**THIS POLICY MUST BE READ IN CONJUNCTION WITH KEEPING CHILDREN SAFE IN EDUCATION (SEPTEMBER 2019) PART ONE**

1. **INTRODUCTION**

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.

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

**Safeguarding and promoting the welfare of children is defined for the purpose of this policy 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.’ (KCSIE September 2019)***

At Grange School:

* We respect one another
* We value the wellbeing of all staff and children
* We expect the best
* We value cooperative working
* We recognise that everyone is an individual and we value diversity
* We value learning
1. **ROLES & RESPONSIBILITIES**
	1. Our Head teacher will ensure that:
* The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of children 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.
* Safer recruitment and selection of staff and volunteers is practised. The school’s recruitment and selection policies and processes adhere to the DfE guidance “Keeping Children Safe in Education” September 2019 by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
* All staff receive relevant training, which is updated regularly.
* We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed safeguarding SEF proforma to the LA as requested
* A Designated Senior Member of staff, known as the DSL, for children 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.
* Enough time and resources are made available to enable the designated member of staff to discharge their responsibilities, including regular refresher training and attendance at inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
* Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its children by making our statutory obligations clear in our prospectus.
* The Safeguarding and Child Protection Policy is available on our website and is included in the Staff Handbook. All volunteers will be made aware of the schools safeguarding and children protection policy and arrangements.
* We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. 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.
* 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 children and staff.
* Volunteers and visitors to school in respect of whom no checks have been obtained are never left unsupervised in school.
* All contractors, or employee of contractors, are subject to an appropriate level of DBS check as necessary. Under no circumstances, will contractors for whom no checks have been made work unsupervised where their work would bring them into contact with children. Where it is unavoidable that contractors have to be on site during the children day then a robust risk assessment procedure is in place.
	1. Our **Governing Body** will ensure that:
* All policies, procedures and training in our school are effective and comply with the law at all times.
* A member of the governing body is identified as the designated governor for Safeguarding and for Prevent and receive appropriate training.
* A member of the Governors board, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the head teacher, a member of governing body
* The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Named Safeguard governor will liaise with Safeguard lead to come in to School, discuss current policies and procedures, and observe them in practise.
* Our safeguarding and children protection policy, is reviewed and shared with all staff, at least annually. The Head and designated Safeguard lead will amend policy in line with local and National safeguarding guidance and procedures.
* School has a staff code of conduct policy in place, which is shared with all staff and includes use of social media.
* We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures and ‘keeping children safe in education September 2019’.
* All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes, as part of the induction process.
* There is appropriate challenge and QA of the safeguarding policies and procedures.
* Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.
	1. The **Designated Safeguarding Lead (DSL) h**as a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL and Safeguarding team will:
* Act as the first point of contact with regards to all safeguarding matters.
* Attend appropriate designated safeguarding lead 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.
* Ensure that all referrals made to Children’s Services are effective and in line with MSCB procedures. Any referral made is completed with Designated Safeguard lead with Head being notified of the referral. All referrals are recorded on CPOMS and allocated to a member of the safeguard team to follow up with any actions.
* Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. All members of the safeguard team attend regular training and updates in line with Local and National guidance. The Safeguard team have weekly meetings to discuss individual cases and any actions including staff supervision. All members of the safeguard team have professional development targets linked to Safeguarding which is reviewed on a termly basis with their line Manager.
* Ensure that all staff and volunteers understand and are aware of ourreporting and recording procedures and are clear about what to do if they have a concern about a child. All visitors to school receive an information booklet which explains the procedure for reporting any concerns and also identifies who the safeguarding team are and where they can be found.
* Always be available during school hours during term-time, and at other times as designated by the Head teacher. Out of hours and holiday cover, will be managed by the head teacher and the designated safeguarding lead, contactable through the email addresses published on the school website.
* Name a senior member of the safeguarding team as the designated teacher for LAC, with a responsibility for PEPs.
* Monitor attendance in line with school policy and procedure and follow up any concerns with the parents/carers and/or the appropriate agencies.
* Complete a safeguarding handover as soon as possible when children move to and from a new establishment, sending safeguarding information via CPOMs or in a hard copy. This will be transferred separately from the children’s main file and confirmation of receipt should be obtained.
	1. All staff will:
* Follow our agreed Code of Conduct and ‘Safer Working Practices’ guidance
* 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 e.g. Behaviour Management Policy/Physical Restraint Policy
* Provide a safe environment where children can learn
* Be approachable to children and respond appropriately to any disclosures, following the schools reporting procedures.
* 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 children
* 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 directly to the police.**

**3. TRAINING AND AWARENESS RAISING**

* All new staff and regular volunteers will receive appropriate safeguarding information during induction. It is the responsibility of all staff to ensure they are aware of systems within the school which support children protection and these will be explained to them as part of staff induction. This includes: the school’s children protection policy; the school’s staff code of conduct; and the role of the designated children protection lead. All staff will receive children protection training which addresses: basic children protection information about the school’s policies and procedures, PREVENT strategy, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, FGM and forced marriage. How to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child how to recognise warning signs and symptoms in relation to specific children protection issues. Staff will be updated and training delivered in national and local initiatives for example, Domestic Abuse, Children Sexual Exploitation.
* All staff must ensure that they have read and understood ‘KCSIE’ (Appendix A). All staff are given a copy and must sign to say they have read and understood the document.
* All staff will receive annual children protection and PREVENT training/refresher which all staff must sign to say they have attended training.
* All staff members will receive regular safeguarding and children protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. Updates are given in weekly meetings to all members of staff along with regular training updates. The safeguard board at the School entrance has a bulletin board that is updated regularly.

**4. SAFEGUARDING / CHILDREN PROTECTION POLICY & PROCEDURES**

* 1. **CHILDREN VOICE**

Children are encouraged to contribute to the development of policies and share their views.

Children voice is valued and the School Council is afforded respect and is involved appropriately in decision making. Children are given responsibility in supporting other children and are involved in routine organizational tasks and activities.

* 1. **ATTENDANCE**
* 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.
* 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.
* 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.
	1. **EXCLUSIONS**

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.

* 1. **VULNERABLE GROUPS**
		1. At Grange school we ensure all key staff work together to safeguard vulnerable children.

There is effective communication between the school staff, outside agencies and parents/carers. Family intervention work is an integral part of the school’s support for children and families. Grange school has an active parents, carers and friends group which meets on a weekly basis. We have a ‘parents coffee morning’ offer once a week. This is an offer for parents and families, where they can come along for coffee and meet other parents/carers. It is run by the family liaison officer with senior leaders attending on a regular basis. The safeguarding team will highlight any families who may benefit from this offer and support them to attend. Where relevant external partners attend meetings to offer advice and support from other agencies e.g. early help offer, short breaks.

The school actively pursues all absence – we know which children are at risk of becoming/or are persistently absent. Non-attendance is understood as a potential children protection issue. A member of the schools safeguarding team checks the children absence board every morning and follows up any concerns appropriately.

The school does not exclude children but tries to find alternative ways of supporting them.

The school does not see children at risk of gang involvement or criminal activity as a ‘crime and disorder issue’ but as a ‘children in need issue’ and works closely with other partner agencies to support them.

The safeguarding team have weekly safeguard meetings to discuss individual children who they feel need additional support and where this may come from. School holds whole school multi agency meetings on termly basis, children across school who are identified as needing additional support from other agencies are brought to the meeting for further discussion. Parents/Carers of children who are being discussed, are informed of the meeting but are not required to attend.

Professionals invited include health, social care, CAMH’s and caseworkers. All meeting notes are recorded on CPOMS and are monitored to ensure actions are followed up and impact of any interventions can be measured.

* + 1. 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 Grange child who:
* is disabled and has specific additional needs;
* is a young carer;
* is misusing drugs or alcohol;
* is in a family circumstance presenting challenges for the children, 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.
	+ 1. All staff are aware that additional barriers can exist when recognizing abuse and neglect for children at Grange. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the children’s disability without further exploration, being more prone to peer group isolation the potential for being disproportionally impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

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

* 1. **KEEPING RECORDS**

If staff, volunteers or visitors have concerns about a child they will raise these with the school’s designated safeguard lead. The safeguard lead will decide whether to make a referral to children’s social care; it is important to note that any staff member can refer their concerns to children’s social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there will be an Early Help Assessment (EHA).

If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children’s social care immediately. Anybody can make a referral.

If the children’s situation does not appear to be improving the staff member with concerns will press for re-consideration. Concerns should always lead to help for the children at some point. (see DfE Safeguarding Guidance 2015 p10)

Staff should be aware of new reporting requirements with regards to known cases of female genital mutilation (FGM).

If staff 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 the Governors.

The School encourages staff and volunteers to raise concerns about poor or unsafe practice and potential failures in the school or college’s children protection regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school’s leadership team.

We keep and maintain up to date information on children on the school roll including where and with whom the children is living, attainment, 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.

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

We keep secure the safeguarding records electronically on CPOMs

We send a child’s child protection or safeguarding file separately from the main file to a new establishment if a child 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)

**6. RECORDING AND REPORTING CONCERNS**

* 1. All concerns are reported to the safeguarding team and are recorded electronically on CPOMs. All staff receive regular training from the designated safeguard lead on effective use of CPOMs. Body maps, meeting notes, hand written incident reports will be handed into the safeguarding office and will be scanned into individual children document vaults on CPOMs.
	2. **INFORMING PARENTS/CARERS**
		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.
		2. In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their children 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).

**6.2.3** 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 children at risk,** e.g. in cases of suspected sexual abuse. We will record the reasons, if consent is not gained.

* 1. **MULTI-AGENCY WORKING**
		1. We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding children protection issues.
		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 children protection plan or core group plan.
	1. **CONFIDENTIALITY & INFORMATION SHARING**
		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.
		2. Information about children will only be shared with other members of staff on a need to know basis.
		3. All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the children’s best interests, in order to safeguard them.
	2. **CHILDREN PROTECTION (CP), CHILDREN IN NEED (CiN) & TEAM AROUND THE CHILDREN/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES**
		1. Members of staff who are asked to attend a CP conference or other core group meetings about an individual child/family will need to have as much relevant updated information about the children as possible.
		2. A CP conference will be held if it is considered that the children is suffering or at risk of significant harm.
		3. Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. A member of Safeguard team will attend any CP and CIN conference and reviews. For those that are held in the holidays, every effort will be made to ensure a member of our Safeguarding attends. If in the unlikely case someone is not able to attend then a full report will be sent from School with a request that the minutes of the meeting be sent to the Schools designated safeguard lead.
		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.
	3. **CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS**
		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.
		2. All staff and volunteers must be clear with children that they cannot promise to keep disclosures secret.
		3. We will make sure that the children 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.
		4. We will endeavour to keep the children or adult informed about the progress of the complaint/expression of concern.
	4. **SERIOUS CASE REVIEWS**

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.

**7. 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 children care and parenting skills.

* 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.
* This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
* 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 children.
* 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.
* 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.

**8. E-SAFETY**

* + E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school 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.
	+ 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.
	+ 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.
	+ We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite.
	+ We follow the MSCB guidelines ‘Safeguarding online guidelines for minimum standards’ and the advice on the UK Safer Internet Website.
	+ We work with children and parents to promote good practice in keeping children safe online.

**9. SAFER RECRUITMENT & SELECTION OF STAFF**

* + Our recruitment and selection policies and processes adhere to the DfE guidance ‘KCSIE’. [Safer Recruitment Policy](file:///%5C%5Cgra-staff01%5CStaff%24%5CARichardson-Rafey%5CDownloads%5CSafer%20Recruitment%20Policy-%20Grange.docx)
	+ The Headteacher and governing body will ensure that all external staff and volunteers using our site have been DBS checked.
	+ 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.
	+ At least one member of each recruitment panel will have attended safer recruitment training. All of the senior leadership team will complete Educare online safer recruitment training.
	+ Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
	+ The school maintains a single central record of recruitment checks undertaken.
	+ The school commissions an external safeguarding review every two years, which includes safer recruitment and selection of staff.

**10. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

* + We adhere to DfE guidance ‘KCSIE, Section 4’, when dealing with allegations made against staff and volunteers. The School has complaint procedures in place to handle allegations against members of staff and volunteers in line with current national guidance.
	+ 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 children while at the same time providing support for the person against whom the allegation is made.
	+ Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)
	+ We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. See previous hyperlink to whistle blowing policy for further information.
1. **SAFETY ON & OFF SITE**
	1. Our site has safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
	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.
	3. We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We will always check the identity of contractors and their staff on arrival at the school or college. Wherever possible all contracted work will be completed either during the school holidays or outside of school times e.g. evenings and weekends. If this is not possible, the head teacher and designated safeguarding lead will determine the appropriate level of supervision depending on the circumstances.
	4. We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
	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 for secondary aged pupils.
	6. We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check. If the activity undertaken by a child 16 years of age or over on work experience gives the opportunity for contact with children, we will consider whether a DBS enhanced check should be requested.
	7. All school trips are fully risk assessed and no children will be taken offsite without parental permission.
	8. For residential trips all appropriate paperwork will be completed and sent to the health and safety officer at the local authority for sign off. This complies with our quality assurance procedures.
	9. We have a [Health & Safety Policy](file:///Q%3A%5CPIP%20Staff%20Shared%5CDocuments%5CPolicies%5CEvery%20Policies%5CHealth%20%26%20Safety%20Policy%20-%20Piper%20Hill.docx)

**11. PEER ON PEER ABUSE**

The Governors, Senior Leadership Team, and all staff and volunteers at Grange School are committed to the prevention, early identification and appropriate management of peer-on-peer abuse (as defined below) both within and beyond the school.

**In particular, we:**

* believe that in order to protect children, all schools should (a) be aware of the level and nature of risk to which their pupils are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and (b) take a contextual whole-school approach to preventing and responding to peer-on-peer abuse;
* regard the introduction of this policy as a preventative measure, and do not feel it is acceptable merely to take a reactive approach to peer-on-peer abuse in response to alleged incidents of it;
* recognise national and increasing concern about this issue, and wish to implement this policy in order to ensure that our pupils are safe; and
* Encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the school so that it can ensure that appropriate and prompt action is taken in response.

**This policy:**

* sets out our strategy for preventing, identifying and appropriately managing peer-on-peer abuse. It is the product of a comprehensive consultation - which has involved pupils, staff and parents, and a risk assessment. In producing this policy we have considered the complex needs of our pupils and the challenge they may experience in understanding and articulating possible abuse; we have ensured that pupil voice is captured within the policy and procedures that should be followed so that this is a document which is used by all stakeholders to keep Grange pupils safe.
* applies to all members of the Grange community [Governors, Senior Leadership Team, staff, volunteers, contractors etc.] It will be reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which pupils are or may be exposed. A number of staff and pupils are involved in each annual review, which involves and is informed by an assessment of the impact and effectiveness of this policy over the previous year;
* is the school's overarching policy for any issue that could constitute peer-on-peer abuse. It relates to, and should be read alongside, the school's Safeguarding Policy and any other relevant policies including, but not limited to, Preventing Bullying (including cyber-bullying), E - Safety, Behaviour and Exclusions;

This policy;

* does not use the term ‘victim’ and/or ‘perpetrator’. This is because our school takes a safeguarding approach to all individuals involved in allegations of or concerns about peer-on-peer abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers.
* uses the terms 'child' and 'children', which is defined for the purposes of this policy as a person aged under 18.
* We have nonetheless chosen not to restrict our approach to peer-on-peer abuse under this policy to children but instead to adopt a wider interpretation of our safeguarding responsibilities so that they apply to all pupils, regardless of age.
* is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2016);
* should, if relevant according to the concerns/allegations raised, be read in conjunction with the DfE's advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE's Advice) (December, 2017), and any other advice and guidance referred to within it, as appropriate;7
* should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

**Understanding peer-on-peer abuse**

**What is peer-on-peer abuse?**

At Grange School peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate)

**Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.**

Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer-on-peer abuse therefore needs to consider the range of possible types of peer-on-peer abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of peer-on-peer abuse takes into account any potential complexity.

**What is Contextual Safeguarding?**

**This policy encapsulates a Contextual Safeguarding approach, which:**

* is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
* recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments **(including on the internet)** within which they may experience abuse; and
* considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals could work with the school leadership and student body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment.

**How prevalent is peer-on-peer abuse?**

Research suggests that peer-on-peer abuse is one of the most common forms of abuse affecting children in the UK.

For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015). Two thirds of contact sexual abuse experienced by children aged 17 or under was committed by someone who was also aged 17 or under (Radford et al 2011)].

**Please see the school's Preventing Bullying policy**.

This type of abuse relates to abuse between children aged 16 and 17 who are or have been intimate partners or family members. The abuse includes but is not limited to psychological, physical, sexual, financial and emotional. This 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 children (under the age of 18) into sexual activity (a) in exchange for something the child/children need(s) or want(s), and/or (b) for the financial advantage or increased status of the individual responsible for/facilitating the abuse. The child/children may have been sexually exploited even if the sexual activity appears consensual.

Child Sexual Exploitation [CSE] does not always involve physical contact; it can also occur through the use of technology [See definition on page 4] This is any sexual behaviour by a child or child which is outside of developmentally "normative" parameters. This can (but does not always) include abusive behaviour such as sexual assaults. The term "gender-based violence" refers to violence that is directed against one gender as a result of their gender or that affects one gender disproportionately.

**When does behaviour become problematic or abusive?**

At Grange School we recognise that all behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

For the purpose of the NSPCC’s and Research in Practice's Harmful Sexual Behaviour Framework, and as adopted in this policy, harmful sexual behaviours are defined as "Sexual behaviours expressed by children…that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child…or adult."

At Grange School we recognise the following continuum [See Simon Hackett] which demonstrates the range of sexual behaviours presented by children, which may be helpful when seeking to understand a [pupil's/student's] sexual behaviour and deciding how to respond to it.

**Normal:**

* Developmentally expected
* Socially acceptable
* Consensual, mutual, reciprocal
* Shared decision making

**Inappropriate:**

* Single instances of inappropriate sexual behaviour
* Socially acceptable behaviour within peer group
* Context for behaviour may be inappropriate
* Generally consensual and reciprocal

**Problematic:**

* Problematic and concerning behaviour
* Developmentally unusual and socially unexpected
* No overt elements of victimisation
* Consent issues may be unclear
* May lack reciprocity or equal power
* May include levels of compulsivity

**Abusive:**

* Victimising intent or outcome
* Includes misuse of power
* Coercion and force to ensure compliance
* Intrusive
* Informed consent lacking or not able to be freely given
* May include elements of expressive violence

**Violence:**

* Physically violent sexual abuse
* Highly intrusive
* Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour
* Sadism

This continuum relates exclusively to sexual behaviour and is not exhaustive. The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children.28 Staff should always use their professional judgment and discuss any concerns with the DSL. Where an (alleged) incident involves a report of sexually harmful behaviour, staff should consult the DfE's Advice.

**Other behaviour:**

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett’s continuum to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

* Is socially acceptable
* Involves a single incident or has occurred over a period of time
* Is socially acceptable within the peer group
* Is problematic and concerning
* Involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
* Involves an element of coercion or pre-planning
* Involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power
* Involves a misuse of power

It should be borne in mind that there are some aspects of Hackett’s continuum which may not of course be relevant or appropriate to consider in response to other alleged behaviour involving reports of other types of abuse. For example, the issue of consent and the nuances around it, is unlikely to apply in the same way in cases where the alleged behaviour is reported to involve emotional and/or physical abuse, as it could in cases of alleged sexual behaviour which is reported to involve harmful sexual behaviour.

In addition, the school could be required to deal with cases involving a range of alleged behaviours including sexual behaviour, emotional, physical behaviour and digital behaviour.

It should also be recognised that the same behaviour presented by different children may be understood at different points on a spectrum, depending on the particular context. For example, an incident involving youth produced sexual imagery may be inappropriate in one context, for example, when exchanged between two children in a consenting relationship, and abusive in another, for example, when it is (a) shared without the consent of the child in the image; (b) produced as a result of coercion; or (c) used to pressure the child into engaging in other sexual behaviours.

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital, and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies. For example, a physical fight between two children may not constitute peer-on-peer abuse where the fight is a one-off incident, but may be abusive where the child’s/children’s behaviour subsequently deteriorates into a pattern of bullying behaviour and requires a safeguarding response from a multi-agency partnership – including a statutory assessment of whether this has led, for example, to a risk of significant harm to a child.

The importance of intervening early and addressing any inappropriate behaviour does not just apply on an individual pupil basis, but could also apply across the [pupil/student] body.

Behaviour generally considered inappropriate may in fact indicate emerging concerning behaviour to which schools need to take a whole-school approach in order to prevent escalation. For example, where multiple boys are making inappropriate comments about girls, one-off sanctions are unlikely to be effective and wider actions should be considered, such as arranging for an external person to deliver a year group intervention exercise; revising the school's SRE programme; and/or a discussion around whether anything is happening within the wider community that might be affecting the pupils behaviour.

It will also be important to consider the wider context in which the alleged behaviour is reported to have occurred, and which may trigger the need for a referral. For example, some behaviour that is considered inappropriate may be capable of being dealt with internally. However, if there are wider safeguarding concerns relating to the child/children in question, a referral to statutory agencies may be necessary. Where the behaviour which is the subject of the concern(s)/allegation(s) is considered or suspected by the DSL to constitute peer-on-peer abuse, the School will follow the procedures set out below.

At Grange School all allegations of peer on peer abuse with will be considered in the light of the needs of all pupils involved. We recognise the difficulty that some pupils who have a diagnosis of Autism will experience being able to tolerate others who may display different behaviours and needs. However it is our role to promote tolerance and understanding and foster an understanding of what constitutes appropriate behaviour.

**How can a child who is being abused by their peers be identified?**

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse (See Grange Safeguarding Policy for Signs of Abuse) and **can include:**

**(a) Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;**

**(b) Physical injuries;**

**(c) Experiencing difficulties with mental health and/or emotional wellbeing;**

**(d) Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;**

**(e) Broader changes in behaviour including alcohol or substance misuse;**

**(f) Changes in appearance and/or starting to act in a way that is not appropriate for the child's age;**

**(g) Abusive behaviour towards others.**

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

**Are some children particularly vulnerable to abusing or being abused by their peers**?

Research suggests that peer-on-peer abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, schools need to explore the gender dynamics of peer-on-peer abuse within their settings, and recognise that these will play out differently in single sex, mixed or gender imbalanced environments. This is particularly appropriate at Grange School where a large majority of pupils are male.

**A whole school approach**

**How Grange School will raise awareness of and prevent peer-on-peer abuse.**

School environment:

Grange School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

* Educating all Governors, Senior Leadership Team, staff and volunteers, pupils and parents about this issue. This includes:
	+ training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. This includes:

(a) Contextual Safeguarding;

(b) the identification and classification of specific behaviours; and

(c) the importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.

* Educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum. For example, by addressing gender inequality in a Citizenship lesson, or by reviewing literature in an English class which addresses bullying and its effect on mental health. Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. They are regularly informed about the school's approach to such issues, including its zero tolerance policy towards all forms of peer-on-peer abuse.
	+ Engaging parents on this issue by:

(a) talking about it with parents, both in groups and one to one;

(b) asking parents what they perceive to be the risks facing their child and how they would like to see Grange School address those risks;

(c) involving parents in the review of Grange School policies and

(d) encouraging parents to hold the Grange School to account on this issue.

* Ensuring that all peer-on-peer abuse issues are fed back to the School's safeguarding team so that they can spot and address any concerning trends and identify pupils who may be in need of additional support. The Grange Safeguarding Team will meet on a weekly basis at which all concerns about pupils (including peer-on-peer abuse issues) are discussed;
* Challenging the attitudes that underlie such abuse (both inside and outside the classroom); working with Governors, Senior Leadership Team, all staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community;
* Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;
* Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
* Responding to cases of peer-on-peer abuse promptly and appropriately.

Multi-agency working at Grange School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with, for example Manchester LSCB and MASH (or equivalent)], children's social care, and/or other relevant agencies, and other schools.

The relationships the Grange School has built with these partners are essential to ensuring that the school is able to prevent, identify early and appropriately handle cases of peer-on-peer abuse. They help the school (a) to develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist; (b) to ensure that our pupils are able to access the range of services and support they need quickly; (c) to support and help inform our local community's response to peer-on-peer abuse; (d) to increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils.

The School actively refers concerns/allegations of peer-on-peer abuse where necessary to Manchester MASH, children's social care, and/or other relevant agencies. This is particularly important because peer-on-peer abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address the issue alone – it requires effective partnership working.

**Responding to concerns or allegations of peer-on-peer abuse**

General Principles

It is essential that all concerns/allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our school environment.

* Any response should:
	+ Include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);
	+ Treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. Schools should ensure a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter;
* Take into account:
	+ That the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider socio-cultural contexts - such as the child's/children's peer group (both within and outside the school); family; the school environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence. Consider what changes may need to be made to these contexts to address the child's/children's needs and to mitigate risk; and
	+ The potential complexity of peer-on-peer abuse and of children´s experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting;
	+ The views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

**What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?**

If a pupil is in immediate danger or at risk of significant harm, a referral to children's social care (if the pupil is aged under 18) and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made (See Grange Safeguarding Policy).

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay (See Grange Safeguarding Policy) so that a course of action can be agreed.

If a child speaks to a member of staff about peer-on-peer abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. For further details please see the procedure set out in Grange Safeguarding Policy.

**How will Grange School respond to concerns or allegations of peer-on-peer abuse?**

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

DSLs should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children’s social care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact the Manchester Multi Agency Safeguarding Hub and will follow the LSCB’s procedures immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with Manchester Multi Agency Safeguarding Hub, or as otherwise in accordance with the LSCB's procedures and agree on a course of action, which may include:

1. Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B, C or D should ordinary apply. However, where support from local agencies is not available, Grange School may need to handle allegations/concerns internally. In these cases, the school will engage and seek advice from external specialists (either in the private and/or voluntary sector).
2. Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family. These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.
3. Refer child/children to children's social care for a section 17 and/or 47 statutory assessment. As a matter of best practice, if an incident of peer-on-peer abuse requires referral to and action by children’s social care and a strategy meeting is convened, then Grange School will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated.
4. Report alleged criminal behaviour to the Police. Alleged criminal behaviour will ordinarily be reported to the Police. However, there are some circumstances where it may not be appropriate to report such behaviour to the Police. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors (please see Appendix C below). All concerns/allegations will be assessed on a case by case basis, and in light of the wider context.

**Individual risk and needs assessment.**

Where there is an incident of peer-on-peer abuse, Grange School will carry out a robust risk and needs assessment in respect of each child affected by the abuse. These risk assessments will:

1. Assess and address the nature and level of risks that are posed and/or faced by the child;
2. Engage the child's parents and draw upon local services and agencies to ensure that the child's needs are met in the long-term. Consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child; and
3. Be reviewed at regular intervals in light of the child's on-going needs to ensure that real progress is being made which benefits the child.

If at any stage the child's needs escalate, the DSL should contact Manchester Multi Agency Safeguarding Hub [Or as otherwise in accordance with the LSCB's procedures)] to determine the appropriate course of action.

Disciplinary action. Grange School will consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that peer-on-peer abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action the school will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it.

Grange School will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School. Engaging in Fair Access Panel Processes to assist with decision-making associated to managed moves and exclusions can also be beneficial. Disciplinary interventions alone are rarely able to solve issues of peer-on-peer abuse, and the School will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, as set out above and below.

**On-going proactive work to a contextual whole-school approach**

Grange School's response to concerns/allegations of peer-on-peer abuse will be part of on-going proactive work by the school to embed best practice and take a contextual whole-school approach to such abuse. As such the school's response can become part of its wider prevention work. This response may include the school asking itself a series of questions about the context in which an incident of peer-on-peer abuse occurred in the school, the local community in which the school is based, and the wider physical and online environment - such as:

1. What protective factors and influences exist within the school (such as positive peer influences, examples were peer-on-peer abuse has been challenged etc.) and how can the school bolster these?
2. How (if at all) did the school's physical environment contribute to the abuse, and how can the school address this going forwards, for example by improving the school's safety, security and supervision?
3. Did wider gender norms, equality issues and/or societal attitudes contribute to the abuse?
4. What was the relationship between the abuse and the cultural norms between staff and pupils and how can these be addressed going forwards?
5. Does the abuse indicate a need for staff training on, for example, underlying attitudes, a particular issue or the handling of particular types of abuse?
6. How have similar cases been managed in the past and what effect has this had?
7. Does the case or any identified trends highlight areas for development in the way in which the school works with children to raise their awareness of and/or prevent peer-on-peer abuse, including by way of the school's PSHE curriculum and lessons that address underlying attitudes or behaviour such as gender and equalities work?
8. Are there any lessons to be learnt about the way in which the school engages with parents to address peer-on-peer abuse issues?
9. Are there underlying issues that affect other schools in the area and is there a need for a multi-agency response?
10. Does this case highlight a need to work with certain children to build their confidence and teach them how to identify and manage abusive behaviour? And
11. Were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the school?

**Identifying, assessing and responding to behaviour**

The following links are designed to help professionals working with children to identify, categorise and respond appropriately to sexual behaviours by children:

* NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework: https://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/harmful-sexualbehaviour-framework/, which contains the continuum model proposed by Simon Hackett (2010), and provides schools with information about what to expect from local partnerships.
* NSPCC guidance on the stages of normal sexual behaviour: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviourchildren-young-people/
* NSPCC: https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexualbehaviour/research-resources/
* Brook Sexual Behaviours Traffic Light Tool: https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

**Appendix A – Examples of Further Resources**

**Educating staff and children**

* + Serious Youth Violence – Home Office 'This is abuse campaign for schools': <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2015-0308_This_is_Abuse_campaign_summary_report__2_.pdf>
	+ New youth produced imagery guidance: https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/ 609874/6\_2939\_SP\_NCA\_Sexting\_In\_Schools\_FINAL\_Update\_Jan17.pdf
	+ Anti-bullying guidance: ttps://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/623895/ Preventing\_and\_tackling\_bullying\_advice.pdf
	+ Cyber bullying: <http://www.childnet.com/ufiles/Cyberbullying-guidance2.pdf>
	+ Learning project briefing on the role of schools in preventing, and responding to, peer-on-peer abuse
	+ AVA Prevention platform has produced guidance for schools on how to develop [pupils'/students'] understanding and skills to prevent violence against women and girls (VAWG): <http://www.preventionplatform.co.uk/>
	+ Tender works with schools providing educational programmes for children and staff training aimed at preventing domestic abuse and sexual violence and promoting healthy relationships based on equality and respect: <http://tender.org.uk/>
	+ Childnet: <http://www.childnet.com/resources/pshetoolkit>

**Support and interventions**

* + The charity, the Lucy Faithful Foundation (LFF), provides services to agencies working with children and their families – for those with problematic sexual behaviour on the internet and in the ‘real world’: <http://www.lucyfaithfull.org.uk/files/inform_yp_agencies_leaflet.pdf> also provides information for parents and carers of children: <http://www.lucyfaithfull.org.uk/files/inform_yp_parents_leaflet.pdf>
	+ Red Balloon Learning Centres: <http://www.redballoonlearner.org>
	+ Leap Confronting Conflict: <http://www.leapconfrontingconflict.org.uk/>
	+ Barnardo's: [https://www.barnardos.org.uk/what\_we\_do/our work/sexual\_exploitation/cse-professionals/](https://www.barnardos.org.uk/what_we_do/our%20work/sexual_exploitation/cse-professionals/)csecan-you-see-it.htm
	+ Contextual Safeguarding Practitioners’ Network: [www.contextualsafeguarding.org.uk](http://www.contextualsafeguarding.org.uk)

**Appendix B** – **Contact details for local agencies and summary of referral pathways**

He walks along with her ‘whole life’, in his mobile phone, ready to share it with anyone at any time. (girl, 17)44

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. According to research, many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.' Yet, recent NSPCC research has revealed that when children are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know.' Similarly, a recent ChildLine survey has revealed that many parents think of sexting as flirty or sexual text messages rather than images.

This policy only covers the sharing of sexual imagery by children.45 Creating and sharing sexual photos and videos of under-18s is illegal, and therefore causes the greatest complexity for schools (amongst other agencies) when responding. It also presents a range of risks which need careful management.

On this basis, this policy introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting'. This is to ensure clarity about the issues this advice addresses.

What is youth produced sexual imagery? 'Youth produced sexual imagery' best describes the practice because:

* + 'Youth produced' includes children sharing images that they, or another child, have created of themselves.
	+ 'Sexual' is clearer than 'indecent'. A judgement of whether something is 'decent' is both a value judgement and dependent on context.
	+ 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy).
	+ What types of incidents are covered by this policy?
	+ A child creates and shares sexual imagery of themselves with a peer (also under the age of 18).
	+ A child shares sexual imagery created by another child with a peer (also under the age of 18) or an adult.
	+ A child is in possession of sexual imagery created by another child.

**Appendix C – Youth Produced Sexual Imagery Policy**

Daphne II European Commission, Safeguarding Teenage Intimate Relationships (STIR), Briefing Paper 5: Children 's Perspectives on Interpersonal Violence and Abuse in Intimate Relationships 45 For the purposes of this appendix, 'child', 'youth' and 'young person' refers to anyone under the age of 18; 'adult' refers to anyone aged 18 or over 46 This is in accordance with the new advice Sexting in schools and colleges: responding to incidents and safeguarding children, which has been published by the UK Council for Child Internet Safety

• The sharing of sexual imagery of children by adults constitutes child sexual abuse and schools should always inform the police.

Disclosure about youth produced sexual imagery can happen in a variety of ways. The child affected may inform a class teacher, the DSL in school, or any member of the school staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or colleague, or inform the police directly.

All members of staff (including non-teaching staff) should be aware of how to recognise and refer any disclosure of incidents involving youth produced sexual imagery. This will be covered within staff training and within the Grange Safeguarding Policy.

Any direct disclosure by a child should be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

**Handling incidents.**

All incidents involving youth produced sexual imagery should be responded to in line with the school's child protection policy.

When an incident involving youth produced sexual imagery comes to a member of staff's attention:

* The incident should be referred to the DSL as soon as possible.
* The DSL should hold an initial review meeting with appropriate school staff.
* The DSL will follow the procedures and guidance set out in Sexting in schools and colleges: responding to incidents and safeguarding children.
* There should be subsequent interviews with the children involved (if appropriate).
* Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is a concern a child has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

**Education**

Teaching about safeguarding issues in the classroom can prevent harm by providing children with skills, attributes and knowledge to help them navigate risks. The School will provide children with opportunities to learn about the issue of youth produced sexual imagery, as part of its commitment to ensure that they are taught about safeguarding, including online, through teaching and learning opportunities – as also referred to in the Grange E Safety Policy.

All such incidents should be responded to with reference to the Grange E Safety Policy, and in line with the Grange Safeguarding Policy

Grange School acknowledges the toolkit from Farrer and Co in writing this policy.

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

**APPENDIX D - ‘Keeping Children Safe in Education’ Part 1 - to be read by all staff**

What school and college staff should know and do:

1. A child centred and coordinated approach to safeguarding
2. 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.
3. Safeguarding and promoting the welfare of children is everyone’s responsibility.
4. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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.
5. No single practitioner 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.
6. 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.

Children includes everyone under the age of 18.

The role of school and college staff

1. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
2. All staff have a responsibility to provide a safe environment in which children can learn.
3. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.
4. Any staff member who has a concern about a child’s welfare should follow the referral processes set out in paragraphs 36-47. Staff should expect to support social workers and other agencies following any referral.
5. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.
6. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
7. 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 and college staff need to know:

All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

* child protection policy;
* behaviour policy;5
* staff behaviour policy (sometimes called a code of conduct);
* safeguarding response to children who go missing from education; and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
1. Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.
2. 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.
3. All schools are required to have a behaviour policy (full details are here). If a college chooses to have a behaviour policy it should be provided to staff as described above. Copies of policies and a copy of Part one of this document should be provided to staff at
4. induction.
5. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff 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.
6. All staff should be aware of their local early help6 process and understand their role in it.
7. 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.
8. 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. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children’s social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. What school and college staff should look out for Early help
9. Any child may benefit from early help, but all school and college 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 showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
* is frequently missing/goes missing from care or from home;
* is at risk of modern slavery, trafficking or exploitation; Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children. More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.
* is at risk of being radicalised or exploited;
* is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
* is misusing drugs or alcohol themselves;
* has returned home to their family from care; and
* is a privately fostered child.

Abuse and Neglect:

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Indicators of Abuse and Neglect:

1. 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. Children may be abused by an adult or adults or by another child or children.
2. 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.
3. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
4. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).
5. 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.

Safeguarding Issues:

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.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as 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, such as rape, assault by penetration and sexual assault; (for further information about sexual violence see Annex A).
* sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
* upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
* sexting (also known as youth produced sexual imagery); and
* initiation/hazing type violence and rituals.

All staff should be clear as to the school’s or college’s policy and procedures with

regards to peer on peer abuse.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance11.

Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of 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.

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 or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur.

* For further information about sexual harassment see Annex A.
* For further information about ‘upskirting’ see Annex A.
* For further information about violent crime see Annex A. 12 Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Contextual safeguarding:

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. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding.

Additional information and support

Departmental 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 indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

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

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

Staff working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child’s welfare, they should act on them immediately. See page 16 for a flow chart setting out the process for staff when they have concerns about a child.

If staff have a concern, they should follow their own organisation’s child protection policy and speak to the designated safeguarding lead (or deputy).

Options will then include:

* Managing any support for the child internally via the school’s or college’s own pastoral support processes;
* An early help assessment; Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working Together to Safeguard Children.
* A referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Early help

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on 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 practitioner. 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

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. Referrals should follow the local referral process. Chapter 1 of Working Together to Safeguard Children sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children’s social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children’s social care.

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.

The online tool Report Child Abuse to Your Local Council directs to the relevant local children’s social care contact number.

What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

* the child requires immediate protection and urgent action is required;
* the child is in need, and should be assessed under section 17 of the Children Act 1989;
* there is 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 of the Children Act 1989;
* any services are required by the child and family and what type of services
* further specialist assessments are required to help the local authority to decide what further action to take;
* to see the child as soon as possible if the decision is taken that the referral
* requires further assessment.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required). If, after a referral, the child’s situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

Record keeping

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 of this important?

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.15 Examples of 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;
* not sharing information;
* sharing information too slowly; and
* a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children.

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

* this should be referred to the headteacher or principal;
* where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance). An analysis of serious case reviews can be found at Serious case reviews, 2011 to 2014.

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

1. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s or college’s safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.
2. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school’s or college’s senior leadership team.
3. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
* general guidance on whistleblowing can be found via: Advice on Whistleblowing; and the NSPCC’s what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

**APPENDIX E Legislation, Statutory Guidance & OfSTED Framework**

1. Keeping Children Safe in Education’ - latest update, currently September 2019
2. OfSTED Section 5 Inspection Framework for Schools, August 2016
3. ‘Working Together to Safeguard Children’ , July 2018
4. Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
5. FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
6. Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
7. DFE Statutory Policies for Schools, Sept 2014,
8. DFE Children Missing Education, Stat Guidance, Sept 2016
9. DFE Designated Teacher for LAC Guidance, Nov 2009
10. DFE Supervision of Regulated Activity, Jan 2013
11. Alternative Provision, Stat guidance, Jan 2013
12. Teachers’ Standards, updated June 2013
13. Governors’ Handbook, Jan 2017
14. ‘Listening to & involving children & young people’, stat guidance, Jan 2014
15. Health & Safety Legislation

**APPENDIX F - Non-statutory Guidance**

1. DFE ‘What to do if you are worried a child is being abused - Advice for Practitioners’
2. ‘Safer Working Practices’, Safer Recruitment Consortium, Oct 2015
3. DFE National Standards of Excellence for Headteachers, Jan 2015
4. DFE ‘Use of Reasonable Force in Schools’, July 2013
5. United Nations Convention on the Rights of the Children, Article 2,3 6 & 12
6. NSPCC Whistleblowing Advice line

**APPENDIX G - MCC & MSCB Policies, Procedures & Guidance**

Links to:

1. MSCB Website
2. MSCB Policies
3. MSCB Multi-Agency Levels of Need & Response Framework, April 2015
4. Safeguarding Concerns, Guidance & Proformas
5. MSCB LADO Referral Process
6. MSCB Learning from Serious Case Reviews
7. Help & Support Manchester Website
8. Early Help Strategy, Guidance, Assessments & Referrals
9. Signs of Safety Strategy, Guidance & Resources

**APPENDIX H - Links to Other Relevant School / EY Setting / College Polices / Procedures**

1. Health and Safety
2. Physical Interventions/Restraint
3. Work Experience and Extended work placements
4. Sex and Relationships Education
5. Equal Opportunities
6. E-Safety
7. Extended Schools Activities
8. Behaviour policy
9. Trips and Visits
10. Toileting and Intimate Care
11. Looked After Children
12. Anti-bullying
13. Administration of Medicines
14. External visitors/speakers

**APPENDIX I - Other Relevant Education Department Policies / Guidance**

All these are available on the Manchester Schools Hub Website.

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

**APPENDIX J - Abbreviations**

|  |  |
| --- | --- |
| **AP** | Alternative Provision |
| **CiN** | Children in Need |
| **CP** | Children Protection |
| **CPOMS** | Electronic record keeping systems used in many schools in Manchester |
| **CSC** | Children’s Social Care |
| **DFE** | Department for Education |
| **DO** | Designate Officer (formerly LADO) |
| **DSL** | Designated Safeguarding Lead |
| **EH** | Early Help |
| **EHA** | Early Help Assessment |
| **LA** | Local Authority |
| **LAC** | Looked After Children |
| **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/SENDCO** | SEN Co-ordinator |
| **SG SEF** | Safeguarding Self Evaluation Framework |
| **SOS** | Signs of Safety |