



**S017**  
**Safeguarding & Child**  
**Protection Policy**

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The Prosperre Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

## 1. INTRODUCTION:

- 1.1. This policy has been developed to ensure that all adults in Newall Green High School are working together to safeguard and promote the welfare of children and young people; to identify and address any safeguarding concerns and to ensure consistent good practice.
- 1.2. Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.
- 1.3. This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting students and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 1.4. The Headteacher, or in their absence, the authorised member of senior staff, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.5. Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of Newall Green High School. This policy complements and supports other relevant school and Local Authority policies.
- 1.6. Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their students and, in accordance with guidance set out in 'Working Together to Safeguard Children' Feb 2017 and 'Keeping Children Safe in Education September 2019', Newall Green High School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

## 2. ETHOS:

- 2.1. Newall Green High School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children' Feb 2017 and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.
- 2.2. In line with the principles outlined in 'Keeping Children Safe in Education September 2020' the ethos at Newall Green High ensures that
  - ***“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child”.***

2.3. Safeguarding and promoting the welfare of children is defined as:

- ***“Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.”***

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

2.5. Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help students respect the rights of others, particularly those groups who may be considered a minority.

2.6. Newall Green High School will exercise diligence and prevent any organisation or speaker from using the school’s facilities to disseminate extremist views or radicalise students and staff.

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

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

### **3. ROLES AND RESPONSIBILITIES:**

**3.1. The Headteacher of Newall Green High School will ensure that:**

- The policies and procedures adopted by the Trust Board to safeguard and promote the welfare of students are fully implemented and followed by all staff including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- Safe recruitment and selection of staff and volunteers is practiced. Any staff commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.

- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements and have ready access to it through school documentation.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its students by making its obligations clear in the school prospectus and website information.
- The Safeguarding Policy is available on the school's web-site.
- Child friendly information of how to raise a concern/make a disclosure has been developed through our student councils and is accessible to all children.
- The school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE, radicalisation and extremism.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding SEF proforma to the LA as requested.
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions through a regular report to the Governing Body.

### **3.2. The Governing Body of the school will ensure that:**

- All policies, procedures and training in our school are effective and comply with the law at all times.
- A member of the Governing Body is identified as the designated governor for Safeguarding & Prevent and receives appropriate training. The identified governor will provide the Governing Body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy and staff Code of Conduct is reviewed and updated annually ensuring the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education' and Local Authority procedures.

- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- The school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE, radicalisation and extremism.
- There is appropriate challenge and Quality Assurance of the safeguarding policies and procedures.

**3.3. The Designated Senior Member of Staff for Child Protection (Designated Safeguarding Lead or DSL)** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The DSL along with the Safeguarding Team will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated specialist Designated Safeguarding Lead (DSL) training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary.
- Provide support and training for staff and volunteers.
- Ensure that the school's actions are in line with the Manchester Safeguarding Children Board (MSCB) Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on the MSCB website at [www.manchestersafeguardingboards.co.uk](http://www.manchestersafeguardingboards.co.uk).)
- Support staff to make effective referrals to the Children's Social care, Channel and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children's Social Care and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Regularly raise awareness of key safeguarding issues; ensuring that the school's approach is known, understood and applied consistently by all staff.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the Department for Education (DfE) concerning safeguarding.
- Ensure their skills and knowledge is kept up to date to allow them to understand and relevant developments.

- Send a student's child protection or safeguarding file separately from the main file to a new establishment if a student leaves the school, keeping a copy of the file. In the event of a planned transition consideration should be given as to sharing appropriate information in advance to allow for advanced planning of appropriate support for the individual.
- Always be available during school hours during term-time, and at other times as designated by the Headteacher.

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

**All staff will: -**

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety.
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Behaviour Management Policy/Physical Restraint Policy.
- Provide a safe environment where children can learn.
- Be approachable to children and respond appropriately to any disclosures.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals.
- Attend multi-agency meetings as required, if appropriate to their role.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
- Provide targeted support for individuals and groups of children as required, if appropriate to their role.
- Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation.

## **4. SCHOOL PROCEDURES:**

### **4.1. PUPIL VOICE:**

4.1.1. Children are encouraged to contribute to the development of policies and share their views through our active student councils. Students are encouraged to take up leadership opportunities within the school and work collectively to develop a positive school ethos.

### **4.2. ATTENDANCE:**

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

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

#### **4.3. CHILDREN MISSING FROM EDUCATION:**

4.3.1. Schools should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

4.3.2. The school has a system of 'First day absence calling' which is in place for all children however all staff should be vigilant regarding children who do not attend school, even for short periods and alert any concerns to the safeguarding team.

4.3.3. The school will endeavour to hold more than one emergency contact number for each pupil or student (we ask parents/carers for three). This is good practice and gives us additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

4.3.4. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

#### **4.4. EXCLUSIONS:**

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

#### **4.5. VULNERABLE GROUPS:**

4.5.1. We ensure all key staff work together to safeguard vulnerable children. Weekly Inclusion Meetings are held with key Pastoral Staff to review students across the school.

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

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

- 4.5.3. Where a child would benefit from coordinated early help an Early Help Assessment should be made. The Safeguarding Team will take a lead in the training and development of early help processes in the school and are able to support pastoral staff with this process.
- 4.5.4. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

## **5. TRAINING AND AWARENESS RAISING:**

- 5.1. All new staff and regular volunteers will receive appropriate safeguarding information during induction. Where appropriate, staff will be grouped together at the start of the term and appropriate training will be delivered prior to the staff completing their Level 1 Safeguarding course. For staff who arrive individually throughout the year the DSL will ensure that the Safeguarding Coordinator meets individually with the staff member to deliver appropriate induction.
- 5.2. All staff must ensure that they have read and understood 'KCSIE' (Appendix A). This is managed through our Trust 'Every' policy server. This will record if staff have accessed the document and staff have to sign electronically to state they have read and understand the document.
- 5.3. All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child. At the start of the Academic Year in September the Safeguarding Review and Update is always part of the first staff INSET days, enabling targeted refresher training and updates to be given to all staff. All staff will be expected to complete the appropriate Online training course using 'Educare' and need to confirm completion of the course, by handing the certificate of completion to the school's Safeguarding Coordinator.
- 5.4. All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, at least annually, providing them with relevant skills and knowledge to safeguard children effectively. These will be issued through the staff bulletin, targeted emails and training sessions delivered through staff meetings throughout the year. The Designated Safeguarding Lead is responsible for recording all information updates and training sessions delivered to staff throughout the year. This will also be recorded in the Safeguarding Leadership Report.
- 5.5. All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs,

Forced Marriage, Female Genital Mutilation, Honour Based Violence, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism.

5.6. The Designated Person for Safeguarding will receive refresher training every two years.

## **6. CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING:**

### **6.1. KEEPING RECORDS:**

- 6.1.1. We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.
- 6.1.2. The school uses SIMs to store the vast majority of the student record. The school uses the 'CPOMS' record management system to store all confidential safeguarding information on students within the school.
- 6.1.3. We keep copies of all referrals to Children's Social Care, the Early Help Hub and any other agencies related to safeguarding children.
- 6.1.4. We keep the safeguarding records secure.
- 6.1.5. We send a student's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with LA Guidance (See Appendix F).

### **6.2. RECORDING AND REPORTING CONCERNS:**

- 6.2.1. All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:
  - Speak to the DSL or the person who acts in their absence.
  - Agree with this person what action should be taken, by whom and when it will be reviewed.
  - Record the concern using our safeguarding recording system (CPOMS).

### **6.3. INFORMING PARENTS/CARERS:**

- 6.3.1. Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details.
- 6.3.2. In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).
- 6.3.3. We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency unless it is believed that doing so would put the child at risk, e.g. in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

#### **6.4. MULTI-AGENCY WORKING:**

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

#### **6.5. CONFIDENTIALITY & INFORMATION SHARING:**

- 6.5.1. Staff members will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
- 6.5.2. Information about children will only be shared with other members of staff on a need to know basis.
- 6.5.3. All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.
- 6.5.4. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

#### **6.6. CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES:**

- 6.6.1. Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.
- 6.6.2. A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.
- 6.6.3. Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews.
- 6.6.4. All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.
- 6.6.5. We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

#### **6.7. CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS:**

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

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

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

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

#### **6.8. SERIOUS CASE REVIEWS:**

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

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

### **7. THE CURRICULUM:**

7.1. We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

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

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

7.4. There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

7.5. Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.

7.6. We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.

7.7. All students know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

## **8. E-SAFETY:**

- 8.1. Newall Green High School has a Digital Learning & Safety Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote student achievement, and support the professional work of staff as well as enhance the school's management information and business administration.
- 8.2. The internet is an essential element in 21st century life for education, business and social interaction and Newall Green High School has a duty to provide children and young people with quality access as part of their learning experience.
- 8.3. It is the duty of Newall Green High School to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.
- 8.4. Newall Green High School will ensure that appropriate filtering methods are in place to ensure that students are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 8.5. We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite. Acceptable use of technology is also covered in our Staff Code of Conduct and in the 'Guidance for Safer Working Practice for Adults Working with Children' which has been adopted across the Trust.
- 8.6. We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 8.7. We work with children and parents to promote good practice in keeping children safe online.

## **9. SAFER RECRUITMENT AND SELECTION OF STAFF:**

- 9.1. The school's recruitment and selection policies and processes adhere to the DfE guidance set out in "Keeping Children Safe in Education" (September 2018).
- 9.2. The Headteacher and governing body will ensure that all external staff and volunteers using our site have been DBS checked.
- 9.3. Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- 9.4. At least one member of each recruitment panel will have attended safer recruitment training.
- 9.5. All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.
- 9.6. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 9.7. The school maintains a single central record of recruitment checks undertaken, which is regularly reviewed by the named Governor for Safeguarding.

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

- 10.1. The school follows the government guidance 'Keeping Children Safe in Education' – September 2020 when dealing with allegations made against staff and volunteers. The process to be followed is documented in the Managing Allegations Against Adults policy.
- 10.2. All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 10.3. Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold.
- 10.4. We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.

## **11. SAFETY ON & OFF SITE:**

- 11.1. Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 11.2. All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained. All staff must ensure that they implement the school's Visiting Speakers Policy when arranging for external visitors to come into school to work with / speak to children.
- 11.3. We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school or college.
- 11.4. We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 11.5. We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Their attendance will be monitored by us in accordance with the School Register Regulations.
- 11.6. We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check. If the activity undertaken by a child 16 years of age or over on work experience gives the opportunity for contact with children, we will consider whether a DBS enhanced check should be requested.
- 11.7. All school trips are fully risk assessed and no child will be taken offsite without parental permission
- 11.8. For international exchanges, we will liaise with partner schools abroad, to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.
- 11.9. We have a Health & Safety policy in place across the school which details key responsibilities for maintaining a Safe environment for staff, students and visitors.

## **12. CONCERNS ABOUT SAFEGUARDING PRACTICE WITHIN SCHOOL:**

- 12.1. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- 12.2. If staff have concerns regarding any aspect of safeguarding practice within the School they should be raised immediately to a Senior member of Staff or through the School's Whistleblowing Policy.
- 12.3. Where a staff member feels unable to raise an issue through the school's whistleblowing procedures, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- General guidance can be found at: Advice on whistleblowing\_ [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing)
  - The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Appendix 1 Pages 17-28 KSCIE 2020

### Part one: Safeguarding information for all staff

#### What school and college staff should know and do

##### A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
  - protecting children from maltreatment;
  - preventing impairment of children's mental and physical health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

##### The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn.
8. **All** staff should be prepared to identify children who may benefit from early help.<sup>3</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 41-53. Staff should expect to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>4</sup>

### What school and college staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:
- child protection policy;
  - behaviour policy;<sup>5</sup>
  - staff behaviour policy (sometimes called a code of conduct);
  - safeguarding response to children who go missing from education; and
  - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
14. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
15. **All** staff should be aware of their local early help<sup>6</sup> process and understand their role in it.
16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

17. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## What school and college staff should look out for

### Early help

18. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
  
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

### Abuse and neglect

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

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

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

## Indicators of abuse and neglect

22. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

24. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

25. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

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

## Safeguarding issues

27. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

## Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

28. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

## Peer on peer abuse

29. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:
- bullying (including cyberbullying);
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence,<sup>8</sup> such as rape, assault by penetration and sexual assault;
  - sexual harassment,<sup>9</sup> such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
  - upskirting,<sup>10</sup> which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
  - sexting (also known as youth produced sexual imagery); and
  - initiation/hazing type violence and rituals.
30. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

## Serious violence

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

32. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the home.

## Female Genital Mutilation

33. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.<sup>12</sup> If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

## Mental Health

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

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

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

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

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

## Additional information and support

39. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

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

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

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

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

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

44. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;<sup>13</sup> or
- a referral for statutory services,<sup>14</sup> for example as the child might be in need, is in need or suffering or likely to suffer harm.

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

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

### Early help

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

### Statutory assessments

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

### Children in need

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

## Children suffering or likely to suffer significant harm

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

49. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

### What will the local authority do?

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

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services;
- further specialist assessments are required to help the local authority to decide what further action to take; and
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

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

52. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

53. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

## Record keeping

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

## Why is all of this important?

55. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.<sup>15</sup> Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

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

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

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

Further details can be found in Part four of this guidance.

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

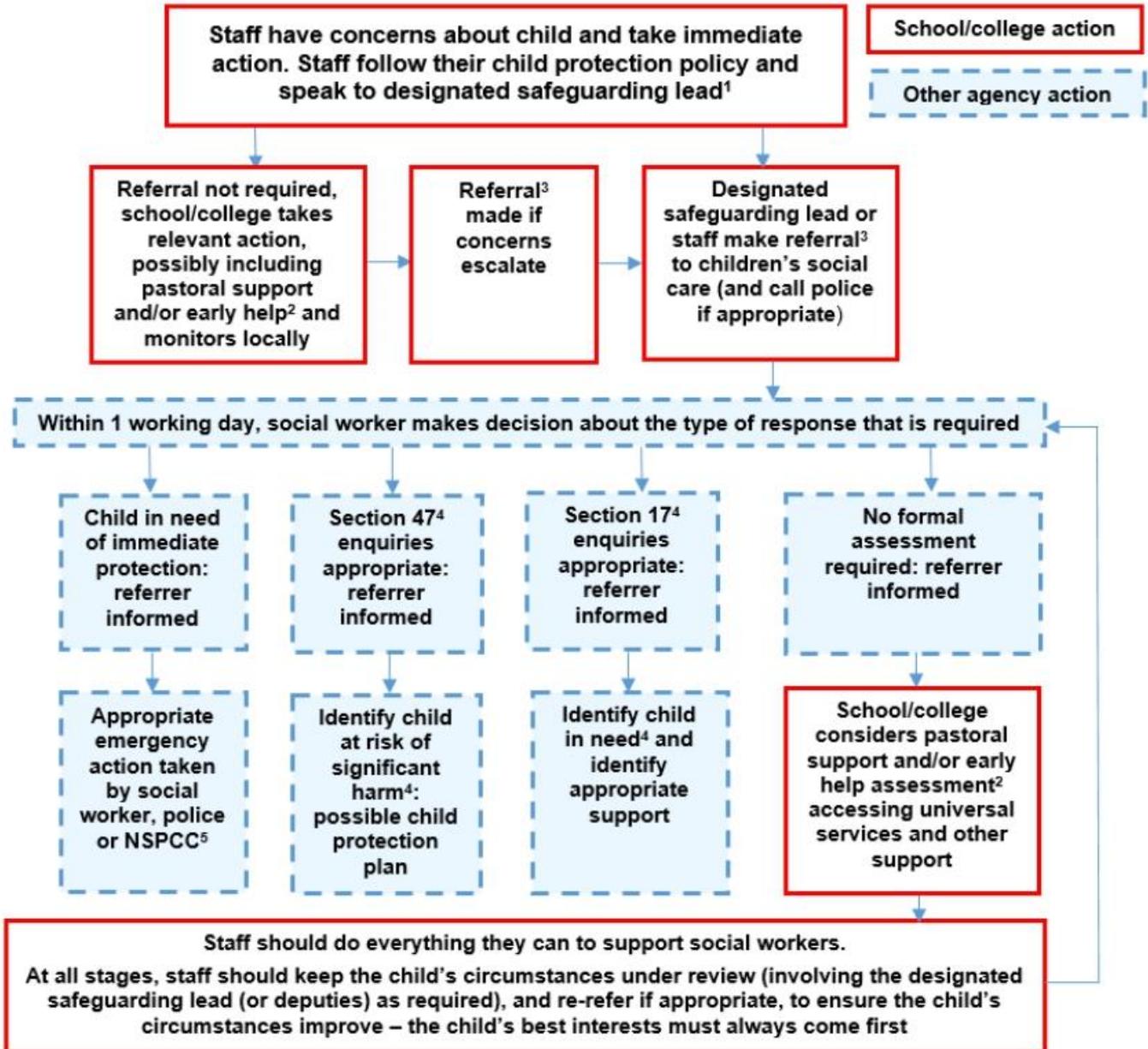
57. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

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

59. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#); and
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).<sup>1</sup>

## Actions where there are concerns about a child



## **Executive Summary KSCIE September 2020 (New Policy Section)**

### **Key Changes since 2019**

- 1) There's additional guidance for all staff on mental health, child criminal exploitation and child sexual exploitation
- 2) There's also new guidance for headteachers, DSLs and governors on supporting children with social workers and those who require mental health support
- 3) You should follow your [procedure for managing allegations against staff](#) where someone may have been involved in an incident outside of school which didn't involve children, but could have an impact on their suitability to work with them (e.g. domestic violence)
- 4) You should also use this procedure when allegations are made against supply staff, even if they're employed by an agency

### **Part 1 – information for all staff**

All staff working in schools are expected to read at least part 1 of KCSIE. The changes to this part are:

#### **New information on mental health (paragraphs 4 and 34-38)**

- Mental health is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's **mental** and physical health or development"
- New paragraphs have been added to say:
- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and

education

- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy
- There's DfE guidance available on [preventing and tackling bullying](#) and [mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#)

### **New information on child criminal exploitation (CCE) and child sexual exploitation (CSE) (paragraph 28)**

A new paragraph on CCE and CSE explains that:

- These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
- In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
- It can be perpetrated by individuals or groups, males or females, and children or adults
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence
- Victims can be exploited even when activity appears to be consensual It can happen online as well as in person

Other minor changes

- Information about contextual safeguarding has been moved (it's now paragraph 21) and rewritten to make it clear that:
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between

children outside of this environment

- All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence)
- It's been clarified that staff should refer concerns or allegations about supply staff to the headteacher (paragraph 56)

## **Part 2 – the management of safeguarding**

This is for headteachers, designated safeguarding lead (DSL) teams and governors.

- New information on supporting children who need a social worker (paragraphs 109-112)

These paragraphs explain that:

- Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances
- These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health
- Your local authority should tell you if a child has a social worker, and the DSL should hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:
  - Responding to unauthorised absence or missing education where there are known safeguarding risks the provision of pastoral and/or academic support
  - There's further information in the findings from the Children in Need review, including the steps the government is taking to support this
  - New information on supporting children who require mental health support (paragraphs 113-116)
- Some of this new guidance repeats what is already set out in part 1 (see above). The unique points set out here are:
  - Schools have an important role to play in supporting the mental health and wellbeing of their pupils
  - Governing boards should ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems

- The DfE will be supporting the costs of:
- A training programme for senior mental health leads to develop a whole school approach to mental health (this should be available by 2025)
- The national rollout of the Link Programme

#### Other minor changes

- There's a new link for DSLs to NPCC guidance on when to call the police and what to expect if you do (paragraph 70)
- The information on multi-agency working now reflects that new local safeguarding partner arrangements should now be in place (paragraphs 74-78)
- Guidance on the GDPR has been clarified to explain that you can refuse to share information if a serious harm test is met (paragraph 84) There's now a link to the DfE's data protection toolkit (paragraph 86)
- It's been made clear that the guidance in Annex C will apply to children learning at home (paragraph 92)
- There's new guidance and links to further advice on the introduction of compulsory relationships education (primary), relationships and sex education (secondary) and health education (all state-funded schools) (paragraph 94)
- The recent changes to Ofsted's inspection framework are now reflected (paragraphs 96-98)
- Your procedure for managing allegations against staff should cover supply staff (paragraph 101), and concerns that may meet the 'harm test' should be addressed as set out in part 4 of KCSIE (paragraph 102) – see the section below for a full explanation

#### **Part 4 – allegations of abuse**

Consider behaviours that indicate someone may not be suitable to work with children (paragraph 211)

A new bullet point in this paragraph now means that the procedures set out in part 4 of KCSIE should apply to anyone working in the school who has behaved, or may have behaved, in a way that indicates they may not be suitable to work with

children

Annex H gives the example of a member of staff involved in domestic violence at home where no children were involved, but you would need to consider what triggered these actions and whether a child in school could trigger the same reaction and be put at risk

New guidance on handling allegations against supply staff (paragraphs 214-217)

These new paragraphs explain that:

In some cases you may have to consider an allegation against someone not directly employed by you, where your usual disciplinary procedures don't fully apply, like supply staff provided by an agency

You should make sure allegations are dealt with properly, and you shouldn't decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with your LADO to determine a suitable outcome

Governing boards should discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation

Agencies should be fully involved and co-operate in any enquiries, but your school will usually take the lead as the agency won't be able to collect the necessary information

The allegations management meeting should address issues such as information sharing, to ensure previous concerns or allegations known to the agency are taken into account

When using an agency, you should inform them of your process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about your policies

Annex A – further information

There's updated guidance on:

Child criminal exploitation (CCE) – this has been separated from 'county lines', and explained in full as in part 1 of KCSIE (see above) with a new list of possible indicators

Child sexual exploitation (CSE) – this reflects the update to part 1 of KCSIE on this (see above) County lines – there's a more in-depth explanation of the specific exploitation techniques used here

Domestic abuse – there's now an explanation that domestic abuse can impact children if they witness it at home and/or suffer it in an intimate personal relationship, and there are new links to additional information and support  
Honour-based abuse – this used to be called 'honour-based violence', but the name has changed to recognise non-violent forms of abuse  
Preventing radicalisation – there's new information on what terrorism looks like and more details on Channel Up skirting – there's a more detailed description of what up skirting means

#### Annex B – DSLs

There's new guidance (page 100) to say that:

DSLs should help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff

This could be done by, for example:

Making sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them

Supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them

#### Annex C – online safety

There are new links to information and support to keep children safe online

A new paragraph on education at home has been added, explaining that you should follow coronavirus safeguarding guidance and guidance on safeguarding and remote education during coronavirus

**Appendix 2: Safeguarding Definitions:**

The following definitions are from Working Together to Safeguard Children (Feb 2017)

Children	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as: <ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children's mental and physical health or development;</li> <li>• ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best life chances.</li> </ul>
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	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

<p>Child Sexual Exploitation</p>	<p>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.</p> <p>Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>
<p>Neglect</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• provide adequate food, clothing and shelter (including exclusion from home or abandonment);</li> <li>• protect a child from physical and emotional harm or danger;</li> <li>• ensure adequate supervision (including the use of inadequate care-givers); or</li> <li>• ensure access to appropriate medical care or treatment.</li> </ul> <p>It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</p>
<p>Young carer</p>	<p>A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).</p>
<p>Parent carer</p>	<p>A person aged 18 or over who provides or intends to provide care for a disabled child for whom the person has parental responsibility.</p>
<p>Education, Health and Care Plan</p>	<p>A single plan, which covers the education, health and social care needs of a child or young person with special educational needs and/or a disability (SEND). See the Special Educational Needs and Disability Code of Practice 0-25 (2014).</p>

## 1. **Appendix 3: SPECIFIC SAFEGUARDING ISSUES:**

1.1. All members of staff should have an awareness of wider safeguarding issues, some of which are listed below.

- Bullying, including cyber-bullying
- Child missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/Violence against women and girls
- Hate
- Mental health in all aspects
- Missing children and adults strategy
- Previously Looked After Children
- Private fostering
- Radicalisation
- Relationship abuse
- Sexting
- Trafficking

1.2. Additional training is provided on these issues by the Safeguarding team at regularly intervals to staff, and staff should feel that they can seek out additional guidance at any time from the team

### **1.3. DOMESTIC ABUSE:**

1.3.1. The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

1.3.2. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

1.3.3. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

1.3.4. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Multi Agency Safeguarding Hub (MASH) will be contacted as soon as possible.

### **1.4. FORCED MARRIAGE:**

1.4.1. Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

1.4.2. Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

1.4.3. If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

### **1.5. FEMALE GENITAL MUTILATION:**

1.5.1. Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

1.5.2. Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies. From 2015 teachers have a mandatory duty to report any 'known' cases of FGM. Any concerns regarding students who are at risk or suspected cases of FGM should be referred to the safeguarding team.

#### **1.6. PREVENTING RADICALISATION and VIOLENT EXTREMISM:**

1.6.1. Newall Green High values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Newall Green High seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Extremist Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

1.6.2. The Counter-Terrorism and Security Act, which came into force on 1 July 2015, requires schools, to "have due regard to the need to prevent people being drawn into terrorism". This is known as the 'Prevent duty'. Newall Green High is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

#### **1.7. PEER ON PEER ABUSE**

1.7.1. All staff should be aware safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

1.7.2. The school's Life Skills/PHSE curriculum and pastoral support addresses awareness to help prevent issues; for example, issues of consent or sexting. Any aspect of peer on peer abuse will not be tolerated at Newall Green High and needs to be addressed by staff. It must not be passed off as "banter". Staff should be vigilant in reporting and supporting students using the school's regular policies and procedures with regards to each issue.

#### **1.8. PRIVATE FOSTERING:**

1.8.1. Some parents choose to make a private arrangement for their child (under 16 or under 18 if child is disabled) to be cared for by someone other than a close relative or guardian for more than 28 days. Newall Green High has a duty of care to ensure that the Local Authority is informed of this agreement in this case.

## **Appendix 4: A 'Good Safeguarding School':**

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its students, staff and visitors and the following is embedded into its vision, culture and practices:

### **ETHOS AND ENVIRONMENT**

- The school is a place where 'every child matters'.
- Tolerance, understanding and respect for others are core values of the school.
- The environment is welcoming and pleasant and all students, staff and visitors are greeted appropriately.
- The school has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and students have high expectations of themselves and others and understand that long-term goals are worth working for.
- Students feel valued and are open and confident in their relationships with staff and one another.
- Student's work is displayed and changed regularly.

### **PRACTICES AND PROCEDURES**

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-Bullying Policies are in place and are clearly understood and followed by all.
- Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school takes account of the DDA and has made appropriate adjustments for staff and students.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school has a clearly identified system for the administration of medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

### **STUDENT TRACKING**

- The progress and attendance of students in Education Other Than At School (EOTAS) is as carefully tracked and monitored as for other students.
- Student tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for students takes place at all stages.

### **STAFF TRAINING**

- The Leadership and Management of the school is trained in safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff members receive regular up-dated training on a range of safeguarding issues and identified staff members receive higher level training as appropriate.

### **STUDENT ENGAGEMENT**

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

- Students are encouraged to participate in a variety of clubs and activities.

### **THE CURRICULM**

- An Emotional Resiliency programme is effectively implemented by all staff and students with particular reference to mental health and respect for cultural awareness.
- The school promotes student's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience.
- Staff expectations of student's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation.
- There are formal and informal opportunities to praise reward and celebrate students behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

### **WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES**

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude students but tries to find alternative ways of supporting them.
- The school does not see students at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

### **INDICATORS OF VULNERABILITY TO RADICALISATION**

Staff in the school are aware of the fact that some students may be vulnerable to radicalisation and will follow the usual safeguarding referral procedures if they have concerns. Staff are aware of the following possible indicators of radicalisation:

- Student is distanced from their cultural/religious heritage and experience.
- Student demonstrates discomfort about their place in society.
- Student may be experiencing family tensions at home.
- Low self-esteem and sense of isolation.
- Student has distanced self from existing friendship groups and become involved with a different group of friends.
- Student may be searching for questions about their identity, faith and belonging.
- Student may have perceptions of injustice and rejects civic life.
- Student is accessing extremist websites and is in contact with extremist recruiters.
- Student justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Student uses extremist narratives and global ideology to explain personal disadvantage.

### **Appendix 5: Safeguarding Responsibilities**

The staff members below have responsibility for all student related safeguarding issues:

Kirsty Roban Deputy Headteacher (Designated Person)

The staff members detailed below have responsibility for all staffing related safeguarding issues:

Andy Park Executive Headteacher

Kyra Jones Head of School

The staff below have key responsibilities for wider safeguarding issues:

#### **Health & Safety**

Sheila Hamer School Business Manager

#### **Safer Recruitment & Central Record of Evidence**

Sheila Hamer School Business Manager

Kyra Jones Head of School

#### **Lead Governor Responsible for Safeguarding:**

Jenny Andrews

#### **THE SAFEGUARDING TEAM:**

1. Newall Green High has a team of staff who act on safeguarding/child protection issues brought to them. The Safeguarding Team is line managed by a Senior Leader. Pastoral Leaders and other SLT are trained to Level 2 but have additional training in aspects of safeguarding relating to their role. Including Case Conference. Early Help, Online Safeguarding Level 1. Issue based training in prevent, FGM, CSE, Online safety, Domestic abuse, Self-Harm, Information sharing, Risk taking behaviour and Self Help Training via the MSCB Website on an academic year timetable. Appendix 4
2. In the absence of the Safeguarding Team, the most senior member of staff in school will assume responsibility for any child protection matters that arise.
3. The Safeguarding Team will co-ordinate action on child protection within the school. They will ensure that all staff, teaching and non-teaching (including supply staff) know who the Designated Persons are. They will ensure that all staff are aware of their individual responsibilities in relation to the safeguarding of children.
4. Where appropriate, the Designated Persons will liaise with the DPs of the school(s) attended by the siblings of the child causing concern.
5. The Designated Persons will keep a written record of any actions taken as a result of concerns raised (see below).
6. The Designated Persons will act as a source of advice and coordinate action within the school over child protection cases.
7. The Senior Leader responsible for Safeguarding will ensure that the school's Safeguarding Policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.
8. The Governing Body authorises Newall Green High to carry out its responsibilities as outlined in "Keeping Children Safe in Education" (September 2020).

**Appendix 6: Enhanced Training**

The following training will be accessed to support key pastoral and middle leaders in their delivery of student and staff support in the area of Safeguarding and Child Protection. This training will both support and inform pastoral and behaviour management strategies as well curriculum content appropriate to the school PSHE and Citizenship programme via Respect.

Half Term 1	Safeguarding Refresher (Sept 2020) Mental Health CAMHS Referrals
Half Term 2	Child Criminal Exploitation Child Sexual Exploitation
Half Term 3	Staff Mental wellbeing in children and young people Well Being
Half Term 4	Child neglect Online safety
Half Term 5	Refresher Training
Half Term 6	
Specialist/ Role Specific Training for staff within this area of delivery. SEND Attendance teams Catering staff First aid and fire Wardens SLT Curriculum Leads Teaching Support Assistants	The send code of practice Fire safety in education First aid essentials Food hygiene and safety Child protection in sport and active leisure Use of reasonable force in schools School exclusions Safer recruitment in education Health & safety in education Health & safety in education: senior Leadership & management Moving and handling Concussion awareness

Weekly well-being meeting will be used to discuss key monitored students and be a focal point for training identification, best practice sharing and whole school planning as reflected in the SEF.

## **Appendix 7: Safeguarding Summary for all staff:**

### **All staff must:**

- Attend Level 1 training on Safeguarding (every 3 years) and receive accreditation for this.
- Read and understand Part 1 of KCSIE September 2020
- If staff have any concerns about a child's welfare, they should act on them immediately following the school's safeguarding policy and reporting protocols. Staff should speak to the designated safeguarding lead or head for advice and guidance as required.
- Receive and understand regular safeguarding updates (at least annually)
- Ensure that they know who the Designated Persons are in the school and know how to contact them/where they are located.
- Ensure that any child protection disclosure is reported to the Designated Person(s) as soon as possible before the end of the school day.
- Provide a written statement (pertaining to the disclosure) using the school's processes (CPOMS) – which is signed and dated – on the same day.
- Ensure that they do not get a child to provide a written statement if a child is disclosing an issue pertaining to child protection.
- Ensure that they respond to information requests from the Safeguarding Team on specific students.
- Use CPOMS/SIMS information and the weekly Wellbeing Watch list to ensure they know who their classes are and who is being monitored by the Safeguarding and Well Being Team.
- Inform the Safeguarding Team if they notice a change in a student (deterioration in behaviour, appearance, social interaction, attendance or punctuality).

### ***In addition to the above:***

#### **Curriculum Leaders must:**

- Ensure that staff members in their department have displayed Safeguarding information as appropriate.
- Ensure that new staff members know how to refer concerns about young people.
- Support staff in their department and liaise with the Safeguarding Team if necessary.

#### **ITT students and other adults in training programmes must:**

- Attend training from the Safeguarding Team on Safeguarding and Looked After Children.
- Refer any concerns to their Mentor at Newall Green High/ pass on any concerns to the Safeguarding Team before the end of the school day (following the same procedures as all staff).

#### **Supply staff must:**

- Read the schools information regarding Supply Cover and be aware of how to refer issues to the appropriate Designated Person(s).
- Attend Level 1 Safeguarding Training by Newall Green High if a long-term cover supervisor.

#### **Student services staff / Attendance Team must:**

- Alert the Safeguarding Team when students, who are being monitored (be it CP, CIN, CPP, LAC), are absent from school.
- When required, host joint or singular home visits to students who are being monitored by the Safeguarding Team.

**Office Manager:**

- Ensure that all staff and visitors to the school follow the school's DBS procedures.

**Senior Leadership Team must:**

- Liaise with the Safeguarding team about students on CPP or CIN before students are sent home on a Fixed Term Exclusion.
- Access information about students from the Safeguarding Team, updated weekly.
- Ensure that all recruitment procedures follow the school's Safe Recruitment processes.

**Safeguarding Team must:**

- Ensure that all staff are in receipt of Safeguarding Training.
- Ensure all staff have read and understood Part 1 of KCSIE September 2020
- Organise Level 1 training for all staff every 3 years.
- Provide regular (annual) updates to staff
- Ensure that those on Level 2 training are updated/refreshed every 2 years.
- Ensure that all child protection concerns brought to them are followed up – notifying parents/social services, the HOY as appropriate.
- Ensure that accurate and efficient records, relating to child protection are kept
- Represent the school at Child in Need Meetings/Child Protection Plan Case Conferences and Case Planning.
- Monitor the progress and attendance of students on CIN, CPP and LAC
- Liaise and work with the Pastoral Team and Attendance Team.
- Develop knowledge and understanding of outside agencies which can support young people, referring as necessary.
- Develop close links with outside agencies.
- Produce relevant safeguarding information for students and ensure that it is appropriate displayed around school.

**Appendix 8: Safeguarding of Children Statement:**

**Newall Green High**  
**Safeguarding of Children Statement**



We are committed to the safeguarding and promotion of the welfare of children. In this light we would like to draw the following matters to your attention:

1. All appointments are made subject to:
  - a. An enhanced DBS disclosure;
  - b. Checks of professional status (NCTL; QTS etc.);
  - c. Confirmation of professional qualifications;
  - d. Receipt of strong references (if not received by the time of interview); and
  - e. Medical clearance
2. We only accept applications completed on the school's application form. Please do not send CVs or open testimonials. More detail about the content of applications is provided later in this pack.
3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained
4. The referees cited in your application form must include your employer for the last occasion in which you worked with children, if applicable. If your last employment was in a school, we would expect a reference from the Headteacher.
5. When seeking references, we will request information about your suitability to work with children.
6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.

Our Safeguarding Policy is also available on request.

## **APPENDIX 9: Legislation, Statutory Guidance & Ofsted Framework**

- Keeping Children Safe in Education’ - latest update, currently September 2020
- Ofsted Section 5 Inspection Framework for Schools, August 2016
- Inspecting Safeguarding in Early Years, Schools & Skills Settings’ August 2016
- ‘Working Together to Safeguard Children’ , July 2018
- Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools, Sept 2014,
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE Designated Teacher for LAC Guidance, Nov 2009
- DFE Supervision of Regulated Activity, Jan 2013
- Alternative Provision, Stat guidance, Jan 2013
- Teachers’ Standards, updated June 2013
- Governors’ Handbook, Jan 2017
- ‘Listening to & involving children & young people’, stat guidance, Jan 2014
- Health & Safety Legislation

## **Non-statutory Guidance**

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

## **MCC & MSCB Policies, Procedures & Guidance**

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

## **Links to Other Relevant School/EY Setting/College Policies/Procedures**

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety

- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers

### **Other Relevant Education Department Policies/Guidance**

*All these are available on the Manchester Schools Hub Website.*

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

### **Abbreviations**

- AP            Alternative Provision
- CiN          Child in Need
- CP            Child Protection
- CPOMS      One of a number of electronic record keeping systems used in many schools in Manchester
- CSC          Children’s Social Care
- DFE          Department for Education
- DO            Designate Officer (formerly LADO)
- DSL          Designated Safeguarding Lead
- EH            Early Help
- EHA          Early Help Assessment
- LA            Local Authority
- LAC          Looked After Child
- LAC DP      Designated Teacher for LAC
- LADO        Local Authority Designated Officer
- MASH        Multi Agency Safeguarding Hub
- MCC          Manchester City Council
- MSCB        Manchester Safeguarding Children’s Board
- SEN          Special Educational Needs
- SENCO/SENDCO      SEN Co-ordinator
- SG SEF      Safeguarding Self Evaluation Framework
- SOS          Signs of Safety