

PIONEER HOUSE HIGH SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

Safeguarding and Child Protection Policy

The Headteacher, who has the ultimate responsibility for safeguarding, is Adele Cox		
In her absence, the authorised member of staff is Caroline Pauls		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Caroline Pauls	Designated Safeguarding Lead	c.pauls@pioneerhouse.net 0161 241 8100
Susan Alvis	Deputy Designated Safeguarding Lead	s.alvis@pioneerhouse.net 0161 241 8100
Jenny Iveson	School Nurse	j.iveson@piperhill.manchester.sch.uk

NAMED GOVERNOR * for Safeguarding & Prevent	Contact Phone Number/Email
Jenny Andrews	admin@pioneerhouse.net

If you have a concern about child's welfare or safeguarding please follow the procedure below

Please make a note of your concern, making sure to

- Keep your record factual and concise
- Record what you know not your opinion of what you know
- Report your concern to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- Record your account on CPOMS, alerting the relevant staff

If a **teacher**, in the course of their work in the profession, discovers that an act of **FGM** appears to have been carried out on a girl under the age of 18, the **teacher** must report this directly to the police.

Advice Line Numbers

Manchester Contact Centre: **0161 234 5001 (open 24 hours a day, seven days a week)**

Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**

National Society for the Prevention of Cruelty to Children (NSPCC): **0808 800 5000**

Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**

Manchester LA Designated Officer (formerly LADO): **0161 234 1214**.

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, or you wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally the school has a Whistleblowing procedure.

Staff, supply staff, and volunteers should raise their concerns with their immediate line manager or with the headteacher if possible.

However, the most appropriate person to contact to report a concern will depend on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. Where the individual believes that their manager is involved in the matter of concern, they should then contact the Headteacher (or the Chair of the Trust if the concern raised is related to the Headteacher).

Wherever possible, concerns should be expressed in writing, setting out the background and history of the concern, giving names, dates and places where possible, and the reason why the member of staff is particularly concerned about the situation.

NSPCC Whistleblowing Helpline: 0800 028 0285.

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

Review Date	Changes made	By whom
29.09.18	New school policy created following consultation with other special schools and LA safeguarding lead	Wendy Godfrey
Insert date	Policy reviewed	Insert Name
September 2019	KCSIE 2019 Updates	Adele Cox
September 2020	KCSEI 2020 Updates	Adele Cox

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors	Safeguarding governor
2018-19	1.10.18	Jenny Andrews	Sue Warner
2019-20	5.10.19	Jenny Andrews	Sue Warner
2020-21	21.09.20	Jenny Andrews	Jenny Andrews

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

1. AIMS

Pioneer House aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

2. INTRODUCTION AND DEFINITIONS

Safeguarding and promoting the welfare of children means:

- 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
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. **Safeguarding is everyone's responsibility.** Everyone who comes into contact with children and their families has a role to play in safeguarding children.

School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools, colleges and their staff form part of the wider safeguarding system for children. The school aims

This policy has been developed to ensure that all adults in school are working together to safeguard and promote the welfare of children and young people.

- 2.1 All teachers, including the head teacher, must safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties under the Teacher Standards (2012). All school staff have a responsibility to provide a safe environment in which children can learn. All school staff have a responsibility to identify children who may need extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 2.2 It is the responsibility of all staff to ensure they are aware of systems within the school which support safeguarding and these will be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff code of conduct; and the role of the designated safeguarding lead. All staff members will also receive appropriate child protection training which is regularly updated.
- 2.3 All staff will receive safeguarding and child protection training which addresses
- basic safeguarding information about the school's policies and procedures,
 - signs and symptoms of abuse (emotional, physical),
 - indicators of vulnerability to radicalisation, FGM and forced marriage.
 - how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child
 - how to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Domestic Abuse, Child Sexual Exploitation, Peer-on-Peer abuse
 - how to recognise and respond to child on child sexual harassment, abuse and violence
- 2.4 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 pupils 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.
- 2.5 The Headteacher or, in their absence, the authorised member of senior staff Deputy Head / Safeguard lead, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 2.6 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 Pioneer House High School. This policy complements and supports other relevant school and Local Authority policies (Appendix A).
- 2.7 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils; Pioneer House High School takes account of the latest advice and guidance, including PREVENT guidelines, provided to help address specific vulnerabilities, peer

on peer abuse and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage.

3. ETHOS

- 3.1 Pioneer House 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 current guidance and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.
- 3.2 The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Early Help Assessment (EHA) is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services.
- 3.3 The children have access to safeguarding 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.
- 3.4 Access to cross-curricular activities provides opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
- 3.5 Pioneer House High School exercises diligence and will prevent any organisation or speaker from using the school facilities to disseminate extremist views or radicalise pupils and staff.
- 3.6 The school ensures that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. The designated safeguarding lead, through the designated teacher for looked after children, has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

4. ROLES AND RESPONSIBILITIES

4.1 **Trustees and governors** will comply with their duties under legislation by ensuring that:

- all policies, procedures and training in the school are always effective and comply with the law
- a member of the LGB is identified as the designated governor for Safeguarding and Prevent, receiving appropriate training.

- The identified Safeguarding governor will provide the governing body with accurate and appropriate information about safeguarding and will liaise with the Designated member of staff
- the school has an effective Staff Code of Conduct policy, reviewed annually, which includes staff/pupil relationships and communications including the use of social media.
- the school adheres to policy by contributing to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018.
- 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 is regularly reviewed and updated, at least annually, to ensure compliance with national and local safeguarding guidance and 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 2019' and Local Authority procedures.
- a named member of the Trust board, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the head teacher, a member of governing body or trust board.
- 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 actions 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.
- 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 eg CSE, CCE (Child Criminal Exploitation) and radicalisation and extremism.

4.2 The **Head teacher** will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and evaluated, at least annually, and followed by all staff, including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A member of the senior leadership team designated as safeguarding and child protection lead is identified and receives appropriate on-going training, support and supervision.
- Enough time and resources are made available to enable the designated member of staff to discharge their responsibilities, including regular refresher training and attendance at

inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.

- 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.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice regarding the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and understand the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Safeguarding policy is available on the school's website.
- Any staff commissioned from external agencies and organisation are DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles
- The school has appropriate procedures in place to ensure that there is no risk to pupils from visitors, staff exercise diligence and prevent any organisation or speaker from using school facilities to disseminate extremist views or radicalise pupils or staff.
- Ensure that the school co-operates with appropriate agencies and risk-based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE, CCE (Child Criminal Exploitation), radicalisation and extremism.

4.3 The Designated Safeguarding Lead

The member of the senior leadership team designated as **Safeguarding and Child Protection Lead** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person, together with the wider safeguarding team, will:

Manage referrals and procedures

- Act as the first point of contact and a source of support, advice and expertise to staff on matters of safety and safeguarding
- Refer all cases of suspected abuse to the LA social care
- Ensure that all referrals to Children's Services are effective, keeping copies of all referrals to Children's Services and any other agencies related to safeguarding children.
- Support staff to make effective referrals to Children's Services and any other agencies where there are concerns about the welfare of a child.
- Ensure that the school's actions are in line with MCC and MSCB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at manchesterscb.org.uk)
- Ensure that all staff with a specific responsibility for safeguarding receive appropriate supervision to undertake their role.
- Ensure that staff and visitors understand are aware of reporting and recording procedures and are clear about what to do if they have a concern about a child

- Manage and keep secure the school's safeguarding records.
- 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 and national policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Complete a safeguarding handover as soon as possible when pupils move to and from a new establishment, sending a pupil's child protection or safeguarding file via CPOMS or in hard copy. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Always be available during school hours during term-time and at other times agreed with the headteacher. Out of hours and holiday cover will be managed by the DSL and headteacher, contactable through the email addresses published on the school website.

Training

- Source and arrange appropriate Designated Safeguarding Lead training every two years to understand early help assessment and intervention
- Obtain access to resources and attend any relevant or refresher training courses.
- Secure a working knowledge of local arrangements for child protection case conference and review and how to contribute effectively when required to do so.
- Ensure all staff and regular volunteers receive appropriate safeguarding information during induction.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Ensure that visitors understand the school safeguarding policy and adhere to school procedures
- Ensure all staff receive annual child protection training 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.
- Ensure all staff members receive regular safeguarding and child protection updates and briefings in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively
- Encourage a culture, among all staff, of listening to children and taking account of their wishes and feelings in any measures the school or college may put in place to protect them.

Raising Awareness

- Ensure the school's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, in conjunction with the governing body.

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Ensure that any staff with specific responsibility for safeguarding children receives the appropriate training to undertake this role.
- 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.

4.4 **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 read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

All staff will:

- Follow the school's agreed Code of Conduct and 'Safer Working Practices' guidance
- Attend training sessions/briefings as required to ensure that they are aware of 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 and procedures e.g. Promoting Good Behaviour Policy, Use of Calm Spaces Policy, Positive Handling 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**.

5. SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

5.1 **Pupil Voice:** The school endeavours to secure the views of pupils on safeguarding in school, contributing to policy and practice. This may be done in several different ways including through school council, curriculum related discussion, pupil interview and questionnaires.

5.2 **Attendance:** Pioneer House High School views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

5.3 The 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 a Manchester Common Assessment Framework (MCAF) or a Parenting Contract.

5.4 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.

5.5 **Children Missing from Education:** A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the school's attendance procedures to follow up on absence from school. Where unsatisfactory reasons for absence are given and the pupil is missing from education, particularly on repeat occasions, the implications for the risk of abuse and neglect, including sexual exploitation are recognised and pursued. At all times the school works prevent the risks of a pupil going missing in future.

5.6 **Alternative Provision:** The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by the school in accordance with the School Register Regulations.

5.7 Exclusions: The designated safeguarding lead 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.

5.8 Vulnerable Groups: The school ensures all key staff work together to safeguard vulnerable children. We use CPOMS to record all concerns and procedures relating to keeping children safe. The safeguarding team, consisting of the DSL, TA4 Safeguarding member of staff and School Nurse, meets weekly and provides an update to the SLT and Local Governing Body on safeguarding and attendance at each meeting.

It is understood that 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 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.

We recognise that our pupils can face additional safeguarding challenges as children and young people with SEND. 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.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

5.9 Pupils with a social worker: Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

5.10 Looked-after and previously looked-after children: We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Caroline Pauls, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the Deputy DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

6. RECOGNISING AND REPORTING CONCERNS

6.1 If a child is suffering or likely to suffer harm, or immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 3.3) as soon as possible if you make a referral directly.

If an the child is in immediate danger you should ring the emergency services or contact the police on 999

If the situation does not require emergency assistance you should report your concerns to:

Manchester Contact Centre

Telephone: 0161 234 5001 (open 24 hours a day, seven days a week)

Email: mcsreply@manchester.gov.uk

Secure email: socialcare@manchester.gcsx.gov.uk if you are sending sensitive information

SMS Text: 07860 003160

Online through: Sign-Video

6.2 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Please make a note of your concern, making sure to

- Keep your record factual and concise
- Record what you know not your opinion of what you know
- Report your concern to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- Record your account on CPOMS, alerting the relevant staff

If a **teacher**, in the course of their work in the profession, discovers that an act of **FGM** appears to have been carried out on a girl under the age of 18, the **teacher** must report this directly to the police. Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL and Deputy DSL are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team.

6.3 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

1. Listen to and believe them. Allow them time to talk freely and do not ask leading questions
2. Stay calm and do not show that you are shocked or upset
3. Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
4. Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
5. Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
6. Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 5.1), and tell the DSL as soon as possible that you have done so

6.4 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures.

6.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

6.6 If you have a mental health concern

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 6.2.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

7. RECORD KEEPING AND MULTIAGENCY WORKING

7.1 Record keeping The school keeps secure safeguarding records on the CPOMS system, which also supports transfer of safeguarding information from previous schools, where feeder schools use this system.

All concerns, discussions, decisions and follow up actions are recorded in writing on CPOMS. Where materials, such as meeting notes and information from other agencies are not available electronically they are scanned into CPOMS and hard copies kept, together with a chronology, in a locked filing cabinet in the safeguarding office.

The school keeps and maintains 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.

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

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

7.2 Informing Parents and Carers: 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 we expect them to provide up to date contact details together with details of two emergency contacts.

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 Early Help processes, including carrying out an Early Help Assessment (EHA).

We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency **unless it is believed that doing so would put the child at risk**, eg in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

7.3 Multi-Agency Working: Effective links have been developed with other relevant agencies, for example, the Local Authority, Children's Social Care, Channel, GMP, NHS and the MSP and co-operates as required with any enquiries regarding child protection issues.

The school will notify the District Team if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

Early help

If early help is appropriate, the DSL 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.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

If you are concerned about the welfare of a child an Early Help Assessment may be appropriate. Follow the reporting concerns process in 6.4. An Early Help assessment may be carried out by the Deputy DSL who is a trained assessor.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 6.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves as stated in **Appendix C MCC & MSP Policies, Procedures & Guidance**.

7.4 Confidentiality and Information sharing: Staff ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside their professional role.

The Headteacher or Designated Safeguarding Lead discloses any information about a pupil to other members of staff on a need to know basis only.

All staff and volunteers understand that they have a professional responsibility to share information with other agencies to safeguard children.

7.5 Child Protection, Child in Need and Team around the Child/family meetings: Members of staff who are asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will take as much relevant updated information about the child as possible.

A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm. Every effort will be made to attend meetings, including those held in school holidays, through liaison between the safeguarding team and head teacher.

All reports for a child protection conference should be prepared in advance of the meeting in line with local arrangements and timescales and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. Attempts will be made to share this information with the parents/carers.

7.6 Serious Case Reviews: The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required the school will cooperate fully with the review process.

The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- If required an individual management report will be produced for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

The Designated Safeguarding Lead will keep up to date with findings from SCRs in Manchester, share the learning and review safeguarding procedures where appropriate

8. SAFER RECRUITMENT AND SELECTION OF STAFF

8.1 The school's recruitment and selection policies and processes follow the DfE guidance in "Keeping Children Safe in Education" September 2019' adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

8.2 At least one member of each recruitment panel will have attended safer recruitment training.

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

8.4 DBS status of trainee teachers will be checked by the school or training provider and written confirmation will be obtained.

8.5 Volunteers and visitors to school in respect of whom no checks have been obtained are never left unsupervised in school.

8.6 All contractors, or employee of contractors, are subject to an appropriate level of DBS check as necessary. Under no circumstances will contractors for whom no checks have been made work unsupervised where their work would bring them into contact with pupils. Where it is unavoidable that contractors must be on site during the pupil day then a robust risk assessment procedure is in place.

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

9 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

9.1 The school adheres to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers.

9.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

9.3 Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)

9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower, as described in the school's Whistleblowing Policy.

10 SAFETY ON & OFF SITE

- 10.2** Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 10.3** All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will always be supervised, if no checks have been obtained. Visitors are informed of safeguarding procedure on site in the information given when checking in on site.
- 10.4** 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.
- 10.5** 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.
- 10.6** We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 10.7** 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.
- 10.8** The school's DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Their attendance will be monitored by us in accordance with the School Register Regulations
- 10.9** Safeguarding, Health and safety of Pupils on External School Activities details the school's policy and procedures in place for Work Experience Placements, off site visits and trips. All school trips are fully risk assessed and no child is taken offsite without parental permission.

11 THE CURRICULUM

- 11.1** All children have access to an appropriate curriculum which is broad, balanced and differentiated to meet their needs. 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.
- 11.2** Children and young people 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, both within the curriculum and as extra-curricular activities which promote the fundamental British values of tolerance, respect, understanding and empathy for others.
- 11.3** Pupils access information and materials from diverse sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health.
- 11.4** Healthy Lifestyles, Young Citizen and Religious Education lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family

patterns, religious beliefs and practices and human rights issues. Each of these subjects and the wider curriculum provides opportunities to learn about safeguarding including e-safety and stranger danger.

11.5 Staff ensure that all pupils have an adult/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. Individual pupils identified by school as requiring additional support will have access to 1:1 mentoring sessions on a regular basis.

11.6 The school takes 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. Such advice is interpreted and differentiated in a way which makes the curriculum appropriate and accessible to all pupils

12 E-SAFETY

12.1 The School has an Online Safety Policy and Strategy, with related agreements and policies, which recognises that E-safety is a safeguarding issue not an ICT issue.

12.2 The internet is an essential element in 21st century life for education, business and social interaction and Pioneer House High School has a duty to provide children and young people with quality access as part of their learning experience.

12.3 It is the duty of Pioneer House 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.

12.4 Pioneer House High School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

12.5 All staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour.

12.6 Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying / Behaviour Policy

12.7 There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children DfE advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device

12.8 There are separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite.

12.9 We work with pupils and parents to promote good practice in keeping children safe online.

13. SPECIFIC SAFEGUARDING ISSUES

The following definitions of abuse are taken from *Working Together to Safeguard Children (2020)*

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 another child or children.

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

Emotional Abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, 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.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).

- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

DOMESTIC ABUSE

- a. 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.
- b) Older children may also experience domestic abuse and/or violence in their own personal relationships.
- c) Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- d) Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.
- e) 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.
- f) If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day as part of [Operation Encompass](#).
- g) The DSL will provide support according to the child's needs and update records about their circumstances.
- h) 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 Manchester Children's Service contact Centre will be contacted as soon as possible.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and Deputy DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

SO-CALLED 'HONOUR-BASED' ABUSE (INCLUDING FGM AND FORCED MARRIAGE)

FORCED MARRIAGE

- a. 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.
- b. 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.
- c. 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.

FEMALE GENITAL MUTILATION

- a. Female Genital Mutilation (FGM) is an 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.
- b. Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.
- c. 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.
- d. 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.

PREVENTING RADICALISATION and VIOLENT EXTREMISM

- a. The Counter Terrorism and Security Act 2015 and the resulting Prevent duty place a statutory responsibility on specified authorities, including schools, to have due regard to the need to prevent people being drawn into terrorism.
- b. We value 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. We seek 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, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

- c. We are clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

PEER-ON-PEER ABUSE, AND SEXUAL VIOLENCE AND SEXUAL HARASSMENT

- a. Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Peer on Peer Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.
- b. **Peer on peer abuse** will be taken as seriously as any other form of abuse. We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- c. We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued.
- d. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
 - Is serious, and potentially a criminal offence
 - Could put pupils in the school at risk
 - Is violent
 - Involves pupils being forced to use drugs or alcohol
 - Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)
 - Gang initiation/hazing - Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.

Physical abuse between peers will be managed under the school's Behaviour Policy.

Emotional abuse between peers will be managed under the school's Anti- Bullying Policy.

Harmful sexual behaviour will be identified and managed using the Brook Traffic Light Tool and with support and guidance from Manchester Safeguarding Officer

e. If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent. Pupils will be taught how to recognise, keep themselves safe and report peer on peer abuse/sexual violence, harassment, within their Healthy Lifestyles, Citizenship and tutor time sessions.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sexual Images (Sexting)

a. It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed

- Person/pupil under 18 creates a sexual image of themselves and shares it with another person under 18
- Person/pupil under 18 shares an image of another under 18 with another person under 18 or an adult
- Person/pupil under 18 is in possession of sexual imagery created by another person under 18

b. All incidents of sexual images should be reported to a member of the safeguarding team. The image/s and the device they are stored within should be confiscated. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. 'The primary concern at all times should be the welfare and protection of the young people involved.'

- Refer to the designated safeguarding lead or a member of the team
- DSL/member of team meet with the pupil involved
- Do not view the image unless it is unavoidable

- Discuss with parents, unless there is an issue where that's not possible
 - If there is a concern that the pupil is at risk of harm, we will contact social care and/or the police
- c. We will always refer to the police or social care if incident involves:
- an adult
 - coercion, blackmail, or grooming
 - concerns about capacity to consent, [e.g., SEN]
 - images show atypical sexual behaviour for the child's developmental stage
 - violent acts are depicted
 - image shows sex acts and includes a child under 13
 - a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

CHILD CRIMINAL EXPLOITATION AND COUNTY LINES

Definition and clarification:

- a. **County lines** relates to the supply of class A drugs (primarily crack cocaine and heroin) from an urban hub into rural towns or county locations. Children, young people or adults who are exploited, coerced or trafficked into committing crimes are victims who require a safeguarding response and access to support. As such, any practitioner who has concerns about an individual who is being, or is at risk of, criminal exploitation should follow local safeguarding guidance and share this information with the relevant services.
- b. **Child Criminal Exploitation**, as set out in the Serious Violence Strategy published by the Home Office, occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.
- c. Child Criminal Exploitation is typically carried out by organised crime groups and criminal networks. Victims will often be used to prepare, store, operate phone lines in connection with, and deliver controlled drugs; in Manchester exploitation also includes the storage of firearms and money as well as wider criminal activity such as committing robbery offences.
- d. The National Crime Agency believes criminal exploitation is present in some form in **all** counties in England and Wales. Criminal Exploitation is a hidden but increasing crime, with numbers still emerging in Manchester. Victims often live in the same local area as the exploiters and will be coerced into engaging in criminal activity both within and outside of Manchester.
- e. Children, young people and adults with learning difficulties are especially vulnerable to criminal exploitation.
- f. Cuckooing' is a term that refers to the exploiters acquiring the use of a local property occupied by an adult (often who is vulnerable) which they can use as a base for their criminal activities.

g. Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

CHILD SEXUAL EXPLOITATION (CSE)

- a. Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.
- b. The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
- c. The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.
- d. CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.
- e. In addition to the CCE indicators above, indicators of CSE can include a child:
 - Having an older boyfriend or girlfriend
 - Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

APPENDIX A: Legislation, Statutory Guidance & Ofsted Framework

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#).

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Ofsted Section 5 Inspection Framework for Schools, August 2016
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2016
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- 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
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Health & Safety Legislation

APPENDIX B: 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 Adviceline

APPENDIX C:

MCC & MSP Policies, Procedures & Guidance

- MSP Website:- <https://www.manchestersafeguardingpartnership.co.uk>
- MSP Policies
- MSP Multi-agency Levels of Need & Response Framework, April 2015
- Safeguarding Concerns, Guidance & Proformas
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews
- Help & Support Manchester Website:-
 - Early Help Strategy, Guidance, Assessments & Referrals
 - Signs of Safety Strategy, Guidance & Resources

APPENDIX D: Relevant School Polices/Procedures

- Staff behaviour policy/code of conduct
- IT acceptable use policy
- Health and Safety,
- Physical Interventions/Restraint,
- Safeguarding, Health and safety of Pupils on external school activities,
- Sex and Relationships Education,
- Equal Opportunities,
- ICT and Access to the Internet,
- Extended Schools Activities,
- Promoting Good Behaviour including fixed and short term exclusions,
- Special Educational Needs,
- Toileting and Intimate Care,
- Disability Discrimination,
- Looked After Children,
- Anti-bullying,
- Administration of Medicines
- Designated teacher for looked-after and previously looked-after children

APPENDIX E: Other Relevant Education Department Policies/Guidance

All these are available on the Manchester Schools Hub Website.

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

APPENDIX F: Abbreviations

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