



# GRANGE SCHOOL

## Child Protection and Safeguarding Policy

Author: Rachael Clifford

Date: September 2020

Ratified by Governing Body:

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

Review Date	Changes made	By whom
September 2020	Policy created	Stuart Harris

## Safeguarding and Child Protection Policy

The Headteacher, who has the ultimate responsibility for safeguarding is Rachael Clifford  
[head@grange.manchester.sch.uk](mailto: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](mailto: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 <a href="mailto:J.shepherd@grange.manchester.sch.uk">J.shepherd@grange.manchester.sch.uk</a>
Andy Richardson-Rafey	Deputy Headteacher & DSL	0161 231 2590 <a href="mailto:a.richardson-rafey@grange.manchester.sch.uk">a.richardson-rafey@grange.manchester.sch.uk</a>
Jane Jones	Deputy Headteacher & Deputy DSL	0161 231 2590 <a href="mailto:j.jones@grange.manchester.sch.uk">j.jones@grange.manchester.sch.uk</a>
Kelly Hamilton	Deputy Headteacher & DSL	0161 231 2590 <a href="mailto:k.hamilton@grange.manchester.sch.uk">k.hamilton@grange.manchester.sch.uk</a>
Suzi Evans	Family Liaison Officer [Early Help Assessments] & DSL	0161 231 2590 <a href="mailto:s.evans@grange.manchester.sch.uk">s.evans@grange.manchester.sch.uk</a>
Aisleen O'Donoghue	School Nurse & DSL	0161 231 2590 <a href="mailto:a.o'donoghue@grange.manchester.sch.uk">a.o'donoghue@grange.manchester.sch.uk</a>
Vicky Nash	DSL	0161 231 259 <a href="mailto:v.nash@grange.manchester.sch.uk">v.nash@grange.manchester.sch.uk</a>

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
Anne Jones	<a href="mailto:a.jones@grange.manchester.sch.uk">a.jones@grange.manchester.sch.uk</a>

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 child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.

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](#)  
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

Social Care Advice and Guidance Service 0161 234 5001

Complex Safeguarding Hub Advice Line 0161 226 4196

MCC Safeguarding In Education Team 0161 245 7171

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 (Also known as LADO or DOLA): 0161 234 1214.

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THIS POLICY MUST BE READ IN CONJUNCTION WITH KEEPING CHILDREN SAFE IN EDUCATION (SEPTEMBER 2020) 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.

This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers and visitors, are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice.

At Grange School we are committed to a child-centred approach to safeguarding.

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. 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.’ (KCSIE 2020, Part 1, p 5)

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 mental 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 2020)

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

## 2. ROLES & RESPONSIBILITIES

### 2.1 OUR HEADTEACHER

Our Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, identifying and responding to their needs, including:-

‘providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.’ (KCSIE, 2.81)

Our Headteacher is fully aware of statutory guidance in KCSIE and will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online tool to the LA as requested

- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is shared with all staff at the start of each school year as well as during induction for any new staff over the school year.
- Child friendly information of how to raise a concern/make a disclosure has been developed through consultation with pupils and parents and is accessible to all children. Displays throughout school highlight the range of supports available for pupils and the ways in which this support can be secured. Staff are highly trained in the identification of signs and symptoms with pupils who experience a range of communication difficulties.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. The Local Authority on line safeguarding self-audit is completed and submitted annually. The head teacher quality assures all referrals and a member of the safeguarding team will be in attendance at all Case Conferences. The senior safeguarding lead or a member of the safeguarding team can be contacted via email or phone throughout the holiday periods. Contact details are made available through the school website.
- 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 young people and such concerns are addressed sensitively and effectively. All adults entering the school are made aware of the safeguarding team members and the expectations and procedures regarding child protection at Grange School through displays and detailed handouts which are shared on arrival in the school. Clear guidance regarding the procedure for whistleblowing are found throughout the school.
- Any staff who are carrying out regulated activities 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 ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.

- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. The school building is extremely secure and can only be accessed via electronically fobbed gates and doors. All visitors to the school are required to sign in and out of the reception area. Grange staff are well trained on the need to challenge any visitors to the school site who are not displaying an appropriate badge. At Grange we carry out thorough checks into the backgrounds of any visitors who may work with staff or pupils to ensure that there is no risk of pupils or staff being exposed to any form of extremism.

## 2.2 OUR GOVERNING BODY

Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

We will ensure that:-

- All policies, procedures and training in our school are effective, taking account of LA and DFE guidance and comply with the law at all times
- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. The key actions arising from the safeguarding self-audit are shared with the identified governor who disseminates this information to the governing body. Safeguarding is an agenda on every Governing Body meeting and the DSL liaises closely with the identified Governor prior to each meeting.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. See Appendix E for special arrangements during the COVID 19 Pandemic.
- We operate safe recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers including overseas checks where relevant. A senior staff member who has completed safer recruitment training will participate in any selection process and all interviewing panels have at least one

participant who has completed safer recruitment training. Satisfactory references must be received prior to any new staff taking up a post at Grange School.

- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers and volunteers and these are in line with KCSIE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding processes. Processes and procedures along with policies are shared with staff at the start of the school year. All staff sign to confirm their understanding of this. Changes and updates are shared with staff throughout the school year. All new staff employed through the school year complete a detailed induction within the first week of taking up their post.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Under the direction of the head teacher the DSL reviews and updates all policies and procedures at the start of the school year in the light of any new guidance from the Local Authority. Working closely with the Safeguarding In Education Team procedures and policies are updated through the school year when necessary.
- Our governors are able to challenge that online safety and online education duties are fulfilled.

### 2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. He takes lead responsibility for Early Help, safeguarding and child protection, although some activities may be delegated as appropriate.

The DSL, together with team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers. This includes the delivery of training for new staff and volunteers as part of their induction process, in particular

making sure that all new staff are aware of the procedures, policies and which staff members form the safeguarding team.

- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary. The head teacher is made immediately aware when any referral has been made to Children's Services and the DSL or Deputy DSL will log the referral on the schools recording system [CPOMS] along with the response from the Multi Agency Safeguarding Hub. In instances where school has not received a response from Children's Services this will be chased up by the DSL and logged. When school is notified of social worker involvement the details are recorded on an internal overview with contact information of all professionals and the status of any Grange pupils around whom there are concerns.
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice. The DSL, under direction from the head teacher maintains a record of training for all members of the safeguarding team. DSL participates in ongoing CPD and networking opportunities provided by the Manchester Safeguarding In Education Team and receives and disseminates Safeguarding Newsletters as well as weekly updates from key safeguarding providers such as the NSPCC. The DSL works closely with Senior Safeguarding partners from across the Prospere Trust to secure a high level of supervision and uses the annual self-audit to identify areas for development.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues
- Always be available during school/college/setting hours during term time, and at other times as designated by the Head teacher. Contact details for the DSL are available on the school website and include both email details and an emergency contact number which is held by a member of the safeguarding team at all times. These details are also shared with other professionals working with the families of pupils who attend Grange School.

Within the safeguarding team at Grange School overall responsibility is held by Stuart Harris as the Senior Safeguarding Lead or in his absence Jane Jones the Deputy Safeguarding Lead and SENDCO.

The senior DSL is also the designated lead for LAC.

The Attendance Lead at Grange School is Deputy Head teacher; Kelly Hamilton.

Early Help Assessments are led by the school Family Liaison Officer; Suzi Evans.

## 2.4 ALL STAFF

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

All staff will:-

- Follow our agreed Code of Conduct 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, Signs of Safety and Safe & Together
- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour Management Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role

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

## 3. TRAINING AND AWARENESS RAISING

- 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

##### 4.1 PUPIL VOICE

Wherever possible pupils at Grange School have been encouraged to contribute to the development of policies and share their views. The School Council has worked closely with the Support For Learning Team at Grange School to design posters for display around the school which reflect the content of the Child Protection Policy. Detailed consultation takes place in lessons with pupils about policies relating to their wellbeing such as the Anti Bullying Policy.

##### 4.2 POOR ATTENDANCE

4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. Any concerning patterns are reviewed. In partnership with the appropriate agencies, we take action to pursue and address all

unauthorised absences in order to safeguard the welfare of children in our care.

- 4.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.3 We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people. Further information regarding attendance can be found in the Expectations Document on the school website ;  
<https://www.grange.manchester.sch.uk/student-life/expectations>

#### 4.3 ALTERNATIVE PROVISION (AP)

- 4.3.1 We will only place children in AP which is a registered provider and has been quality assured. MCC advise that schools should only use AP that has been judged by Ofsted to be Good or better.
- 4.3.2 Children who require access to AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations (secondary schools only). Our DSL will work together with the DSL at the AP to ensure that any safeguarding concerns are followed up appropriately.

#### 4.4 EXCLUSIONS

- 4.4.1 We comply with statutory regulations and with the LA Inclusion Policy (October 2019).
- 4.4.2 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.
- 4.4.3 Where it is felt that a child or young person is likely to be permanently

excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

#### 4.5 VULNERABLE GROUPS

4.5.1 We ensure that all key staff work together to safeguard vulnerable children. Pupils whom the school considers vulnerable have a range of supports in place, not all are subject to Child Protection Proceedings and some have been discharged by Children's Services and closed to Early Help. Weekly Safeguarding Team Meetings are used to monitor and share information regarding all vulnerable children. Records from meetings are saved on the schools reporting system [CPOMS].

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

- Is disabled and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Has a social worker
- Is showing signs of being drawn in to anti-social or criminal behavior, 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
- 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
- Is a privately fostered child
- Is an international new arrival, refugee or asylum seekers
- Is looked after, previously looked after or under a special guardianship order.
- Requires mental health support

4.5.3. Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:-

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in overcoming these barriers  
(KCSIE, Part 2, 126)

4.5.3 Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. (KCSIE, Part 2, 114)

4.5.4. We ensure that staff consider the context in which incidents occur and whether and wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.

4.5.5. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School.

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

### 5.1 KEEPING RECORDS

At Grange School we use CPOMs to record all safeguarding concerns, referrals and related information for pupils. Updates are shared with all members of the safeguarding team, other professionals and with appropriate teaching staff. A central record of professional contact details is held securely on the school's system. All paper based records are held in a locked cabinet in the office of the Senior DSL.

5.1.1 We keep and maintain up to date information on children on the school roll including where and with whom the child is living, 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 and up to date contact details for adults who have day to day care of the child.

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

5.1.3 We keep our safeguarding records secure.

5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as we are informed of the new school. We keep a copy of the file in accordance with our Records Policy (See Appendix E) and statutory and LA Guidance (See Appendices A, B & D).

## 5.2 RECORDING AND REPORTING CONCERNS

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

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

At Grange school all staff are required to write down any safeguarding concerns they may have and report them to a member of the safeguarding team as soon as possible.

Following consultation with a DSL appropriate action will then be taken. Depending on the level of concern this may result in a referral directly to Children's Services, contact being made with families to discuss the concerns or direct contact with a named social worker where one is already allocated. Any such concerns and actions arising out of the concern will be logged on CPOMS and reviewed in the weekly safeguarding meeting and where appropriate at the weekly Senior Leadership Meeting.

At all times staff adhere to the guidance highlighted in KCSIE 2020 and 'What to do if you're worried a child is being abused'.

## 5.3 WORKING WITH PARENTS/CARERS

5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.

- 5.3.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.
- 5.3.3 We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.
- 5.3.4 We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency unless it is believed that by doing so would put the child at risk eg in cases of suspected sexual abuse. We will record the reasons if consent is not gained.
- 5.3.5 In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

#### 5.4 MULTI-AGENCY WORKING

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
- 5.4.3 We will notify the named Social Worker 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
  - It has been agreed as part of any child protection plan or core group plan.
- 5.4.4. We will regularly review and concerns if necessary, as detailed in KCSIE and will follow LA and MSP procedures if there is a need to re-refer or to escalate.

#### 5.5 CONFIDENTIALITY & INFORMATION SHARING

- 5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.

- 5.5.2 Information about children will only be shared with other members of staff on a need-to-know basis
- 5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.
- 5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.
- 5.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information lawfully and keep it safe and secure, with appropriate retention schedules. The following link provides access to the Grange School Data protection and GDPR;

<https://prospere.org.uk/governance/data-protection/data-protection-policies>

All visitors are required to sign in when entering school, providing contact details for use in Track and Trace.

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

- 5.6.1 A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.
- 5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. A member of the safeguarding team will be in attendance at all CP conferences and where possible at all Core Groups. This will normally be the Senior Safeguarding Lead. Where attendance is not possible a detailed report or update will always be provided. A member of the safeguarding team will attend CIN wherever possible and where this is not the case a detailed report will be provided.

The Senior DSL or Deputy DSL will attend and in most cases chair multi-agency meetings, inviting professionals from CAMHS, Early Help, Children's Services, GMP and NHS. Records and actions from these meetings are then disseminated with other staff. These meetings may be face to face or virtual.

5.6.3 Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.

5.6.4 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.

5.6.2 We will discuss and share reports with the parents/carers before the conference.

5.6.3 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach

## 5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.

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

5.7.4 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## 5.8 LEARNING FROM SERIOUS CASES

5.8.1 The MSP will always undertake a child practice review or serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the SCR is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

5.8.2. If required we will provide an individual management report for a SCR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

5.8.3 Our DSL will keep up to date with the findings from SCRs and other learning reviews nationally and in Manchester, share the learning and review our safeguarding procedures if relevant.

## 6. THE CURRICULUM

We are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

6.2 This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.

6.3 Personal Social and Health Education (PSHE), Sex and Relationship Education (SRE), Citizenship and Religious Knowledge lessons will

provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.

At Grange School we have planned for all new aspects of the SRE and RE curriculum to be in place and delivered in September 2020. These will allow all pupils to develop greater understanding of the world around them and provide them with the tools to develop and maintain a happy and healthy lifestyle as adults. Staff will undertake CPD relating to the new curriculum at the start of the school year.

- 6.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
  - 6.5 All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. There are prominent displays throughout school with up to date photographs of the school safeguarding team as well as NSPCC and Childline Contact numbers. The PSHE Curriculum addresses thoroughly all aspects of safe relationships and mental and physical wellbeing as well as who to speak to with any concerns both in school and out. Staff training places great emphasis on the need for all staff to be vigilant and monitor the wellbeing of all pupils, not only with regards to what pupils may say but also in terms of their demeanour and behaviour.
  - 6.6 Wherever possible children are encouraged to contribute to the development of policies. Pupils complete questionnaires the findings from which are then used to add detail to policies and allow school to embed pupil voice at the heart of safeguarding practice.
7. Online Safety
- 7.1 Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil

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

- 7.2 The Internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.4 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- All pupils are educated on safer internet use. The school employs an IT Technician who monitors pupil internet use and the reports which the school firewall generates. Pupils are encouraged to use the internet safely and to be aware of the dangers it can present. Social media websites are blocked throughout school.
- The IT Technician submits monthly reports to the DSL and the information from these is analysed and shared with school staff.
- 7.5 We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information.
- 7.6 We will ensure that children do not misuse their devices whilst in school.
- All pupils are required to sign in their devices with the school office and collect them at the end of the day before leaving school. Most of the pupils who attend Grange School travel via MCC Commissioned transport and as such the need for pupils to have a phone with them is almost non-existent however at Grange we recognize the difficulty some pupils may experience while travelling for extended periods of time and the benefit having a device provides when used appropriately.
- 7.7 At Grange School all staff sign to confirm that they have a clear understanding of the school Acceptable Use Policy and the Staff Code of Conduct. This covers the use of all technologies and platforms used, both on and offsite. The Staff Code of Conduct has clear guidance regarding whole school expectations and the need for staff to maintain a high level of professionalism at all times with regards to their interactions with other stakeholders, particularly parents and children, including those who may no longer attend Grange School.
- All teaching staff are provided with their own laptop and the Acceptable Use Policy contains specific guidance regarding appropriate conduct both in school and when using the technology at home.

- 7.8 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. Grange School continues to work towards 360 Degrees Safe, the online safety self-assessment tool.
- 7.9 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. At Grange we deliver annual workshops for parents on E-Safety, ensuring that parental understanding of the both the benefits and the risks presented by the internet and technologies is up to date. Safer internet information is also shared with families via the school website. At Grange School we use the annual Safer Internet Day to promote understanding of how to use technologies safely and celebrate pupil success.
- 7.10 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.
- The School Code of Conduct provides very clear guidance regarding both pupil and staff safety and the risks from not adhering to these. Wherever possible communication between staff and home is via email and in all instances this will be through staff work emails. Websites and links for home learning or those which support pupils and families are shared on the school website.

## 8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment (Appendices A & D)
- 8.2 At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years
- 8.3 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. All adverts for staff posts make specific reference to this and it is clearly detailed in the staff handbook.

8.4 The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. All visitors to the school site require a DBS when there is a possibility of contact with children. All visitors are required to sign in and present their DBS on arrival. All out of hours activities are run only by Grange Staff. The school does not use any external providers, staff or volunteers for out of hours activities.  
Any

8.5 The school maintains a single central record of all recruitment checks undertaken.

8.6 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

8.7 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.

8.8 Risk assessments are carried out on all volunteer activities as required.

## 9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

9.1 We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk).

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

#### Suspension of the accused until the case is resolved

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Prospere Trust

#### Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The individual will also be made aware of any other supports that can be made available. This will include for example trade union representation and support available where required for welfare counselling or medical advice.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Prospere Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

#### Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome

- The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

#### Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

#### Specific actions

##### Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

##### Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

#### Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

#### Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

#### Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

#### Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation

- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

- 9.2 All allegations made against a member of staff, including supply staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child

while at the same time providing support for the person against whom the allegation is made.

9.3 Allegations will be referred to the LADO for investigation if they meet the threshold. (KCSIE). We will work with the LADO and other relevant agencies to support any investigations.

9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. All staff will sign a register annually to confirm that they understand the Grange Whistleblowing Policy and the process within that. All staff are made aware through training and displays around school of both the process and who to report any concerns to. This includes cases where those concerns may be in relation to the Headteacher.

9.5 Historic allegations will be referred to the police.

## 10. SAFETY ON & OFF SITE

10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.

10.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.

10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained. Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

#### Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

#### Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Grange School will follow NHS and Government guidance during the COVID 19 Outbreak. All visitors to school will be required to provide contact details when they enter the school. This will be used for Track and Trace if anyone in the school returns a positive COVID 19 Test. Visitors will be given clear written instructions regarding the procedures in Grange School and the requirements for anyone entering the building. These instructions be updated as appropriate in line with NHS and Government guidance.

- 10.4 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identities of contractors and their staff on arrival.
- 10.5 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 10.6 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.
- 10.7 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 10.8 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.9 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange.

We may also feel it necessary to contact the relevant foreign embassy of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

10.10 We have a Health & Safety policy eg for contacting parents and for reporting to the emergency services, including police and hospitals.

## 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;<sup>7</sup>

- 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.<sup>28</sup> 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 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 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:

- A. 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 ordinarily 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).
- B. 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.
- C. 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.

- D. 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:

- i. Assess and address the nature and level of risks that are posed and/or faced by the child;
- ii. 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
- iii. 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:

- a) What protective factors and influences exist within the school (such as positive peer influences, examples where peer-on-peer abuse has been challenged etc.) and how can the school bolster these?
- b) 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?
- c) Did wider gender norms, equality issues and/or societal attitudes contribute to the abuse?
- d) What was the relationship between the abuse and the cultural norms between staff and pupils and how can these be addressed going forwards?
- e) 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?

- f) How have similar cases been managed in the past and what effect has this had?
- g) 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?
- h) Are there any lessons to be learnt about the way in which the school engages with parents to address peer-on-peer abuse issues?
- i) Are there underlying issues that affect other schools in the area and is there a need for a multi-agency response?
- j) 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
- k) 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>



## APPENDICES

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

### APPENDIX A

Keeping Children Safe in Education 2020 Part 1. To be read by all staff.

Part one: Safeguarding information for all staff What school and college staff should know and do.

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families 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.

3. 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.

4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

5. Children includes everyone under the age of 18.

The role of school and college staff

6. 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.
7. All staff have a responsibility to provide a safe environment in which children can learn.
8. 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.
9. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 41–53. Staff should expect to support social workers and other agencies following any referral.
10. 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.
11. 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.
12. 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 :

13. 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;
- 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).

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

Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.

The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in

maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

All schools are required to have a behaviour policy. If a college chooses to have a behaviour policy it should be provided to staff as described above.

14. 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.

15. All staff should be aware of their local early help process and understand their role in it.

16. 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.

17. 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.

### Early help

18. 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;
- 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

19. 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).

20. 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.

21. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### Indicators of abuse and neglect

22. 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.

23. 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.

24. 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.

25. 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 29).

26. 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

27. 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. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

28. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or

facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex G.

#### Peer on peer abuse

29. 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;
- 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.

30. 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

31. 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.

32. 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 guidance.

33. 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.

## Mental Health

34. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

36. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

38. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

### 39. 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.

40. 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

41. 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.

42. If staff have any concerns about a child's welfare, they should act on them immediately. See page 17 for a flow chart setting out the process for staff when they have concerns about a child.

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

44. 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; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

45. 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.

46. 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

47. 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

48. 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.

### 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 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. 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.

49. 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?

50. 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; and
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

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

52. 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).

53. 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

54. 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?

55. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.

Examples of 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 safeguarding concerns about another staff member who may pose a risk of harm to children

56. If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and 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, this should be reported directly to the designated officer(s) at the local authority. Further details can be found in Part four of this guidance.

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

57. 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.

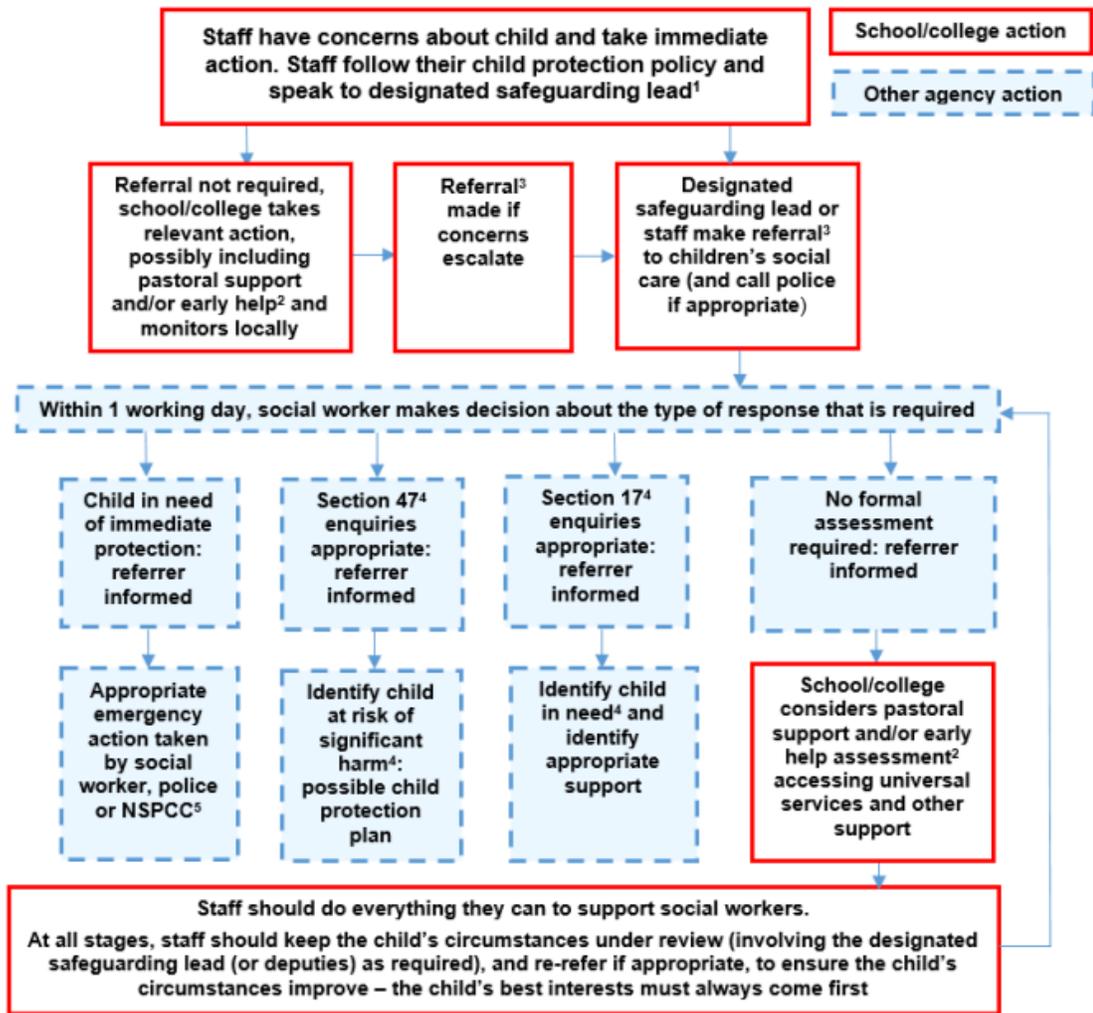
58. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

59. 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](mailto:help@nspcc.org.uk). Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

### Actions where there are concerns about a child



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 this annex. As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy). Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

## Annex A Index

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**Children and the court system** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## Children missing from education

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

## Children with family members in prison

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

## Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 20 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

## Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners

## County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>15</sup> should be considered.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral

should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

## Domestic abuse

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

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

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

## Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

## National Domestic Abuse

Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children

- Safelives: young people and domestic abuse.

## Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The following factsheets usefully summarise the new duties:

Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

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

ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

### Where FGM has taken place:

Since 31 October 2015 there has been a 23 mandatory reporting duty placed on teachers that requires a different approach (see following section).

### FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at:

Mandatory reporting of female genital mutilation procedural information

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

The following is a useful summary of the FGM mandatory reporting duty:

FGM Fact Sheet. Forced marriage Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where 16 Under Section 5B(1)(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). 17 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

### Forcing a Person into Marriage

Forcing a person into a marriage is a crime in England and Wales.

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmfco@fco.gov.uk](mailto:fmfco@fco.gov.uk).

## Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation.

Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

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

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

## The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>21</sup> to the need to prevent people from being drawn into terrorism".<sup>22</sup> This duty is known as the Prevent duty.

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

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

## Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

## Channel guidance.

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

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel. Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to

radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty.

This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

### Peer on peer/ child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.

This can include (but is not limited to):

abuse within intimate partner relationships;

bullying (including cyberbullying);

sexual violence and sexual harassment;

physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

sexting and initiation/hazing type violence and rituals.

### Sexual violence and sexual harassment between children in schools and colleges

Context:

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/2010 as described below:

Rape: A person (A) commits an offence of rape if:

he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration:

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.  
Sexual Assault:

A person (A) commits an offence of sexual assault if:

s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

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

## Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to:

- violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; - sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

## Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence.

Anyone of any gender, can be a victim.

## The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important.

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance.

As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## Additional advice and support

- Abuse - What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance – Home Office (HO)
- Faith based abuse: National Action Plan – DfE advice
- Relationship abuse: disrespect nobody – Home Office website Bullying
- Preventing bullying including cyberbullying – DfE advice
- Preventing and Tackling Bullying, DfE advice
- Children missing from education, home or care - Children missing education – DfE statutory guidance
- Child missing from home or care – DfE statutory guidance
- Children and adults missing strategy – Home Office strategy 30 Children with family members in prison
- National Information Centre on Children of Offenders – Barnardo's in partnership with HM Prison and Probation Service Child Exploitation
- Trafficking: safeguarding children – DfE and HO guidance Drugs

- Drugs: advice for schools - DfE advice • Drug strategy 2017 - Home Office strategy  
• Information and advice on drugs - Talk to Frank website • ADEPIS platform  
sharing information and resources for schools: covering drug (& alcohol)  
prevention -
- Website by Mentor UK “Honour Based Abuse” (so called)
- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO  
statutory guidance Health and Well-being
- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing and resilience - Public  
Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance • Mental  
health and behaviour - DfE advice Homelessness
- Homelessness: How local authorities should exercise their functions - Ministry of  
Housing, Communities & Local Government guidance Online (see also Annex D)
- Sexting: responding to incidents and safeguarding children - UK Council for  
Internet Safety Private fostering
- Private fostering: local authorities - DfE statutory guidance 31 Radicalisation
- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)
- Upskirting know your rights - UK Government Violence
- Gangs and youth violence: for schools and colleges - Home Office advice • Ending  
violence against women and girls 2016-2020 strategy - Home Office strategy

- Violence against women and girls: national statement of expectations for victims - Home Office guidance
- Sexual violence and sexual harassment between children in schools and colleges - DfE advice
- Serious violence strategy - Home Office Strategy

## Appendix B.

### Legislation, Statutory Guidance & Ofsted Framework

- Definitions of Abuse & Neglect from 'Working Together to Safeguard Children' (updated 2018)

#### Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

#### Physical Abuse

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

#### Emotional Abuse

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

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-

treatment of another. It may involve serious bullying, 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, though it may occur alone.

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### Neglect

Neglect is 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 as a result of maternal substance abuse for example. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers).
  - Ensure access to appropriate medical care or treatment.
  - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 'Keeping Children Safe in Education', Part 1, to be read by all staff & volunteers and Annex A by all staff working with children

+ links to the following:-

- 'Keeping Children Safe in Education', in full - latest update, currently September 2020
- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early Years, Schools & Skills Settings'
- 'Working Together to Safeguard Children'
- Prevent Duty, Section 26 Counter Terrorism & Security Act
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)

- DFE Statutory Policies for Schools
- DFE Children Missing Education, Stat Guidance
- DFE Designated Teacher for LAC Guidance
- DFE Supervision of Regulated Activity
- Alternative Provision, Stat guidance
- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation

## Appendix C.

### Non-statutory Guidance

- DFE 'What to do if you are worried a child is being abused - Advice for practitioners'
- 'Safer Working Practices'
- DFE National Standards of Excellence for Headteachers,
- DFE 'Use of Reasonable Force in Schools',
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline

## Appendix D

### MCC, MSP & GM Policies, Procedures & Guidance

#### Links to:-

#### MSP Website:-

- MSP & GM Policies
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews

#### Help & Support Manchester Website:-

- Early Help Strategy, Guidance, Assessments & Referrals
- Signs of Safety Strategy, Guidance & Resources

#### National Police Chiefs' Guidance

## Appendix E.

### Links to Other Relevant School/EY Setting/College Polices/Procedures

- Health and Safety
- Physical Interventions/Restraint

- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers

#### Appendix F.

#### Links to Other Relevant Education Department Policies/Guidance

##### Schools Hub

- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance
- Inclusion Strategy

##### UKIS Governors' Guidance for Online Safety

#### Appendix G.

##### Abbreviations

- CiN Child in Need
- CP Child Protection
- CSC Children's Social Care
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- GM Greater Manchester
- LADO Local Authority Designated Officer

- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SOS Signs of Safety

## Appendix H.

### Covid-19 - School Arrangements, March 2020 (updated September 2020)

School Name: Grange School

Policy owner: Stuart Harris

Date: 19.06.20

Date shared with staff: 19.06.20

#### 1. Context

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This appendix contains summaries of our individual safeguarding arrangements in response

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Stuart Harris	01612312590 07393713664 [Out of hours]	<a href="mailto:s.harris@grange.manchester.sch.uk">s.harris@grange.manchester.sch.uk</a>
Deputy Designated Safeguarding Leads	Jane Jones	01612312590	<a href="mailto:j.jones@newallgreenhigh.manchester.sch.uk">j.jones@newallgreenhigh.manchester.sch.uk</a>
Headteacher	Rachael Clifford	01612312590	<a href="mailto:r.clifford@grange.manchester.sch.uk">r.clifford@grange.manchester.sch.uk</a>
Trust Safeguarding Manager	Linda Jones		<a href="mailto:ljones@prospere.org.uk">ljones@prospere.org.uk</a>
Chair of Governors	Anne Jones		<a href="mailto:a.jones@grange.manchester.sch.uk">a.jones@grange.manchester.sch.uk</a>
Safeguarding Governor / Trustee	Anne Jones		<a href="mailto:a.jones@grange.manchester.sch.uk">a.jones@grange.manchester.sch.uk</a>
Others, if applicable	DSL: > Suzi Evans > Andy Richardson Rafey > Kelly Hamilton > Aisleen O'Donoghue [School Nurse]	01612312590	<a href="mailto:s.evans@grange.manchester.sch.uk">s.evans@grange.manchester.sch.uk</a> <a href="mailto:a.richardson-rafey@grange.manchester.sch.uk">a.richardson-rafey@grange.manchester.sch.uk</a>  <a href="mailto:k.hamilton@grange.manchester.sch.uk">k.hamilton@grange.manchester.sch.uk</a>  <a href="mailto:a.odonoghue@grange.manchester.sch.uk">a.odonoghue@grange.manchester.sch.uk</a>

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School head for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an

education setting, and their child is considered vulnerable, the social worker and we will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, we or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

We will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### Attendance Monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If we have any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once as requested by the DfE.

We and social workers will agree with parents/carers whether children in need should be attending school and will then follow up on any pupil that they were expecting to attend, who does not. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, we will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

### Designated Safeguarding Lead

The optimal scenario is to have our trained DSL available on site. Where this is not possible, they or trained deputy will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS (or equivalent) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. To access ICPC/RCPC held at Manchester Safeguarding and Improvement Unit, a report should be sent to [qualityassurance@manchester.gov.uk](mailto:qualityassurance@manchester.gov.uk) whereby a reply email will be sent 24 hours

before the conference containing the dial in details and reports from other partners. Please ensure the person sending the report is the person who will be calling into the conference as the SIU will not be contacting other safeguarding staff separately.

### Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS or equivalent), which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS (or equivalent) from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the headteacher should be directed to the Chair of Governors.

The headteacher/Chair of Governors should follow the usual practice, contact the LADO and make a referral if the concern meets the threshold.

## Safeguarding Training and induction

DSL training is very unlikely to take place unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers are working with us, they will continue to be provided with a safeguarding induction and all relevant information.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

## Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

#### Online safety in schools and colleges

We will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

#### Children and online safety away from school and college

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

Online teaching should follow the same principles as set out in the MAT code of conduct.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only (except with explicit permission from parents)
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

We are committed to ensuring the safety and wellbeing of all our children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child.

Details of this plan must be recorded on CPOMS (or equivalent), as should a record of contact school has made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

We and our DSL Team will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children, and the current circumstances, can affect the mental health of pupils and their parents/carers. Our staff need to be aware of this in setting expectations of pupils' work where they are at home.

### Supporting children in school

We are committed to ensuring the safety and wellbeing of all our students.

We will continue to be a safe space for all children to attend and flourish. The headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

We will refer to the Government and LA guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS (or equivalent) where appropriate.

Where we have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the LA.

#### Peer on Peer Abuse

We recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

We will listen and work with the child, parents/carers and any multi-agency partner required to ensure the safety and security of that child.

Concerns and actions must be recorded on CPOMS (or equivalent) and appropriate referrals made.

#### Advice, Guidance & Support from the LA

Our headteacher shares all LA updates with relevant staff and all staff are aware of how to access support from our SSQA, the Safeguarding in Education Team, Virtual School and One Education as advised through the daily circulars.