



Safeguarding Policy

2020 2021

Signed by:

Michelle Murray, Executive Principal / CEO

Date: 24/02/2021

Signed by:

James Evans, Chair of Trustees

Date: 24/02/2021

Revision History

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25/09/2019	1.1	Document annual review. Amended to reflect KCSIE 2019 Effective 02.09.19. Ratified on 25/09/2019 by Trust Board then circulated to Academies	J Jones, SBM
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February 2021	2.1	Page 17 – Mobile phones for children, policy details moved to school level. Approved by Chair of Trustees 09/01/21. Circulated to staff 10/01/21 Amend approved at Trust Board 24/02/21	J Jones, HR & Compliance Manager

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

The Head of School / Principal/CEO	Deputy Head of School / Principal. (in the absence of the CEO/Head of School)	Chair of Trust/Governors (in the event of an allegation against the Head of School)
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Outline

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

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt and restorative action. In line with this understanding, any adult working or volunteering in the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

Rationale:

At the Educational Learning Trust we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the schools commitment and compliance with safeguarding legislation.

Staff and volunteers working in our schools have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this school is trained to recognise signs of concern and in line with this policy must report concerns following Educational Learning Trust school procedures.

Staff and volunteers are updated on safeguarding issues frequently across the year-via staff briefing by the designated lead and or attending safeguarding training provided by a registered provider and accessing the safeguarding information on display in the schools. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm.

In our schools we believe that the welfare of every child is paramount and we take safeguarding very seriously. Therefore, should staff have any concerns they feel are of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected and that key staff in school are aware promptly of any such concerns. We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

As part of our commitment to and compliance with safeguarding legislation and guidance; we also refer to:

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

The designated safeguarding lead (DSL)

The designated safeguarding lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL has the status and authority within the school to carry out the duties of the post, which include:

- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and publically available

- advising and supporting staff on child protection and safeguarding matters
- encouraging a culture of listening to children
- managing safeguarding referrals to children’s social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- liaising with the “case manager” and the designated officer(s) at the local authority where allegations are made against staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child’s new school
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training.

Safeguarding Definition:

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.

(KCSIE 2020)

Child Protection Definition:

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

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- 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.

Child Protection is a part of the safeguarding agenda. It refers to the action that is required to be undertaken to protect children who are suffering, or are likely to suffer, significant harm.

THIS POLICY ENCOMPASSES CHILD PROTECTION.

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Working Together: Transitional Guidance 2018
- Keeping Children Safe in Education 2020
- What to do if you're worried a child is being abused 2015.

Other relevant policies include:

- Data Protection Policy
- Professional Role and Dignity in Work Policies
- Equal Opportunities and Race Equality Policy
- ICT Acceptable Use Policy
- Mobile Phone and Social Media Policy
- Promoting Positive Relationships Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- Anti-radicalisation (Prevent) Policy
- Health, Safety & Welfare Policy
- Missing Child Policy
- SEND Policy
- Grievance and Disciplinary Policies
- Safer Recruitment Policy

Purpose of this policy

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

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

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

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

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

Contents

This policy has been divided into four key areas:

- Prevention
- Procedures and Record Keeping
- Support
- Safer Recruitment

Additional materials are referenced or provided in the Appendices.

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

Prevention

We will establish and maintain an ethos where:

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

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

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

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

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

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

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

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

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

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

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

Our school's arrangements for consulting with, listening and responding to parents are via our Parent Voice Groups, surveys and consultations

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

- All staff access training annually with regular updates across the academic year
- We undertake SSCB 'endorsed' Basic Awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement
- The Designated Lead and/or deputy attends the DSL safeguarding training on bi-annual basis
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Network Meetings held each term, coordinated by the SASE, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally

Definitions of Abuse and Neglect

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

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

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

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

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 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);
ensure access to appropriate medical care or treatment.
- include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Criminal exploitation (CCE) and child sexual exploitation (CSE)

Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to a range of factors, including age, gender sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

The school includes the risks of criminal exploitation and sexual exploitation in the PSHE and SRE curriculum. A common feature of such exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially

resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

Human trafficking

Human Trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation." **Any** child transported for exploitative reasons is considered to be a trafficking victim.

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

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse, it involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts or money) as part of a grooming process. Ultimately, this results in them engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan Greater Manchester CSE policy and procedures and of the school screening tool (SERAT) including where to find it, how to complete it and what happens next.

We take a proactive approach to preventative work

Sexual Exploitation of Children

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

Criminal exploitation of children

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs exploiting children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

All staff are made aware of indicators that children are at risk from or experiencing criminal exploitation.

The main indicator can include children who:

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

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move drugs or money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out under CCE, above.

Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out under CCE, above, with the main indicator being missing episodes from home and/or school.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

School Age Plus workers support schools alongside our SEN leads to identify children and families who might need support. This is centred on attendance issues and notes of concern which have not yet triggered social services input.

Roles and Responsibilities

The schools will ensure that every member of staff and person working on behalf of the School:

- Knows the name and of the DSL and any deputies, understands his/her role and responsibilities, and how to contact them.
- Understands they have an individual responsibility to refer safeguarding and child protection concerns.
- Will receive training at the point of induction so that they know:
 - their personal responsibility / code of conduct / teaching standards
 - SSCB child protection procedures and how to access them
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity
 - how to support and respond to a child who discloses abuse/ significant harm
 - their duty concerning unsafe practices of a colleague
 - the DSL will disclose any information about a child to other members of staff **only** on a need to know basis
 - the school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate
 - the school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate
 - to develop effective links with relevant agencies in relation to safeguarding (child protection)
 - to ensure that, where there are unmet needs, an assessment of early help is initiated
 - to send appropriate representatives to case conferences, core groups and child protection review meetings

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

Where staff have conversations with a child who discloses abuse they follow the basic principles:

- listen and remain calm
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- never take photographs of any injury
- never record a child
- never undress a child to physically examine them
- allow time and provide a quiet space for support
- At no time promise confidentiality to a child or adult.

We will notify any Lead Social Worker if:

- a child subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
- there is an unexplained absence of a child on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- if a child is missing and there is a need to follow Stockport's policy and any statutory guidance on Children Missing Education (CME)
- additional concerns arise

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

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The procedures are in line with agreed school Behaviour and Relationships Policies.

Students who harm others (peer- on- peer abuse)

We believe that all students have the right to be taught in a safe environment to enable them to optimise their learning and achievement. We expect all students to have respect for themselves and others and work to ensure everyone in our community feels safe, valued and supported. The school promotes the values of honesty, acceptance, inclusion and fairness within a caring, restorative and nurturing environment.

Children at our schools have a variety of needs, some being very complex. We aim to provide a high level of pastoral care and support for all students and encourage appropriate and cooperative behaviour. Underpinned by this support students are expected to take responsibility for their own behaviour with appropriate strategies offered to enable this.

We understand that safeguarding issues can manifest themselves via peer on peer abuse. This includes:

- **bullying** (including cyber bullying),
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault or rape

- **sexting** including pressuring another person to send a sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner.
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **initiation/hazing** ~~type violence and rituals~~ used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them.
- **Coercion and threats** - coercion is an imbalance of power. One party uses force or intimidation to obtain compliance.
- **Upskirting** – taking a picture under a person’s clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Staff is clear on our procedures with regards to peer on peer abuse and such matters are always taken seriously.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2018. [Sexual violence and sexual harassment between children guidance](#). Our staff have access to additional information, advice and training to support them in this area of work.

Safer Use of the Internet and Digital Technology (including Early Years provision)

The Education Learning Trust School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child/young person’s safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision and in accordance with the school’s responsible use policy. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy (see ICT Acceptable Use Policy)

Children/young people are not permitted to directly access items that do not belong to the school, without appropriate risk assessments and permission being sought. The school has a separate mobile phone policy and ICT Acceptable Use policy on the use of personal devices which all children must adhere to.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Head of School or DSL will be informed immediately.

Use of mobile phones

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

We will:

- Only use mobile phones appropriately, and away from children ensuring staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and understand how to avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.
- Adhere to the school policy on the recording of images and the use of equipment.

Work mobile phones

To protect children, we will ensure that the work mobile:

- Is only used by allocated people.
- Is protected with a password/ PIN and clearly labelled.
- Is stored securely when not in use.
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- If used for taking photographs, the images are deleted regularly and are taken in line with prior written parent/carers permission.

Personal mobile phones

To protect children, we will ensure that personal mobiles:

- Are stored securely in cupboards and will be switched off whilst staff are on duty.
- Are not used to take pictures of the children attending the setting or that images are not shared.
- Will not be used to take photographs, video or audio recordings in our setting.
- Are not used to contact parents or children –exception will only be by agreement with the SLT.

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

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

Cameras: Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children, we will:

- Obtain parents' and carers' consent for photographs to be taken, used or published (for example, on our website or displays).
- Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed.
- Where we use images of individual children, the name of the child **will not** be disclosed.
- Where an individual child is named in a written publication, a photograph of the child **will not** be used to accompany the text.
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school, for example, for a special event, such as a Christmas play. Ensure that all images are stored securely and password protected.
- Where images are stored the Education Learning Trust will register with the Information Commissioners Office (ICO), in accordance with data protection laws.

- Ensure where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken.
- Ensure ‘acceptable use’ rules regarding the use of cameras and camera enabled devices by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

Youth Produced Sexual Imagery

‘Sexting’ describes the use of technology to share sexual and sexually implied content. This content includes texts, photos of partial nudity and sexual images or video. This could be shared between partners, peers and strangers. Individuals may use a range of technology to share the content.

The sharing of naked pictures is not a new thing but the speed with which you can share & the potential audience size has dramatically changed as a result of the online world.

Whilst professionals refer to the issue as ‘sexting’ there is no clear definition of ‘sexting’. Many professionals consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Yet when young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

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

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

‘Youth produced sexual imagery’ best describes the practice because:

‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.

‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.

‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

Sexting in schools & colleges: responding to incidents and safeguarding young people
(DfE, Nov 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

‘Sexting’ (self-generated inappropriate images) is one of a number of ‘risk-taking’ behaviours associated with the use of digital devices, social media or the internet. It is accepted that young

people experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated. However, The Education Learning Trust takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with ‘online activity’. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of ‘sexting’ but for the purposes of this policy sexting is simply defined as:

- Inappropriate images or videos generated by children under the age of 18, or
- Of children under the age of 18 that are of a sexual nature or are indecent.
- These images are shared between young people and/or adults via a mobile phone, hand held device, computer, ‘tablet’ or website with people they may or may not know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that The Education Learning Trust applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason, the Designated Safeguarding Lead (or Head of School in the absence of the DSL) needs to be informed of any ‘sexting’ incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

Further advice can be found here:

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

[Sexting In Schools Jan17.pdf](#)

Cyber-bullying

Cyber bullying is defined and covered in our anti-bullying policy on each school’s website.

Online & Gaming Safety

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

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

- Understanding the appropriateness of games and apps
- location and access to information and resources for adults and children
- teaching e-safety in the curriculum

- offering parental information and advice sessions
- raising awareness of online grooming
- teaching our children how to report abuse or concerns

In school we ensure that we have suitable filtering and monitoring systems in place, as described in Keeping Children Safe in Education 2020. (Please refer to the E-safety and ICT Acceptable Use policies)

Procedures and Record Keeping

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Children Missing out on Education and Missing from Education

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

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

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

Mental health

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

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

Supporting Vulnerable Children

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

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

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

Children with Special Needs and Disabilities

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers **can** include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

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

Early Identification Recognising and Responding to Safeguarding Needs

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

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

In school we have staff that are trained and can support colleagues to identify and respond to:

- Neglect
- Drug/substance/alcohol misuse (both child and parent)
- Child sexual exploitation / trafficked children
- Children missing education
- Domestic abuse
- Peer relationship abuse
- Peer abuse
- Children at risk of radicalisation
- Emotional wellbeing & mental health
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
- Self-Harm
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as- Looked After Children (LAC), children who have been previously LAC, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.
- How an Education Health Care (EHC) plan links with other safeguarding processes

The DSL and their deputy is/are member(s) of the school senior leadership team. In line with local and national guidance they receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to offer advice and support to school staff when school is open including before and after school activity or for trips and visits.

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

We use the Stockport [Levels of Need](#) document to inform our decision making.

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

Our schools operate a **Team around the child model** (TAC), also known as Team around the Family (TAF). From these meetings actions are taken to support our families better and avoid intervention of further services.

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

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

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

Extremism and Radicalisation

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

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

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

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

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

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

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

Channel programme

This service will be used where a vulnerable child is at risk of being involved in terrorist activities. In cases where the school believes a child is potentially at serious risk of being radicalised, the Head of School or DSL will contact the Channel programme.

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

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

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

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

The school will utilise the following resources when preventing radicalisation:

Local safeguarding arrangements

Local police (contacted via 101 for non-emergencies)

The DfE's dedicated helpline (020 7340 7264)

The Channel awareness programme

The [Educate Against Hate](#) website

Other Specific Safeguarding Issues

Domestic abuse/Serious violence

Domestic violence or 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. It can include psychological, physical, sexual, financial and emotional abuse.

Children can witness and be adversely affected by domestic violence and exposure to it can have long lasting negative impact on children.

Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.

In our school we believe that all our children have the right to be safe at school and also in their own homes.

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

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

Increased absence from school; A change in friendships; New relationships with older individuals or groups; A significant decline in academic performance; signs of self-harm
a significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts or new possessions.

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

A history of committing offences; substance abuse; anti-social behaviour; truancy; peers involved in crime and/or anti-social behaviour.

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

Honour Based Abuse ~~Violence~~ (HBA) including Forced Marriage (FM)

‘Honour-based’ abuse (HBA) encompasses 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. All forms of HBV are abuse.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

Our staff have been trained to understand honour based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBA and FM can affect both young men and women.

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

Female Genital Mutilation (FGM)

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad

and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

All Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware of potential indicators that a child or young person may be at risk of FGM and will act accordingly on any concerns or disclosures. We will also follow national guidance on mandatory reporting requirements.

Breast Ironing: Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Where such abuse is suspected or disclosed staff will follow safeguarding and child protection systems.

Safer Recruitment and Safer Working Practice

The school pays full regard to DfE guidance ‘Keeping Children Safe in Education’ 2020 and with reference to the ‘Position of Trust’ offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by the designated member of staff in each school, and by the safeguarding lead on the Trustee Board.

All centres providing care for children under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. (new)

A person may be disqualified if they:

Have certain orders or other restrictions placed upon them.

Have committed certain offences. (new)

All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process. (new)

Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers adhere to a published code of conduct and other relevant professional standards at all times. This extends to before and after school activities. Staff and visitors are aware of the requirements in respect of phone usage, camera enabled devices, social media and on-line conduct. Other professionals and visitors to our school are made aware of the requirement and expectations we have in respect of safeguarding our children including the use of mobile and camera enabled devices.

We ensure that:

- Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2020" and SSCB, LADO and HR Policy, procedures and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with children and parents, following the Code of Conduct.
- Adequate risk assessments are in place including for extended school/ wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, where to find 'whistleblowing policies' and are confident to report concerns of misconduct.
- All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

Academy Governing Board Duties and responsibilities

The Academy Governing Board fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education (2020).

The Academy Governing Board have agreed processes which allow them to monitor and ensure that the school:

- Have robust safeguarding procedures in place.
- Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site.
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site, including supply staff and volunteers.

- Has appointed a member of the Leadership Team who is designated to take lead responsibility for dealing with safeguarding and Child Protection issues.
- Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- Is supported by the Academy Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Head of School; this is the Chair.
- Carries out an annual review of the safeguarding policy and procedures.
- Carries out an annual safeguarding Audit in consultation with the Academy Governing body, sharing this with the Stockport safeguarding Children Board on request.

Appendices

School Safeguarding Poster



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

We work to:

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

Our Designated Safeguarding Lead is:	Our Deputy Designated Safeguarding Lead is:
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If you have any concerns about the welfare of any of our children, you can report them to the above named persons.

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

These should be passed in a sealed envelope to the Designated Safeguarding Lead immediately.

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

Useful links, further advice and guidance

Local Guidance

Greater Manchester Safeguarding Procedures
Young People and Self-harm- Stockport Schools' Version
Stockport Female Genital Mutilation Pathway
Stockport procedures for responding to child sexual exploitation
Stockport Suicide Prevention
Greater Manchester Project Phoenix (action against child sexual exploitation)
Stockport Early Help Assessment
Private Fostering in Stockport
Information Governance
Levels of Need
Stockport Safeguarding Children Board

National Guidance & Resources

Keeping_Children_Safe_in_Education DfE 2020
Early-years-foundation-stage-framework
Working_Together_to_Safeguard_Children-2018
DfE (2015) What-to-do-if-you're-worried-a-child-is-being-abused
Brook sexual-behaviours-traffic-light-tool
Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
Teachers-standards
Responding to sexting incidents
Sexting_In_Schools_Jan17.pdf
Prevent-duty-guidance
Educate Against Hate
Safeguarding-children-who-may-have-been-trafficked-practice-guidance
Multi-agency statutory guidance on FGM
DfE (2018) 'Disqualification under the Childcare Act 2006'
DfE (2018) Information Sharing
DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges' (new)
DfE (2018) 'Disqualification under the Childcare Act 2006'

What to do if you are concerned that a child/young person is being abused

INFORMATION YOU MAY BE ASKED TO PROVIDE

When you make a referral to Social Care (Children's Services) or to the police, you should provide as much of the following information as possible:

Child's name, date of birth, address, telephone number and ethnic origin;

Family details - who lives in the home - and any other significant adults;

What is causing concern and the **evidence** that you have gathered to support your concerns;

Any **additional needs** the child and/or family may have including language, disability and communication;

Clarification of discussion with any family members if a discussion has been appropriate;

Clarification of any ongoing assistance that you are giving to the family;

Your name, workplace and contact telephone number.

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

Remember- Anyone in school can make a child protection referral

INFORMATION & TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

Children's Services- child protection referral

Online (to the MASSH)- <https://www.stockport.gov.uk/contacting-the-massh>

The Multi –agency Safeguarding and Support Hub (MASSH)

Monday to Thursday 8.30am to 5.00pm,

Friday 8.30am to 4.30pm.

tel. (0161) 217-6028 or 6024.

Out of hours referrals and advice tel: (0161) 718-2118

Greater Manchester Police tel:101 (non- emergency) 999 emergency

Advice is available from:

Child's Social Worker (if already involved)

School Age Plus worker

Team around the Child meeting

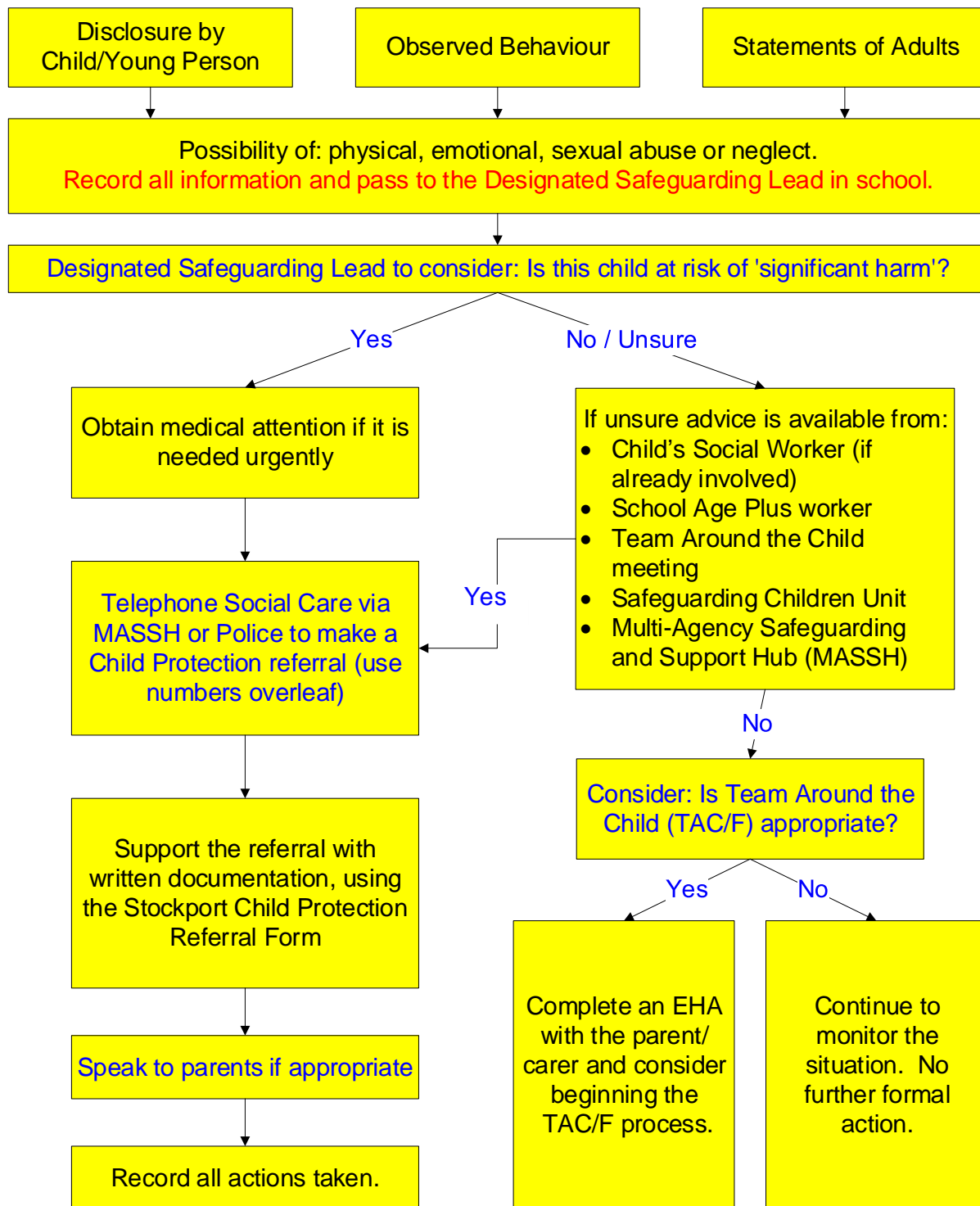
Safeguarding Children Unit tel. (0161) 474-5657

The Multi –agency Safeguarding and Support Hub (MASSH)

tel. (0161) 217-6028 or 6024

Senior Adviser for Safeguarding in Education tel. (0161) 474-5657

(Flowchart for Education)



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

Possible indicators of abuse

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

Sexual

- Genital discomfort, pain, itching, bruising, injuries
- Public /compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

Physical

- Bruises, black eyes and broken bones
- Unexplained or untreated injuries
- Injuries to unusual body parts e.g. thighs, back, abdomen
- Bruising that resembles hand/finger marks
- Burns/scalds
- Human bites/cigarette burns
- Injuries that the child cannot explain or explains unconvincingly
- Injuries in babies and non mobile children

Behaviour

- Change in general behaviour
 - Low self-esteem
- Extremely passive/aggressive
 - Sleeping difficulties
 - Eating disorder
 - Lethargy/tiredness
 - Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviours
- School attendance difficulties
 - Disclosure
 - Self-harm

Neglect

- Inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems e.g. dental decay, head lice etc.
- Lethargy, tiredness or aggressive tendencies
- Lack of basic needs being met- food, shelter warmth etc.

Emotional

- Physical, mental & emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self-deprecation, low self esteem

Contextual Safeguarding

Online Abuse

The LADO

[Greater Manchester procedures online- Allegation management](#)

The process of managing allegations starts where information comes to the attention of a manager which suggests that an adult working with children may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.

Concerns or allegations about the behaviour of an adult may be brought to the attention of a manager in a variety of ways. For example:

- An allegation made directly by a child or parent;
- An allegation made by a colleague or member of staff;
- Information from police or local authority social care team;
- Information from a third party or the general public;
- Information disclosed anonymously or online; or
- Concerns generated through an employment relationship.

The procedures allow for consideration of the adult's behaviour at the earliest opportunity when a concern or allegation arises and is brought to the manager/employer's attention.

When to contact the Local Authority Designated Officer (LADO)

It is important to ensure that even apparently less serious allegations are seen to be followed up, and that they are examined objectively by someone independent of the organisation concerned.

Discussion should always take place between the employer and the LADO when the concern or allegation meets the criteria.

Some examples of this may be where an individual has:

- Contravened or has continued to contravene any safe practice guidance given by his/her organisation or regulatory body;
- Exploited or abused a position of power;
- Acted in an irresponsible manner which any reasonable person would find alarming or questionable given the nature of work undertaken;
- Demonstrated a failure to understand or appreciate how his or her own actions or those of others could adversely impact upon the safety and well-being of a child;
- Demonstrated an inability to make sound professional judgements which safeguard the welfare of children;
- Failed to follow adequately policy or procedures relating to safeguarding and promoting the welfare of children;
- Failed to understand or recognise the need for clear personal and professional boundaries in his or her work;
- Behaved in a way in her or her personal life which could put children at risk of harm;
- Become the subject of criminal proceedings not relating to a child;
- Become subject to enquiries under local child protection procedures and/or child subject to [Child Protection Plan](#);
- Behaved in a way which seriously undermines the trust and confidence placed in him or her by the employer.

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



Safeguarding Children: Note of Concern

Name of child:	Class/group:	Date and time of incident:	
		Date and time of recording:	
		Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Please keep the account very factual. If you are reporting a potential incident of physical abuse remember to include a 'record of marks observed on a child'.	
Name: Signature: (Please continue on the back if necessary)			
DSL TO COMPLETE THIS SECTION			
Received by:			
Date and time report received:			
Outcome: Please include the outcome of discussions with parents/carers where this is appropriate			
Further action; please circle below Continue to monitor complete CAF convene TAC refer to social care / police			
Signed:		Date:	

Annual Childcare Disclosure Declaration

Staff disqualification declaration template

The 2018 update to the [Childcare \(Disqualification\) Regulation 2009](#) requires schools that provide care for pupils under the age of eight to ensure that all staff and volunteers working in these settings are not disqualified from doing so under the [Childcare Act \(2006\)](#) and the Childcare (Disqualification) Regulations 2009.

At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the regulations, the Act and Regulations disqualify staff from:

- Providing early years childcare or later years childcare to children who have not attained the age of eight; or
- Being directly concerned in the management of that childcare.

In addition to inclusion on the children's barred list, the wider disqualification criteria include:

- Being cautioned for, or convicted of, certain violent and sexual criminal offences against children and adults.
- Grounds relating to the care of children (including where an order is made in respect of a child under the person's care).
- Having registration refused or cancelled in relation to childcare or children's homes, or being prohibited from private fostering.

Staff Covered

This means that the following categories of staff in nursery, primary or secondary school settings are covered by the Childcare (Disqualification) Regulations 2009:

- Staff who work in early years provision (including teachers and support staff working in school nursery and reception classes).
- Staff working in later years provision for children who have not attained the age of eight including before school settings, such as breakfast clubs, and after school provision.
- Staff who are directly concerned in the management of such early or later years provision.

Disqualification

A disqualified person is not permitted to continue to work in a setting providing care for children under age eight, unless they apply for, and are granted, a waiver from Ofsted.

Employee disqualification declaration form

Please complete the attached declaration form and return to [name of individual](#).

Section 1 – Orders or other restrictions	Please circle
Have any orders or other determinations related to childcare been made in respect of you?	Yes/No
Have any orders or other determinations related to childcare been made in respect of a child in your care?	Yes/No
Have any orders or other determinations been made which prevents you from being registered in relation to childcare, children’s homes or fostering?	Yes/No
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations?	Yes/No
Are you barred from working with children DBS?	Yes/No
Are you prohibited from teaching?	Yes/No Or N/A
Section 2 – Specified and statutory offences	Please circle
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
<ul style="list-style-type: none"> Any offence against or involving a child? [a child is a person under the age of 18] 	Yes/No
<ul style="list-style-type: none"> Any violent or sexual offence against an adult? 	Yes/No
<ul style="list-style-type: none"> Any offence under the Sexual Offences Act? 	Yes/No
<ul style="list-style-type: none"> Any offence under Schedule 2 (Repealed Statutory Offences) please refer to the Disqualification under the Childcare Act 2006. 	Yes/No
<ul style="list-style-type: none"> Any offence under Schedule 3 (Specified Offences) please refer to the Disqualification under the Childcare Act 2006. 	Yes/No
In relation to the questions within section 1 and section 2 above, have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?	Yes/No

Section 3 – Provision of information

If you have answered ‘Yes’ to any of the questions, you should provide details the below in respect of yourself. You may supply this information separately if you so wish, but you must do so without delay.

Please provide details of the order, restriction, conviction, caution etc.

The date(s) of these:

The relevant court(s) or body(ies):

You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS certificate may be provided.

Section 4 – Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my headteacher immediately of anything that affects my suitability including any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.

School Name

Position in school

Employee signature

Print name

Date

Headteacher's Name

Headteacher's Signature

Date

Annex to Child Protection policy Covid19 – version 1.0

Child protection during the COVID-19 measures

Context

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual. Most children are no longer in a school setting and staff numbers have been affected by the outbreak.

Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This Annex to our Safeguarding Policy sets out details of our child protection and safeguarding arrangements for:

1. Context
2. Version control and dissemination
3. Safeguarding priority
4. Current school position
5. Safeguarding partners' advice
6. Roles and responsibilities
7. Vulnerable children
8. Young Carers
9. Encompass Schools
10. Increased vulnerability or risk
Attendance
11. Reporting concerns about children and staff
12. Safeguarding training and induction
13. Safer recruitment/volunteers and movement of staff
14. Staff use of personal mobile phones and emails
15. Peer on peer abuse
16. Online safety
17. New children at the school
18. Supporting children not in school
19. Flowchart Diagram: Triggers for concerns and associated actions from remote learning.

Version control and dissemination

This is version 1.0 of this annex. It will be reviewed by our DSL or a deputy DSL on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school websites and is made available to staff by email distribution during this period, in addition to remote access.

We will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSLs are and how staff and volunteers can to speak to them.

Safeguarding priority

During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

Current school position

At the Education Learning Trust, all our schools remain open during term time to support the provision for Government identified key workers and children who are most vulnerable, including those with EHCPs, those with an allocated social worker and individual families who are known to the school, to be in most need. Our schools are also open during the holiday periods, where cover is provided by staff and additional contracted providers, who already work closely with each school.

All staff and volunteers attending on site from outside our school will complete an induction to ensure they are aware of safeguarding risks and know how to act if they have concerns.

Safeguarding partners' advice

We continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need. The current advice is below.

Staff in each school continue to liaise with our safeguarding partners including via the agreed reporting mechanisms and regular communication by telephone and/or email. Set out here the current advice received from your three safeguarding partners.

Roles and responsibilities

The roles and responsibilities for safeguarding in our school remain in line with our Safeguarding Policy.

If possible, our DSL and at least one deputy DSL will be available on site during the school day. Where this is not possible, we will:

- have a trained DSL or deputy DSL available by phone and/or online video; or
- ensure we have access to a trained DSL or deputy DSL from another school or college by phone and/or online video.

Where our DSL or a deputy DSL cannot be on site, then in addition to one of the above options we will also ensure a senior leader from the school takes responsibility for co-ordinating safeguarding on site.

<p>The designated safeguarding lead (DSL) for child protection is _____</p> <p>Contact details: email: _____ tel:</p>
<p>The deputy designated lead(s) is/are _____</p> <p>Contact details: email: _____ tel:</p>
<p>The deputy designated lead(s) is/are _____</p> <p>Contact details: email: _____ tel:</p>

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with 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.

In the case of a vulnerable child with a designated social worker, the school will follow the risk assessment which is led by social care, this will identify if the child is best placed in school or if they can safely remain at home.

<https://www.gov.uk/government/publications/coronavirus-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>.

However, the most recent scientific advice on how to further limit the spread of COVID-19 is clear. If children can safely stay at home, they should, to limit the chance of the virus spreading. This is why the government have asked parents to keep children at home, wherever possible, and asked schools to remain open for those children who absolutely need to attend.

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 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.

We will encourage our vulnerable children and young people to attend a school, based on the above criteria, including remotely if needed.

Senior leaders in our school, especially the DSL (and deputies) know who our most vulnerable children are, and 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 children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

Young Carers

We understand that at this current time pupils who are young carers may benefit from additional contact and support. We are committed to working with other agencies to support their wellbeing and will take the following steps:

- Once a week phone contact with the young person
- Make sure the carer knows how to access advice for the person they are caring for
- Awareness of help and support through Stockport's website for guidance
- Offer of food support if needed
- Recorded and report concerns in the appropriate way
- If support and guidance are required, please contact Katy Franklin
<https://www.signpostforcarers.org.uk>

Encompass

Encompass schools we received notifications from the police informing us when there has been an incident of domestic violence at pupil's home. This process is to continue, and we will actively monitor notifications, risk assess them in conjunction with other information we hold and escalate

our concerns. We will make assessments on a case by case basis of the need to contact families following a notification.

Increased vulnerability or risk

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

Our staff and volunteers will be aware of the mental health of [children](#) and their [parents and carers](#) and will contact the DSL or a deputy if they have any concerns.

Attendance

Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or a deputy DSL will be informed.

The DSL or a deputy will attempt to contact the parents through various methods, such as telephone, FaceTime, Skype or by contact a relative in the first instance. If contact cannot be made or if the DSL or a deputy DSL deems it necessary, we will undertake a home visit or ask an appropriate agency to do so. A risk assessment will be carried out before any such visit is made to ensure staff the family are not put at risk.

Where a vulnerable child does not take up their place, we will notify their social worker.

Reporting concerns about children or staff

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our child protection procedures and advise the DSL of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff, supply staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our Safeguarding Policy.

Staff training and induction

For the duration of the COVID-19 measures, our DSL and deputy DSLs are unlikely to receive their refresher training. In line with government guidance, our trained DSLs and deputy DSLs will be classed as trained even if they cannot receive this training.

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Safeguarding Policy.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- the individual has been subject to an enhanced DBS and children's barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any cause for concern
- there are no safeguarding investigations into the conduct of that individual
- the individual remains suitable to work with children.

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 our Safer Recruitment policy.

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.

For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

Staff Use of Personal Mobile Phones and Emails

It may be useful to remind staff of the need to withhold their telephone number if they are using a personal phone to contact pupils. If staff are emailing students, this should only be from their work account.

It may be useful to consider and remind staff of the contents of your safer working practices guide, sections 11 and 12 are particularly useful.

Peer on peer abuse

We recognise that children can abuse their peers and our staff are clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the [signs of peer-on-peer abuse](#) and will follow the process set out in our Safeguarding Policy.

Online safety

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children.

Our staff will follow the process for online safety set out in our Safeguarding Policy

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

Online platforms, endorsed and subscribed to by the school, will be used to promote and share online learning. In order to limit risks in line with GDPR, other open platforms will not be used to engage with children and families.

New children at the school

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is).

Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for

children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

Supporting children not in school

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child. Details of that plan will be recorded in the safeguarding file for that child. It will be reviewed regularly to ensure it remains current during these measures.

Triggers for concern and associated actions in remote learning at xxxxxx Primary School:

- Learning is set through class dojo
- Children/ parents upload work through dojo for teachers to provide feedback.
- Teachers and DDSL/DSL message 'at risk families' to check in and see if further support is required.

If there is: no/ little work being uploaded little contact from the parents or child generally including no response to direct messaging proceed to next stage...

If still no engagement at this stage proceed to next stage ...

- Teacher to make phone contact with the family - if contact not made parentmail sent requesting that they contact school.
- Offer support to families - including the loan of technology equipment. Establish expectations with the family for the week with regards to the work. Gain signed consent for loan of equipment if used.
- Log phone call/ parent mail with DSL/ DDSL.

- DSL/ DDSL make contact with family - Letter issued to the family (similar to that of stage 1 absence letter)
- Offer support and help to the family
- Offer for the child to attend school if family are struggling or child is struggling.
- Make family aware of next stage if no engagement at this stage.

If no engagement at this stage make a referral to MASSH and ask for support/ assessment

