



Piper Hill  
HIGH SCHOOL

# CHILD PROTECTION & SAFEGUARDING POLICY

**Date:** September 2020

**Ratified by Governing Body:** September 2020

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

Review Date	Changes made	By whom

## Child Protection & Safeguarding Policy

The Headteacher, who has the ultimate responsibility for safeguarding is **Louise Lynn**  
[llynn@prospere.org.uk](mailto:llynn@prospere.org.uk)

In her absence, the authorised member of staff is **Sian Hughes (designated safeguarding lead)**  
[shughes@prospere.org.uk](mailto:shughes@prospere.org.uk)

### KEY SCHOOL STAFF & ROLES

Name	Role	Location and/or Contact Phone Number
Tracey Gallier	Deputy Headteacher	Main site 0161 436 3009
Lynn Edge	Safeguard TA3	Main site 0161 436 3009
Terri Hargreaves	Safeguard TA4	Main site 0161 436 3009
Sue Thorpe	Safeguard TA4	Main site 0161 436 3009

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
David Clifford	d.clifford100@googlemail.com

Our procedure if there is a concern about children welfare or safeguarding is:-

Piper Hill School will keep and maintain up to date information on children on the school roll including where and with whom the children is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.

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

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

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

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

If staff have concerns about another staff member then this should be referred to the head teacher. Where there are concerns about the head teacher this should be referred to the chair of the Governors.

If staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime internally or externally, the school has appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies. [Piper Hill School - Whistle Blowing Policy](#)

NSPCC Whistleblowing Helpline: 0800 028 0285.

Details of concerns and incidents are recorded on the CPOMS system, so that a comprehensive record and chronology of concerns, incidents and actions is maintained by the school.

**Advice line contact numbers**

Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895**,

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

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

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

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

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

### **1. INTRODUCTION**

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

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

**Safeguarding and promoting the welfare of children is defined for the purpose of this policy as: *'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'* (KCSIE September 2020)**

At Piper Hill School:

- We respect one another
- We value the wellbeing of all staff and children
- We expect the best
- We value cooperative working
- We recognise that everyone is an individual and we value diversity
- We value learning

### **2. LEGISLATION AND STATUTORY GUIDANCE**

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

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2018](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

Disqualification Regulations") and [Childcare Act 2006\(amended 2020\)](#), which set out who is disqualified from working with children

This policy is also based on the following legislation:

*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*

### 3. 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.

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

### 4. EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language

- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after (see section 11)

## **5. ROLES & RESPONSIBILITIES**

### **5.1 Our Head teacher will ensure that:**

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of children are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- Safer recruitment and selection of staff and volunteers is practised. The school’s recruitment and selection policies and processes adhere to the DfE guidance “Keeping Children Safe in Education” September 2019 by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
- All staff receive relevant training, which is updated regularly.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed safeguarding SEF proforma to the LA as requested
- A Designated Senior Member of staff, known as the DSL, for children protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Enough time and resources are made available to enable the designated member of staff to discharge their responsibilities, including regular refresher training and attendance at inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its children by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection Policy is available on our website and is included in the Staff Handbook. All volunteers will be made aware of the schools safeguarding and child protection policy and arrangements.
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively.
- Any staff commissioned from external agencies / organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise children and staff.
- Volunteers and visitors to school in respect of whom no checks have been obtained are never left unsupervised in school.

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

## 5.2 Our **Governing Body** will ensure that:

- All policies, procedures and training in our school are effective and comply with the law at all times.
- A member of the governing body is identified as the designated governor for Safeguarding and for Prevent and receive appropriate training.
- A member of the Governors board, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the head teacher, a member of governing body
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Named Safeguard governor will liaise with Safeguard lead to come in to School, discuss current policies and procedures, and observe them in practise.
- Our safeguarding and children protection policy, is reviewed and shared with all staff, at least annually. The Head and designated Safeguard lead will amend policy in line with local and National safeguarding guidance and procedures.
- School has a staff code of conduct policy in place, which is shared with all staff and includes use of social media.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures and 'keeping children safe in education September 2019'.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes, as part of the induction process.
- There is appropriate challenge and QA of the safeguarding policies and procedures.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

## 5.3 The **Designated Safeguarding Lead (DSL)** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL and Safeguarding team will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend appropriate designated safeguarding lead training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures. Any referral made is completed with Designated Safeguard lead with Head being notified of the referral. All referrals are recorded on CPOMS and allocated to a member of the safeguard team to follow up with any actions.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. All members of the safeguard team attend

- regular training and updates in line with Local and National guidance. The Safeguard team have weekly meetings to discuss individual cases and any actions including staff supervision. All members of the safeguard team have professional development targets linked to Safeguarding which is reviewed on a termly basis with their line Manager.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child. All visitors to school receive an information booklet which explains the procedure for reporting any concerns and also identifies who the safeguarding team are and where they can be found.
  - Always be available during school hours during term-time, and at other times as designated by the Head teacher. Out of hours and holiday cover, will be managed by the head teacher and the designated safeguarding lead, contactable through the email addresses and/or telephone number published on the school website.
  - Name a senior member of the safeguarding team as the designated teacher for LAC, with a responsibility for PEPs.
  - Monitor attendance in line with school policy and procedure and follow up any concerns with the parents/carers and/or the appropriate agencies.
  - Complete a safeguarding handover as soon as possible when children move to and from a new establishment, sending safeguarding information via CPOMs or in a hard copy. This will be transferred separately from the children's main file and confirmation of receipt should be obtained.

#### 5.4 All staff will:

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

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

## **6. TRAINING AND AWARENESS RAISING**

### **6.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training. Volunteers will receive appropriate training, if applicable.

### **6.2 The DSL and deputy/deputies**

The DSL and deputy/deputies will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

### **6.3 Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

### **6.4 Recruitment – interview panels**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

## **7. RECOGNISING ABUSE AND TAKING ACTION**

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)".

### **7.1 If a child is suffering or likely to suffer harm, or in 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 in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

<https://www.gov.uk/report-child-abuse-to-local-council>

## 7.2 If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- 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
- 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 7.1), and tell the DSL as soon as possible that you have done so

## 7.3 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 must speak to the DSL and follow our local safeguarding procedures.

## 7.4 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)

Figure 1 on page 11 illustrates the procedure to follow if you have any concerns about a child's welfare. 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 take advice from local authority children's

social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

### **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.

### **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 7.1), 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.

### **7.5 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](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

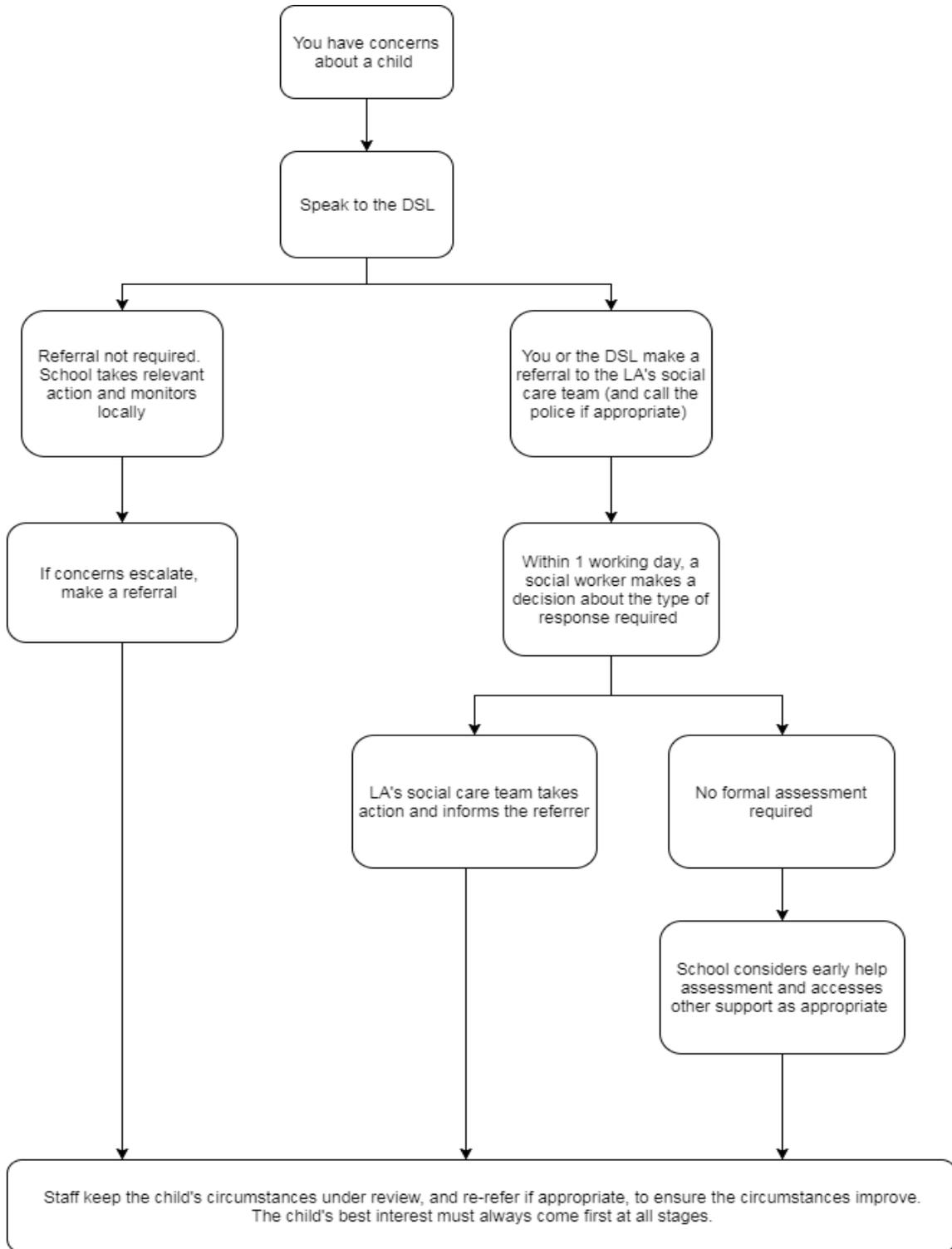
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- 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

#### **7.6 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 behavioral 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 7.4. If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

**Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger) (Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)**



### **7.7 Concerns about a staff member, supply teacher or volunteer**

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, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate. 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, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the designated officer at the local authority.

The headteacher/proprietor will then follow the procedures set out in appendix 3, if appropriate.

### **7.8 Allegations of abuse made against other pupils**

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”.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

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)

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

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
- Ensuring pupils know they can talk to staff confidentially
- 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

### **7.9 Sexting**

This is a suggested approach based on guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#).

#### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

#### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children’s social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

#### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review. They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

#### **Referring to the police**

If it is necessary to refer an incident to the police.

#### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

#### **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes.

Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

## **8. NOTIFYING PARENTS**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## **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

## **10. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in overcoming these barriers

## **11. 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, 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 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

## **12. MOBILE PHONES AND CAMERAS**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

## **13. COMPLAINTS AND CONCERNS ABOUT SCHOOL SAFEGUARDING POLICIES**

13.1 All concerns are reported to the safeguarding team and are recorded electronically on CPOMs. All staff receive regular training from the designated safeguard lead on effective use of CPOMs. Body maps, meeting notes, hand written incident reports will be handed into the safeguarding office and will be scanned into individual children document vaults on CPOMs

## **14 CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING**

### **14.1 Informing Parents/Carers**

- 14.1.1** 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.
- 14.1.2** In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their children and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).
- 14.1.3** We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency **unless it is believed that doing so would put the children at risk**, e.g. in cases of suspected sexual abuse. We will record the reasons, if consent is not gained.

### **14.2 MULTI-AGENCY WORKING**

**14.2.1** We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding children protection issues.

**14.2.2** We will notify Children's Social Care if:

- a child subject to a child protection plan is at risk of permanent exclusion.
- there is an unexplained absence of a child who is subject to a child protection plan of more than two days from school.
- it has been agreed as part of any children protection plan or core group plan.

### **14.2.3 CONFIDENTIALITY & INFORMATION SHARING**

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

Information about children will only be shared with other members of staff on a need to know basis.

All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the children's best interests, in order to safeguard them.

### **14.3 CHILDREN PROTECTION (CP), CHILDREN IN NEED (CIN) & TEAM AROUND THE CHILDREN/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES**

Members of staff who are asked to attend a CP conference or other core group meetings about an individual child/family will need to have as much relevant updated information about the children as possible.

A CP conference will be held if it is considered that the children is suffering or at risk of significant harm.

Every effort will be made to ensure that we contribute to and attend CP and CIN conferences and reviews. A member of Safeguard team will attend any CP and CIN conference and reviews. For those that are held in the holidays, every effort will be made to ensure a member of our Safeguarding attends. If in the unlikely case someone is not able to attend then a full report will

be sent from School with a request that the minutes of the meeting be sent to the Schools designated safeguard lead.

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.

#### **14.4 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS**

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.

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

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

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

#### **14.5 SERIOUS CASE REVIEWS**

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

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

#### **14.6 CHILDS VOICE**

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

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

#### **14.7 ATTENDANCE**

- We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment.
- We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

#### **14.8 EXCLUSIONS**

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

#### **14.9 VULNERABLE GROUPS**

At Piper Hill School we ensure all key staff work together to safeguard vulnerable children.

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

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

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

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

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

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

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 Piper Hill School child who:

- is disabled and has specific additional needs;
- is a young carer;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the children, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum-seeker
- is looked after, previously looked after or under a special guardianship order.

All staff are aware that additional barriers can exist when recognizing abuse and neglect for children at

Piper Hill School. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the children's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

## **15. THE CURRICULUM**

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

- All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the children.
- Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.
- We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.

## **16. E-SAFETY**

- E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school is to help raise educational standards, promote children's achievement, and support the professional work of staff, as well as enhance our management information and business administration.
- The internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite.
- We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- We work with children and parents to promote good practice in keeping children safe online.

## 17. SAFER RECRUITMENT & SELECTION OF STAFF

- Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE'. [Safer Recruitment Policy](#)
- The Headteacher and governing body will ensure that all external staff and volunteers using our site have been DBS checked.
- Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- At least one member of each recruitment panel will have attended safer recruitment training. All of the senior leadership team will complete Educare online safer recruitment training.
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- The school maintains a single central record of recruitment checks undertaken.
- The school commissions an external safeguarding review every two years, which includes safer recruitment and selection of staff.

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

- We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers. The School has complaint procedures in place to handle allegations against members of staff and volunteers in line with current national guidance.
- All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the children while at the same time providing support for the person against whom the allegation is made.
- Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)
- We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. See previous hyperlink to whistle blowing policy for further information.

## 19. SAFETY ON & OFF SITE

- 19.1** Our site has safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 19.2** 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.
- 19.3** We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We will always check the identity of contractors and their staff on arrival at the school or college. Wherever possible all contracted work will be completed either during the school holidays or outside of school times e.g. evenings and weekends. If this is not possible, the head teacher and designated safeguarding lead will determine the appropriate level of supervision depending on the circumstances.
- 19.4** We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 19.5** We will only place children in alternative educational provision (AP) which is a registered

provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Their attendance will be monitored by us in accordance with the School Register Regulations for Primary aged pupils.

**19.6** All school trips are fully risk assessed and no children will be taken offsite without parental permission.

**19.7** For residential trips all appropriate paperwork will be completed and sent to the health and safety officer at the local authority for sign off. This complies with our quality assurance procedures.

**19.8** We have a [Health & Safety Policy](#)

## **20. PEER ON PEER ABUSE**

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

### **Understanding peer-on-peer abuse**

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

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

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

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”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

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)

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

### **A whole school approach**

How Piper Hill School will raise awareness of and prevent peer-on-peer abuse.

- 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

### **Piper Hill School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:**

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

This includes:

training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. This includes:

- (a) Contextual Safeguarding;
- (b) the identification and classification of specific behaviours; and
- (c) the importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.

Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent Educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum.

Engaging parents on this issue by:

- (a) talking about it with parents, both in groups and one to one;
- (b) asking parents what they perceive to be the risks facing their child and how they would like to see

Piper Hill School address those risks;

- (c) involving parents in the review of Piper Hill School policies and
- (d) encouraging parents to hold the Piper Hill School to account on this issue.

Ensuring that all peer-on-peer abuse issues are fed back to the School's safeguarding team so that they can spot and address any concerning trends and identify pupils who may be in need of additional support. The Piper Hill School Safeguarding Team will meet on a weekly basis at which all concerns about pupils (including peer-on-peer abuse issues) are discussed;

Challenging the attitudes that underlie such abuse (both inside and outside the classroom); working with Governors, Senior Leadership Team, all staff and volunteers, pupils and parents to address equality issues,

to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community;

Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;

Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and

Responding to cases of peer-on-peer abuse promptly and appropriately.

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

### **Sexting**

Your responsibilities when responding to an incident. If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

- You must not:
- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

#### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review. They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents-The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

**Referring to the police** - If it is necessary to refer an incident to the police, this will be done through D.Report alleged criminal behaviour to the Police. Alleged criminal behaviour will ordinarily be reported to the Police.

**Recording incidents** - All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in this policy also apply to recording incidents of sexting.

## Appendix A – Examples of Further Resources

### Educating staff and children

- Serious Youth Violence – Home Office 'This is abuse campaign for schools': [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/410010/2015-0308\\_This\\_is\\_Abuse\\_campaign\\_summary\\_report\\_2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2015-0308_This_is_Abuse_campaign_summary_report_2_.pdf)
- New youth produced imagery guidance: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)
- Anti-bullying guidance: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- Cyber bullying: <http://www.childnet.com/ufiles/Cyberbullying-guidance2.pdf>
- Learning project briefing on the role of schools in preventing, and responding to, peer-on-peer abuse
- AVA Prevention platform has produced guidance for schools on how to develop [pupils'/students'] understanding and skills to prevent violence against women and girls (VAWG): <http://www.preventionplatform.co.uk/>
- Tender works with schools providing educational programmes for children and staff training aimed at preventing domestic abuse and sexual violence and promoting healthy relationships based on equality and respect: <http://tender.org.uk/>
- Childnet: <http://www.childnet.com/resources/pshetoolkit>

### Support and interventions

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

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

He walks along with her 'whole life', in his mobile phone, ready to share it with anyone at any time. (girl, 17)<sup>44</sup>

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

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

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

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

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

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

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

- The sharing of sexual imagery of children by adults constitutes child sexual abuse and schools should always inform the police.
- Disclosure about youth produced sexual imagery can happen in a variety of ways. The child affected may inform a class teacher, the DSL in school, or any member of the school staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or colleague, or inform the police directly.
- All members of staff (including non-teaching staff) should be aware of how to recognise and refer any disclosure of incidents involving youth produced sexual imagery. This will be covered within staff training and within the Piper Hill School Safeguarding Policy.
- Any direct disclosure by a child should be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

### **Handling incidents**

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

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

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

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

### **Education**

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

All such incidents should be responded to with reference to the Piper Hill School E Safety Policy, and in line with the Piper Hill School Safeguarding Policy.

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

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

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

What school and college staff should know and do:

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

### **Children includes everyone under the age of 18.**

The role of school and college staff

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

6. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
7. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

**What school and college staff need to know:**

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

- child protection policy;
  - behaviour policy;
  - staff behaviour policy (sometimes called a code of conduct);
  - safeguarding response to children who go missing from education; and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
1. Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.
  2. The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.
  3. All schools are required to have a behaviour policy (full details are here). If a college chooses to have a behaviour policy, it should be provided to staff as described above. Copies of policies and a copy of Part one of this document should be provided to staff at
  4. induction.
  5. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
  6. All staff should be aware of their local early help process and understand their role in it.
  7. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
  8. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding

lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. What school and college staff should look out for Early help

9. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
10.
  - is disabled and has specific additional needs;
  - has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
  - is a young carer;
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
  - is frequently missing/goes missing from care or from home;
  - is at risk of modern slavery, trafficking or exploitation; Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children. More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.
  - is at risk of being radicalised or exploited;
  - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
  - is misusing drugs or alcohol themselves;
  - has returned home to their family from care; and
  - is a privately fostered child.

#### **Abuse and Neglect:**

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

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

#### **Indicators of Abuse and Neglect:**

1. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
2. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

3. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
4. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).
5. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **Safeguarding Issues:**

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

#### **Peer on peer abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault; (for further information about sexual violence see Annex A).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual

- harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school’s or college’s policy and procedures with regards to peer on peer abuse.

### **Serious violence**

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance<sup>11</sup>.

### **Female Genital Mutilation**

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

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

### **Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur.

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

### **Contextual safeguarding:**

Means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and

the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

### **Additional information and support**

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

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

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

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

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

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

Options will then include:

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

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

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and

General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

### **Early help**

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

### **Statutory assessments**

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process. Chapter 1 of Working Together to Safeguard Children sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

### **Children in need**

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Children suffering or likely to suffer significant harm Local Authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

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

### **What will the local authority do?**

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

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer
- significant harm, and whether enquiries must be made and the child assessed under

- section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take;
- to see the child as soon as possible if the decision is taken that the referral
- requires further assessment.

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

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

### **Record keeping**

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

### **Why is all of this important?**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.<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 concerns about another staff member who may pose a risk of harm to children.

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

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

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

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

## **APPENDIX E Legislation, Statutory Guidance & OFSTED Framework**

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

## **APPENDIX F - Non-Statutory Guidance**

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

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

Links to:

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

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

**School Name:** Piper Hill School

**Policy owner:** Louise Lynn

**Date:** 2.09.20

**Date shared with staff:** 02.09.20

### 1. Context

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

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

This appendix contains summaries of our individual safeguarding arrangements in response

### Key contacts

Role	Name	Contact details
Designated Safeguarding Lead:	Sian Hughes	0161436 3009 07393713664 [Out of hours] <a href="mailto:s.hughes@piperhill.manchester.sch.uk">s.hughes@piperhill.manchester.sch.uk</a>
Deputy Designated Safeguarding Leads	Tracy Gallier	0161 436 3009 t.gallier@piperhill.manchester.sch.uk
Headteacher	Louise Lynn	0161436 3009 l.lynn@piperhill.manchester.sch.uk
Trust Safeguarding Manager	Linda Jones	ljones@prospere.org.uk
Chair of Governors Safeguarding Governor / Trustee Others, if applicable	Bev Ridyard David Clifford	.manchester.sch.uk d.clifford100@googlemail.com

DSL:

Sue Thorpe

Terri Hergreaves

Rachel Hughes

Sheila Blundel

Nichola Killon [School Nurse]

### **Vulnerable Children**

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

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

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

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

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

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

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

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

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

### **Attendance Monitoring**

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

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

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

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

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

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

### **Designated Safeguarding Lead**

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

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

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

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

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. To access ICPC/RCPC held at Manchester Safeguarding and Improvement Unit, a report should be sent to [qualityassurance@manchester.gov.uk](mailto:qualityassurance@manchester.gov.uk) whereby a reply email will be sent 24 hours before the conference containing the dial in details and reports from other partners. Please ensure the person sending the report is the person who will be calling into the conference as the SIU will not be contacting other safeguarding staff separately.

### **Reporting a concern**

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

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

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

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

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

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

### **Safeguarding Training and induction**

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

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

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

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

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

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

### **Safer recruitment/volunteers and movement of staff**

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

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

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

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

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

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

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

During the COVID-19 period all referrals should be made by emailing:

[Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

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

### **Online safety in schools and colleges**

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

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

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

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

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

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

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

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

### **Supporting children not in school**

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

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

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

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

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

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

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

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

### **Supporting children in school**

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

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

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

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

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

### **Peer on Peer Abuse**

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

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

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

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

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

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

#### **APPENDIX J - Abbreviations**

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