



Child Protection and Safeguarding Policy

Vision:	To recognise that everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children
Rationale:	Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

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Contacts

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Introduction

This Policy applies to all adults, including volunteers, working in or on behalf of the School.

“Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in Working Together to Safeguard Children 2018. Schools and Colleges should work with Social Care, the Police, Health Services and other Services to promote the welfare of children and protect them from harm.”

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our Pupils' welfare is our paramount concern. The governing body/board will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Here at Rayner Stephens High School we are a community and all those directly connected i.e. staff members, trustees, parents, families and pupils, have an essential role to play in

making it safe and secure, this includes continuing with our safeguarding procedures in the event of our children being unable to attend school due to COVID19.

Purpose

Rayner Stephens High School recognises its legal duty to work with other agencies in protecting students from harm and responding to child abuse.

The policy sits within the Children's Needs Framework which aims to shift the focus from dealing with the difficulties in children's lives to prevent things from going wrong in the first place.

This policy has been reviewed and updated to reflect guidance, policies and procedures in place in respect of COVID19

Our Ethos

We believe that at Rayner Stephens High School we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to.

We recognise that all adults within our school including permanent and temporary staff, volunteers and trustees, have a full and active part to play in protecting our pupils from harm.

We will work with parents to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Organisational Scope

Our policy applies to all staff, governors and volunteers working in the school. There are seven main elements:

- (a) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- (b) Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe.
- (c) Ensuring that staff are aware of the procedures for identifying and reporting cases, or suspected cases, of abuse. These procedures are contained in Essential Guidance for all staff working within the AspirePlus Educational Trust.

- (d) Ensuring staff are able to recognise and report any issues that might be a cause for concern within the CIN framework to ensure early identification and the prevention of escalation of concerns.
- (e) Supporting students who have been abused in accordance with his/her agreed protection plan; and establishing a safe environment in which children can learn and develop.
- (f) To work in partnership with other agencies to safeguard children.
- (g) Ensure appropriate safeguarding measures are in place to respond to changes that may occur due to COVID19

Legislative Compliance

The purpose of this policy is to ensure that school fully meets statutory requirements for making arrangements for safeguarding and promoting the welfare of children in line with 'Working Together to Safeguard Children (2018) Keeping Children Safe in Education Statutory Guidance September (2020) and The Children Act (2004) It is the responsibility of the Trustees/Local Governing Advisory Board and Headteacher of a school to ensure the school has relevant and up to date policies and procedures in place to safeguard and protect the children in their care, their staff and any visitors to their premises.

Legislation:

Children Act 1989
 Children Act 2004
 Education Act 2002
 Education (Health Standards) (England) Regulations 2003
 Safeguarding Vulnerable Groups Act 2006
 School Staffing England) Regulations 2009, as amended
 Equality Act 2010
 Protection of Freedoms Act 2012
 The Education (School Teachers 'Appraisal) (England) Regulations 2012(as amended)
 The Children and Families Act 2014
 The Sexual Offences Act 2003
 Corona Virus ACT (2020)

Statutory Guidance

HM Gov (2018) Working Together to Safeguard Children

DfE (2020) Keeping Children Safe in Education
 DfE (2015) What to do if you are worried about a child being abused
 DfE (2015) Information sharing advice for safeguarding practitioners
 DfE (2015) Disqualification under the Childcare Act 2006
 DfE (2015) "The Prevent duty": Departmental advice for schools and childcare providers
 DfE (2018) Sexual violence and sexual harassment between children in schools and colleges
 Home Office (2018) Criminal Exploitation of children and vulnerable adults: County Lines guidance
 HM Government (2018) Advice for practitioners providing safeguarding services to children, young people, parents and carers
 DfE (2020) How schools can plan for tier 2 local restrictions
 GOV.UK Safeguarding and remote education during coronavirus (COVID-19)
 GOV.UK (2020) Sharing nudes and semi-nudes; advice for education settings working with children and young people.

Local Guidance

Tameside Levels of Need Threshold Guidance 2019
 Signs of Safety
 Early Help Assessment
 Neglect- Graded Care Profile
 Tameside Guidance for schools in Tameside for Dealing with knife crime and weapons found on school premises (2020)

Definitions

For the purpose of this Policy, Rayner Stephens High School will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring 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.

COVID19 Context and Safeguarding Measures

Legislation, policies and guidance are regularly being developed and reviewed by The Government. It has been announced that whilst schools will be closed as a last resort in order to keep everyone safe there may be exceptional circumstances where there are restrictions on

children's access to education, with this in mind Rayner Stephens has adapted its policies and procedures to ensure all our children continue to be safeguarded.

It has been advised that in exceptional circumstances some level of restriction to education may have to be put in place, Tiers of restrictions have been agreed and it will be local and national partners who decide upon the most appropriate tier to implement. Rayner Stephens have contingency plans based on each tier. The tier restrictions are below and taken from DfE: How schools can plan for tier 2 local restrictions

Tier 1 involves remaining fully open, as the government has been clear that ensuring schools and educational settings remain open should be prioritised over other areas when restrictions are considered. Tier 2 asks secondary schools to adopt a rota system and further education (FE) colleges to limit on-site attendance, whilst all other settings, including alternative provision (AP) and special schools, remain fully open. Tier 3 requires secondary schools and FE colleges to limit on-site attendance to just vulnerable children and young people, the children of critical workers and selected year groups, other settings remain fully open. In the event of tier 3 local restrictions being implemented the Department for Education will issue operational guidance for the affected area that will confirm which year groups should be prioritised. Tier 4 goes further to limit attendance to just vulnerable children and young people and the children of critical workers at all settings, excluding AP and special schools. Where there are no local restrictions in place, education provision should continue to remain fully open to all, and these tiers do not apply.

Where there may be remote education strategies in place staff will continue to safeguard our students using our safeguarding procedures. All staff will be given the DSL and DDSL contact telephone numbers. Staff will be expected to adhere to the school's Safer Working Practice policy and guidance will be provided on how to keep themselves safe when teaching remotely. Families will be provided with resources on how to keep their children safe online.

The school has a COVID19 Risk Assessment in place and procedures and duties to be undertaken by the school are reviewed regularly by the school's Covid committee.

Roles and Responsibilities

Designated Safeguarding Lead. (DSL)

The lead person with overall responsibility for child protection and safeguarding is the DSL Tracey Marshall, Deputy Headteacher. The school's Deputy Safeguarding Lead is Charlotte Gaskell. The role of the DSL includes but is not limited to:

Managing Referrals – the DSL will:

- Refer all cases of suspected abuse to the Police if a crime may have been committed.

- Liaise with the safeguarding team about Safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- Liaise with agencies providing early help services and co-ordinate referrals from the Educational establishment to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's' services where the situation does not improve.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- COVID19 may have changed and will continue to change the way we work however the welfare and safety of our children is paramount. The DSL and DDSL will always be available to respond to any immediate concerns. This includes ensuring all our learners and their families are signposted to relevant services and ensuring they understand how to raise concerns whilst working remotely.

Headteacher

The Headteacher, Fay Beach will ensure that the policies and procedures adopted by the trustees/Local Governing Advisory Board are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

All Staff

All staff members, Trustees, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if concerned about a child. Procedures are in place and staff are informed of how to report concerns or seek support and advice in case of remote working due to COVID19

Confidentiality, Consent and Information sharing

We recognise that all matters relating to child protection are confidential.

The Headteacher & DSL will disclose any information about a pupil to other members of staff on a need to know basis and in the best interests of the child.

All staff members must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. Parental consent in line with GDPR will normally be sought before sharing information and/or making a referral to Childrens Services/MASH unless there is reason to suspect that doing so might place the student or a member of staff at further risk. (HM Government 2018,

Advice for practitioners providing safeguarding services to children, young people, parents and carers)

Record Keeping

Accurate written records will be kept via Cura an online safeguarding system for storing information, information will be recorded in relation to contact/discussions/meetings made with students, parents, staff or outside agencies. It is the responsibility of staff members to log safeguarding concerns as outlined in their training delivered annually. Where there may be restrictions on staff from entering the school building due to COVID19, concerns are still able to be recorded securely on Cura from other electronic devices when working remotely.

We will ensure an individual file is created as necessary for children where there are Safeguarding concerns.

Maintain a chronology of significant incidents for each child with safeguarding concerns. Ensure such records are kept confidential and securely and separate from the child's educational record.

Information will be shared with other agencies as appropriate.

Child protection records are not open to students or parents. Child protection records are securely kept by the Designated Safeguarding Lead separately from educational records, and can only be accessed by the Designated Persons and the Headteacher. What may appear to be a less serious matter should also be recorded as a 'cause for concern' and logged on Cura as referrals may subsequently show a pattern of concerns or form part of the history of any subsequent CP case.

When a child leaves our educational establishment, the DSL will make contact with the DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.

Inter-Agency working and information sharing

The DSL will :

Cooperate with Children's' Social Care for enquiries under Section 47 of the Children Act 1989. Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other safeguarding meetings as required.

Liaise with other agencies working with the child, share information as appropriate and contribute to assessments. As a school we will work in partnership with local agencies and seek services provided by the local Safeguarding Children's Board to safeguard, support and refer our students to other services where appropriate.

Training

The DSL will :

Undertake appropriate training, updated every two years, and update knowledge and skills at least annually in order to:

- Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
- Be aware of responsibilities under the Prevent Duty.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.
- Be knowledgeable of the specific needs of children in need (as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.
- Ensure each member of staff has access to and understands the School Safeguarding and Child Protection Policy and procedures, including providing induction on these specific documents to new staff members.
- Organise whole educational establishment child protection training for all staff members regularly (at least every 3 years), and provide updates at least annually.
- Ensure all staff who miss the training receive this by other means e.g. by joining any other training courses.
- Ensure the School allocates time and resources every year to enable relevant staff members to attend update sessions and training.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.
- Maintain accurate records of staff Induction and training.

Awareness Raising

The DSL will:

Review the Safeguarding and Child Protection Policy and procedures annually and liaise with the governing body/board to update and implement them.

Make the Safeguarding and Child Protection Policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school staff in any investigations that ensue.

Provide updates to the Staff on any changes to Child Protection legislation and procedures and any relevant learning from local and national serious case reviews at least annually.

Enforcement

All staff will adopt an open and accepting attitude towards students as part of their responsibility for pastoral care. Any employee found to have violated this procedure will be subject to the schools disciplinary procedures.

Policy Content and Guidelines

The Designated Safeguarding Lead is the focal point for school staff that have concerns about an individual student's safety and the first point of contact for external agencies that are pursuing child protection investigations. The Designated Safeguarding Lead also co-ordinates

the School's representation at CP conferences and Core Group meetings and the submission of written reports for conferences and other relevant safeguarding meetings. COVID19 has brought about changes in how professionals are working to safeguard children, in line with government guidance there may be restrictions that mean meetings have to take place virtually which the school safeguarding Team will as ever continue to contribute.

When an individual concern/incident is brought to the notice of the DSL, they will be responsible for deciding upon whether or not this should be reported to Tameside Children's Services as a safeguarding issue.

In the case of allegations against staff, the LADO should be informed, they will first discuss the allegation with the Headteacher before agreeing what follow-up actions are necessary. The LADO should also be informed of any allegations against staff that are made directly to the police or to Tameside Children's Services.

In circumstances where a student has an unexplained or suspicious injury that requires urgent medical attention, the child protection referral process should not delay the administration of First Aid or emergency medical assistance.

All parents of students on roll at this school are informed of our safeguarding responsibilities and the existence of this policy.

Safer Workforce and Managing Allegations against Staff and Volunteers

All staff will be subjected to safeguarding checks in line with the statutory guidance **Keeping Children Safe in Education: Statutory Guidance for Educational Establishments and Colleges, September 2020**. We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our educational establishment. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made. Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder. We will ensure at least one member of every interview panel has completed Safer Recruitment training.

We have a procedure in place to handle allegations against members of staff and volunteers in line with **Keeping Children Safe in Education; Statutory Guidance for Educational establishments and Colleges, September 2020** In accordance with local guidance we adhere to Greater Manchester Safeguarding Procedures- Managing Allegations against Staff Guidance. Any allegation made against a staff member will be dealt with by the Headteacher. In the case of allegations made against the Headteacher the case manager will be the CEO.

Safer Recruitment continued

At our school we are committed to the safer recruitment practices outlined in '**Keeping Children Safe in Education – Statutory guidance for schools and colleges**' 2020

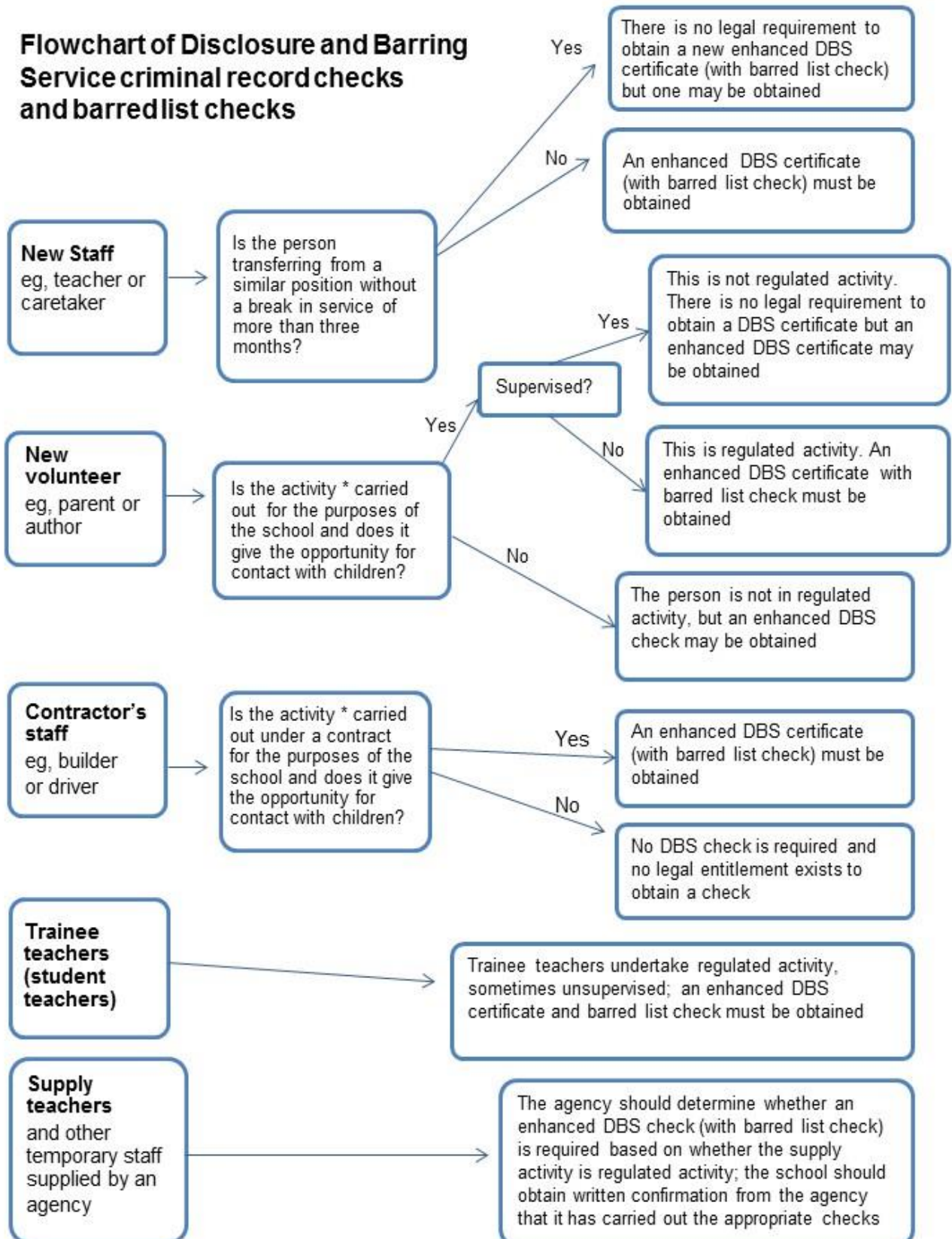
Our staff and Governing body acts reasonably in making decisions about the suitability of any prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in our school.

For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity. A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will carry out paid, or unsupervised unpaid, work regularly in school where that work provides an opportunity for contact with children.
- engage in intimate or personal care or overnight activity, even if this happens only once. An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of:
 - verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then we will follow advice on the GOV.UK website;
 - if the person has lived or worked outside the UK we will make any further checks the school considers appropriate;
 - verify professional qualifications, as appropriate.
 - verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
 - obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
 - obtain a separate barred list check (what was list 99) if an individual will start work in regulated activity before the DBS certificate is available;
 - check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
 - verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Employment History and References

Rayner Stephens High School will always ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

Any information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for the post (including information obtained from the Employer Access Online checks referred to previously).

In addition, we will:

1. Ensure that all our adverts include a statement which explains our commitment to safeguarding children
2. Display our commitment to safeguarding both visually in school and on our website
3. Ensure that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children
4. Discard any applications that are made by any applicant who submit a CV instead of the required application form
5. Ask specific questions during the interview that relate to safeguarding children.
6. Discuss any self-declared information with the candidate in a non-prejudicial way during the interview
7. Reserve the right to call candidates back for further questioning if anything emerges either through the DBS process or late references.
8. Reserve the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose

Single Central Record

Rayner Stephens High School keeps a single central record. The single central record covers the following people:

All staff (including supply staff) who work at the school all others who work in regular contact with children in the school, including volunteers. Rayner Stephens High School does not necessarily hold DBS certificates in order to fulfil the duty of maintaining the single central record. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications are kept for the personnel file.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Where checks are carried out on volunteers, schools should record this on the single central record.

We have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

Agency and Third-party Staff

Rayner Stephens High School must obtain written notification from any agency, or third-party organisation we use that the organisation has carried out the checks (in respect of the enhanced DBS certificate that written notification has been received that confirms the certificate has been obtained by the school, on an individual who will be working at the school, that the school would otherwise perform. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.

Trainee / Student Teachers

Where applicants for initial teacher training are salaried by the school, the school must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including and barred list information) must be obtained.

Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks, schools should obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.⁴¹ There is no requirement for the school to record details of fee-funded trainees on the single central record.

Volunteers

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. For new volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis we will obtain an enhanced DBS certificate with barred list check.

School Governors

School Governors who are volunteers will be treated on the same basis as other volunteers, that is, an enhanced DBS check with barred list check will only be requested if the governor will be engaged in regulated activity.

Our Governing Body oversees the Headteachers' sound maintenance of all safeguarding procedures in line with this policy. The Headteacher has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body.

Our Governing Body does not discuss any individual cases and never requests to see individual student records.

Contractors

Rayner Stephens High School has arrangements in place with contractors to make sure that the contractor, or any employee of the contractor, working at the school has been subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly).

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children.

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

Covid19 Temporary DBS Changes

Due to COVID19 it has become more difficult for agencies to follow the DBS ID checking Guidance, to ensure that the necessary DBS checks can still be carried out, the DBS ID checking guidance has been changed for a temporary period.

The change will enable:

- ID documents to be viewed over video link
- scanned images to be used in advance of the DBS check being submitted

The above will only be implemented for urgent cases where it is not possible to follow the normal identity checking guidelines and the applicant must present the original documents when they first attend their employment or volunteering role

Rayner Stephens will continue to follow Safer Recruitment Practices.

Off Site Learning and Alternative Provision

Some students at Rayner Stephens High School will be offered opportunities for work based learning. These opportunities will be made available through:

- Day Release College programmes
- Alternative Curriculum Provision
- Extended Work Experience Placements

We contract local Colleges, training providers and support agencies to place students on work experience and alternative learning programmes. In the Colleges their recruitment, selection and pre-employment vetting is regulated in accordance with Part 3 of the document **'Keeping Children Safe in Education' – 'Statutory Guidance for Schools and Colleges September 2020**

When students are placed on work experience placements we will ensure that policies and procedures are in place to protect children from harm.

In School there is a centrally held register of all off site learners, this is held with the Attendance Officer. It is the responsibility of the school to check student attendance, see Attendance Policy.

If we have any safeguarding concerns regarding a student that is an off-site learner, the health and safety risk will be assessed by the Safeguarding Lead. If it is deemed that the provider needs further information it is the responsibility of the Safeguarding Lead to inform the Safeguarding lead within the contracted establishment so as they can manage the risk.

Covid19 may impact on the provision that can be provided, additional expectations may need to be adhered to and this will be shared with learners and their families as appropriate, safeguarding policies and procedures will still apply.

Attendance and Safeguarding

Rayner Stephens High school have a robust attendance policy which ensures the safeguarding of it's students with daily protocols and responsibilities the school will undertake to ensure the safety of it's students, including those who may be children missing in education. (CME)

COVID19 and Attendance

In case of COVID19 restrictions, ie full lockdowns, local lockdowns, full or partial school closures we will identify our vulnerable students. A plan of support will be identified as to whether they can attend school and if they are not expected in school what contact will be made and how often. External agencies where appropriate will be notified of these plans. In case of school closures every effort will be made to contact all our learners to check in with them. The school will act on government advice and guidance in relation to who can attend school if the above circumstances were to occur.

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, Child In Need.

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.

Rayner Stephens High School 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 (VSH) for looked-after and previously looked-after children. The lead person for this will be: Charlotte Gaskell

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 Rayner Stephens High School will explore the reasons for this directly with the parent.

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

Rayner Stephens High School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

We at Rayner Stephens High School have used the following guide to identify and to support vulnerable learners and their families of which there are approximately 100.

Current child protection concerns: Tier 1

- If possible speak to the child about the closure period to gain their wishes and feeling regarding support needed.
- Speak with children's social work service (CSC) to assess and plan for this period.
Agree who will see the child/ren
- Action and support from school could include:
 - Continued communication between school and external agencies involved with the family.
 - Visits to the family home- doorstep contact (this is only in emergencies and where learners do not have a social worker, one member of staff must be the DSL or Deputy DSL)
 - Phone contact
 - Email/ Google
 - Government financial support for Pupil Premium shared and regularly updated
- Attend any Child Protection conferences, review meetings, unless advised otherwise
- Use CURA to record and report

Vulnerable families: Tier 2

- If possible speak to the child about the closure period to gain their wishes and feeling regarding support needed.
- Clear plan documented with agreed action from school this could include:

- Visits to the family home- doorstep contact (this is only in emergencies and where learners do not have a social worker, one member of staff must be the DSL or Deputy DSL)
- Phone contact
- Email/ Google
- Government financial support for Pupil Premium shared and regularly updated
- Liaising with all necessary professionals if possible
- Attending any planned review meetings if necessary unless advised otherwise
- Use CURA to record and report

Financial difficulties identified

- Phone contact at least once per week
- Government assistance for FSM children provided and updated regularly
- If needed, foodbank information to be provided

All learners: Tier 3

- If possible, when informing all children of the closure please ask children to speak to a member of staff if they are concerned for their safety or wellbeing in any way during this period.
- Any children who identify themselves as vulnerable should be moved into tier 2 category.
- Reiterate the same messages you would give to children about their safety during a school holiday, i.e places of safety, trusted adults and helpline numbers. These messages and contact numbers should be on your website for children to locate should they require them.

Teachers

- Learners identified in tier 1 and 2 wherever possible should be allocated to a designated member of staff where possible and a member of the SLT team to visit according to the agreed individual plan
- Other learners should be allocated to a teaching member of staff for them to make contact as agreed within the closure period. (Reminder to staff regarding Safer Working Practice advice)
- No personal information of learners to be taken from the premises (paper copies etc)
- Any cause for concern must be recorded and reported through CURA, unless there is an immediate danger/safety risk in which case they must call the named DSL's and or the emergency services.
- Home visits will be taken by 2x staff, at least one will be designated child protection lead, wherever possible, this will be doorstep visits but children must be seen. This should be done taking into account advice received by LA and Children's Services

Rayner Stephens High School is committed to ensuring the safety and wellbeing of all its Children and Young people.

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 or young person.

Details of this plan must be recorded on school safeguarding system CURA, as should a record of contact have made.

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

Rayner Stephens High School and its DSL 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.

Rayner Stephens High School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Rayner Stephens High School need to be aware of this in setting expectations of pupils' work where they are at home.

We recognise that there will be learners who cannot attend school for reasons such as self isolating due to themselves or family members showing symptoms of COVID or if they have tested positive for COVID. We will endeavour to support our students and their families during this time by following our attendance procedures and ensuring that work is provided. If tiered restrictions are in place we will strongly encourage our vulnerable students to attend and notify children's services where there may be concerns identified.

The following staff have had recent training in safer recruitment practice:

- Fay Beach Head Teacher RSHS
- Thirza Partovnia Operations Manager RSHS
- Tracey Marshall Deputy Headteacher for Inclusion
- Vicki Cooke Deputy Head Teacher Teaching and Learning
- Jaswir Gill Assistant Head SENDCo
- Lorraine Ogden Assistant Headteacher
- Mark Storie ASV Manager

Supporting Children

We recognise that children who are abused or witness violence are likely to have low self esteem and may find it difficult to develop a sense of self-worth. They may feel helpless,

humiliated and some sense of blame. Our School may be the only stable, secure and predictable element in their lives.

We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all pupils by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning. This will include supporting our students to understand and adhere to wider local restrictions and guidance issued by the government in relation to COVID19
- Ensuring a comprehensive curriculum response to E-Safety, enabling children and parents to learn about the risks of new technologies and social media and how to use these responsibly.
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Providing pupils with a number of appropriate adults to approach if they are in difficulties.
- Supporting the child's development in ways that will foster security, confidence and independence.
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability based bullying are considered under child protection procedures.
- Liaising and working together with other support services and those agencies involved in safeguarding.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring all staff understands the additional safeguarding issues of children with special educational needs and disabilities and how to address them.
- Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.
- Ensuring children are safeguarded and procedures followed in the event of potential educational restrictions in relation to COVID19
- In case of restrictions being in place meaning our students aren't regularly in school phone calls will be made home, staff will be provided with a 'loose' script to support them to ensure the child's welfare is good and to help identify any potential safeguarding concerns.
- Ensuring children are supported if they are at home self isolating due to COVID19
- Ensuring all staff have an understanding of how COVID19 could have impacted a child's wellbeing and ways in which they can support our students
- Mental health policy to be developed to support children's emotional and mental health
- Bereavement policy to support children where there may have been a death

Vulnerable Students

Particular vigilance will be exercised in respect of students who are subject to a Child protection plan and any incidents or concerns involving these students will be reported immediately to Children's Services/MASH (and confirmed in writing). Where a child and family assessment is completed by Children's services and the family are closed due to no further support being identified, where school are notified we will meet with parents to discuss the closure. The school will discuss with parents and the young person if they require any school based support, this will be followed up in writing detailing the support offered/support plan. If the student in question is a Looked After Child, this will also be brought to the notice of the Designated Teacher with responsibility for Looked After Children.

The school acknowledges the additional need for support and protection of students who are vulnerable for various reasons including; domestic violence, sexual exploitation, mental health, disability, homelessness, refugee/asylum seeker, substance abuse, young carer, transient students and students who are excluded from the school.

We acknowledge that students who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or relationships with other students.

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate 'student on student' behaviour.

Taking in to consideration COVID19 where there is a partial school closure and the government advises schools to remain open to vulnerable young people Rayner Stephens will identify and offer a school place. Social workers will be informed of families decision as to whether the place is taken up, However there are currently no plans for partial school closures and guidance around local restrictions will be considered.

DfE guidance states that Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers, those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study) and others at the school's and local authority's discretion.

Individual support plans will be implemented for those who are identified as vulnerable in case of COVID19 restrictions and these will include information as to who will contact the child and their family and how often.

Early Help

All staff are made aware that;

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or •
- has returned home to their family from care”.

Raising Concerns

If any concerns are raised to a member of the school community, the following steps must be followed without exception –

Share your concerns, at the earliest opportunity with the school's Designated Safeguarding Lead using Cura our online safeguarding system or for some staff a 'cause for concern' (found in the staff room, Head of Family Liaison and Deputy in Safeguarding office). Staff who are logging a concern on Cura must additionally fill in a cause for concern form and it must be physically handed to the deputy safeguarding lead (or other named staff in their absence) This is an important step in the procedure as it highlights to the safeguarding team a concern has been logged on Cura and gives the safeguarding team an opportunity to ask the staff member for any additional information that may be required. If however, the disclosure is of a serious nature where a child is deemed at risk/is unsafe you must alert the Designated Safeguarding Lead immediately. In their absence another named member of staff* All concerns must be reported the same day and passed to the safeguarding team prior to the pupils leaving school (where possible)

Due to COVID19 the way in which to report concerns will differ and this will be shared with staff as a matter of priority. All staff have safeguarding members of staff contact telephone numbers and email addresses. In line with government guidance if there were to be any partial school closures there will always be the DSL or DDSL on site.

All staff have been told how they **MUST** share their concerns and are directed to follow the safeguarding policies and procedures. Non staff who have concerns can ask to speak to the DSL. ANYONE can submit a referral to the MASH team and this can be done via the Tameside Safeguarding Children's Partnership website or by contacting the MASH on 0161 342 4101

*other named staff

- Tracey Marshall Deputy Headteacher for Inclusion
- Charlotte Gaskell (Head of Family Liaison and Deputy in Safeguarding)
- Rachael Carter (Progress Leader)
- Michael Potter (Education Welfare Manager)

Staff Induction, Training and Development

As a school we are best placed to determine what training needs are required to best support staff in order to protect children from the risk of radicalisation. Statutory guidance discusses the importance of Prevent awareness training in order to equip staff to identify children who are at risk of being drawn into terrorism and to help staff to challenge extremist ideas. Currently both the DSL and Deputy in Safeguarding are trained in Prevent awareness in order to be able to best support and advise other members of staff and a whole school session on Extremism and Radicalisation has been delivered. As a school we aim to continue providing this training to future staff. Prevent training has been annually delivered to all staff.

All new members of staff including newly qualified Teachers and Teaching Assistants, will be given an Induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, E- Safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, **Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One and Annex A Further Information September 2020**, and other related policies such as those in relation to COVID19 We will ensure that staff understands the difference between safeguarding and child protection.

The DSL will undergo updated child protection training every two years. In addition to this their knowledge and skills should be updated regularly and at least annually to keep up with developments relevant to the role.

All staff members of the educational establishment will receive appropriate safeguarding and child protection training (whole educational establishment training) which is regularly updated. The DSL will provide briefings to the staff on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required but at least annually.

The nominated governor for safeguarding and child protection will attend relevant training, this training will be updated every two years.

The educational establishment and DSL will maintain accurate records of staff induction and training.

IT Policies

At Rayner Stephens High School promoting safe internet use both at home and school is vitally important. At Rayner Stephens High School to ensure that children are kept safe from terrorist and extremist material, filtering is in place to block unsuitable websites. Weekly our ICT technician produces a report of suspicious internet searches and these are reported as a concern to the Designated Safeguarding Lead.

As explained above at Rayner Stephens High School we are dedicated to providing a safe environment to debate controversial issues and support our students to help them understand they can influence and participate in decision making. Our PSHE lessons are an important aspect of promoting spiritual, moral, social and cultural development of our students and within these lessons fundamental British values. PSHE lessons can be used to get students to think about and explore difficult, sensitive and controversial issues and will give them knowledge on how they can manage difficult situations. The lessons also teach our students to manage risks to themselves and others, recognise and deal with pressure that compromises their own personal safety and wellbeing. COVID19 has meant that more online learning has taken place than ever before- resources have been sent to families on how to keep their children safe online and regular internet safety work to be delivered to learners and their families.

Whistle Blowing and Complaints.

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary they will speak with the Headteacher, the Trustees or Local Governing Advisory Board or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can contact the NSPCC. 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.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

Safeguarding and Social Media use by School Staff

Using Social Media responsibly-

What role does social media have in school?

There are legitimate activities when employees can use social media on the internet as part of their work, however they must do so appropriately, in line with these guidelines and the school values.

These guidelines are to protect you and the reputation of the school. They are not meant to restrict your work or personal use of what is an important method of communication and engagement.

The Academy Trust and Governing Body respects an employee's right to a private life. However, they must also ensure that confidentiality and the reputation of the school are protected.

Even if your social media activities take place outside of work, what you say can have an influence on your ability to conduct your job responsibilities, your work colleagues' abilities to do their jobs, the business and reputation of the school.

Your personal activities must not undermine the school's reputation, your professional reputation, or create perceptions of impropriety in the school, or bring the school in to disrepute.

Furthermore personal communication with pupils outside of the normal school day is not deemed appropriate, please see guideline below. Personal communication with learners and parents must only take place using your official email address and all communication should remain professional at all times.

Guidelines:

Don't allow current students to be listed as friends on your social networking sites. This is to safeguard everyone involved as it can be left open to allegations.

Be mindful of accepting ex-students or parents as friends on social networking sites, as a school we advise that this should not be until the person turns 21. Remember they may have friends or family still in school who may gain access to your social networking sites. You might also allow them access to colleagues' profiles. We strongly recommend that where possible you avoid befriending them.

Be careful when writing comments on social media profiles that could potentially bring your school's reputation into disrepute.

Speak to the Head teacher & DSL if you are concerned by something you see on social Media or if a parent or learner tries to make contact/add you on social media.

Site Security

All Staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure.

We check the identity of all visitors and volunteers coming into our educational establishment. Visitors are expected to sign in and out in the office visitors' log and to

display a visitors badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The educational establishment will not accept the behaviour of any individual, parent or anyone else that threatens educational establishment security or leads others i.e. a child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the educational establishment site.

Quality Assurance

We will ensure that Systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.

The School senior management and the Local Governing Advisory Board and Trustees will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements. Half termly quality assurance meetings take place to ensure Safeguarding procedures are actively monitored and reviewed.

Policy Review

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with policy review cycle.

The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

Definitions within the policy

Designated Safeguarding Lead (DSL)

A named member of the Senior Leadership Team who coordinates all matters relating to child protection and its links to Safeguarding.

Child Protection Plan (CPP) –

When a child protection case conference decides a child or young person is at risk of abuse they are known as a 'child subject to a child protection plan'. This is to remind us that it is what we all do, as set out in the plan that keeps children safe.

Child in Need (CIN) –

Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17 of the Children Act 1989).

Common Assessment Framework (CAF) –

This is a standardised approach/format of documents used by practitioners to assess children's additional needs and decide how these should be met.

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

Children- are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection- is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Early help- means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm- is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(March 2018\)](#) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health and 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.

Significant Harm

The Children Act 1989 defines 'harm' as "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

Vulnerable children: Vulnerable children include those who have a social worker and have Education, Health and Care Plans, those who are deemed so upon review by the school

Key workers: Parents whose work is critical to the COVID19 response.

Categories of Abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- Making a child feel worthless, unloved or inadequate
- Only there to meet another's needs
- Inappropriate age or developmental expectations
- Overprotection and limitation of exploration, learning and social interaction □
Seeing or hearing the ill treatment of another, e.g. domestic abuse
- Making the child feel worthless and unloved - high criticism and low warmth
- Serious bullying (including cyberbullying)
- Exploitation or corruption

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

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- Provide adequate food, clothing and shelter, including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision, including the use of inadequate care givers □
Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Children with Specific Educational Needs and Disabilities (SEND)

Pupils with special educational needs and disabilities (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

Staff Code of Conduct in relation to Safeguarding

- Staff will take immediate action and speak with the DSL where there is a safeguarding concern about a child.
- Staff will attend planned training
- Staff will read the school's personalised Safeguarding Policy and KCSIE (2020) Part 1
- Under the Data Protection Act 2018 staff will treat safeguarding information about children and families as strictly confidential only discussing with the DSL their concerns
- Staff should consider disclosing personal relationships with children who attend RSHS and their families and any involvement with them on social media to the Head teacher or DSL this is to ensure transparency to protect all.

- Staff will never promise confidentiality to a child/ young person where there is a safeguarding concern
- Staff will respect their duty to protect children and young people from harm and to maintain professional boundaries

Mental Health Strategy

RSHS launched a mental health strategy and vision in Sept 2019 in line with the Government's agenda for Mental Health in schools. The recent Green Paper has been written which aims to address such issues. The Government want to have a mental health lead in every school and college by 2025, Mental Health Support Teams working with schools and colleges and to improve understanding of mental health.

Like physical health, mental health is something we all have. It can range across a spectrum from healthy to unwell; it can fluctuate on a daily basis and change over time.

Mental health and why it is important in school?

We are not expecting our staff to become mental health experts. Though, schools are the ideal environment in which to promote and support the mental health of young people, ensuring they can reach their potential and take advantage of opportunities throughout their lives:

- Most children spend a significant amount of time in school and school staff are in a good position to piece together the jigsaw of what may be undermining a child's mental health.
- Parents also tend to approach schools first for advice when children experience mental health challenges.
- There is strong evidence that school programmes which promote social and emotional skills can improve mental health and academic attainment.
- Young people with good mental health are more positive, settled and can achieve better academically.
- Early help can also prevent unnecessary crisis and poor life chances.

Rayner Stephens are continuing to develop Mental Health awareness and a policy is being created to support staff and our students respond to emotional and mental health needs of our students.

Specific Safeguarding Issues

The government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- E-safety
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- "Honour-based" violence
- Preventing radicalisation and the Prevent duty
- Mental health
- Private fostering
- Self-harm and suicidal behaviours
- Sending Nudes and Semi- Nudes
- Trafficking
- Peer on Peer abuse
- Sexual violence/harassment
- Anti social/criminal behaviour
- Modern slavery and trafficking
- Child criminal exploitation- County Lines
- Serious Violence
- Upskirting

- **FURTHER IN DEPTH INFORMATION IN RELATION TO SPECIFIC SAFEGUARDING ISSUES**

Radicalisation

From the 1st of July 2015 all schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 in the exercise of their functions to have 'due regard to the need to prevent people from being drawn into terrorism' This is known as the Prevent Duty and in line with departmental advice from the Department of Education Rayner Stephens High School will take guidance from this. Whilst it is not necessary for school's to have distinct policies on implementing The Prevent Duty it is important to show that as a school we have clear procedures in place for protecting children at risk of radicalisation and that general safeguarding principles still apply and will be followed as set out in the

relevant statutory guidance, Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2015.

As part of our school's wider safeguarding duties it is essential that staff are able to identify children who may be vulnerable to radicalisation and that they know what to do when they are identified. The Prevent Duty is not intended to stop pupils debating controversial issues, at Rayner Stephens High School we will provide a safe place in which our students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments and as a school we can also build our pupil's resilience to radicalisation by promoting fundamental British values and enabling our students to challenge extremist views.

Definitions and Indicators-

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
- attempts to recruit to prejudice-related organisations □ condoning or supporting violence towards others

The Prevent Duty statutory guidance summarises the requirements on schools in terms of four general themes, **risk assessment, working in partnership, staff training and IT policies.**

Risk Assessment

As a school we are expected to assess the risk of children being drawn into terrorism and provide support for those at risk of radicalisation, through training that Rayner Stephens High School staff will receive we will be able to identify risks within our local context whilst also being vigilant that terrorist organisations seek to radicalise children through the use of the internet and social media. Staff at Rayner Stephens High School will be asked to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, staff will be expected to write a 'Cause For Concern' which will be passed to the Designated Safeguarding Lead as expected with any safeguarding concern. In order to support a child who may be vulnerable to being drawn into terrorism it may be appropriate to make a referral to the Channel Programme which is a support service that provides support at an early stage to an individual who might be vulnerable to radicalisation, an individual's engagement with this programme is voluntary.

Domestic Abuse

The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Emotional

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For further information consult "Domestic Violence and Abuse"
<https://www.gov.uk/domestic-violence-and-abuse>

Child Sexual Exploitation

'Child sexual exploitation' (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.'

Possible Indicators of CSE

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour

It is also important to note that many children and young people that are victims of CSE do not recognise that they are victims.

Where staff have concerns that a child is being exploited/at risk of exploitation a 'Cause for Concern' must be passed to the DSL. The DSL will make a referral to The Phoenix Team which is the police Child Sexual Exploitation Team in the Tameside area and The Multi agency Safeguarding Hub. This is regardless of whether the young person is willing to engage with services or not.

Female Genital Mutilation

'Female Genital Mutilation' (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM'.

Professionals from all agencies must be alert to the possibility that a girl or woman may be at risk of FGM and staff within our school staff will receive further training so that they are aware of possible indicators that FGM is about to or has already taken place. Charlotte Gaskell our Parent Support Advisor has attended an FGM conference and training and is able to offer advice and support to staff, our students and parents.

Specific Factors that may heighten a girl or woman's risk of being affected by FGM

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications that FGM may be about to take place soon

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Parents seeking to withdraw their children from learning about FGM.

If a staff member is concerned about the risk of FGM or that FGM may have already taken place a 'Cause for Concern' must be passed to the DSL and a referral will be made to Tameside Children's Services

Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

Further details can be found Annex A of Keeping Children Safe in Education September 2020

Fabricated or Induced Illness

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. It is not within the scope of this document to offer guidance in these circumstances. Such concerns should **not** be dismissed. On the contrary, they are very real and have an impact on pupils' behaviour and academic performance. Schools should have their own procedures in place for dealing with such situations.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Professional must remain open minded to all possible explanations. When dealing with their concerns for a child, a child may present for medical/health attention with unusual and puzzling symptoms that are not attributable to any organic diseases and yet which do not involve deliberate fabrication or deception.

Concerns that a child's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example education staff where a child is frequently absent from school on questionable health grounds. It is essential that a paediatrician is involved in the assessment of FII. However the paediatrician will almost always need the help of social care and other agencies in gathering information.

In cases of suspected FII, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting.

For further information & guidance see the Greater Manchester Safeguarding Procedures http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html

Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are

unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Private Fostering definition

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding

Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

Sexual Violence and Sexual Harassment between Children

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

At Rayner Stephens Staff will be made aware of what sexual violence and harassment can look like and it will be treated as any other safeguarding issue is treated. Preventative measures and education around how we treat others is delivered through PSHE lessons.

Criminal Exploitation of children- County Lines

What is county lines exploitation?

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. The UK Government defines county lines as: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

What is Child criminal exploitation?

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as: Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

Signs to look out for

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them. Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls and/or having multiple handsets
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns

- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being.

Dealing with a disclosure made by a child- Advice for all members of staff

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell someone.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the 'cause for concern' form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN- PEER ON PEER ABUSE

At our educational establishment we believe that all children have a right to attend educational establishment and learn in a safe environment. Children should be free from harm by adults in the educational establishment and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under Rayner Stephens Behaviour Policy and Anti-bullying policy. Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment, including intending to cause harm by sending nudes or semi- nudes physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; and initiating/hazing type violence and rituals. In KCSIE 2019 this was updated to include 'upskirting' all staff must be aware of 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; Our behaviour policy outlines expectations of mobile phone usage within school.

Safeguarding allegations

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the educational establishment
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the educational establishment may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion

- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sending nudes and/or semi-nudes

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact the MASH or Early Help Advisor to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this

young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough educational establishment investigation should take place into the matter using the educational establishment's usual disciplinary procedures.

In situations where the educational establishment considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Information on Sharing nudes and semi nudes-

The UK Council for Children Internet Safety have updated and renamed the guidance for education previously known as 'Sexting' to 'Sharing nudes and semi-nudes' on the 23rd December 2020

Definition of Sharing Nudes and Semi-Nudes-

This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online

- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

Further guidance on the motivations for taking and sharing images and videos can be found.

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child or young person.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex. There are also a range of risks which need careful management from those working in education settings.

Responding to incidents of Sharing Nudes and Semi- Nudes

Staff guidance-

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

When an incident involving nudes and semi-nudes comes to the attention of any member of staff in at Rayner Stephens the following steps will be taken

- **the incident should be referred to the DSL (or equivalent) as soon as possible following the school's safeguarding procedures**
- **the DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns**
- **there should be subsequent interviews with the children or young people involved (if appropriate)**
- **parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm**
- **a referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process**

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 friendship 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.

Upskirting

'Upskirting' 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. It is now a criminal offence. The response to a report of sexual violence or sexual harassment The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be

supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Knife Crime and Weapons

The Law

It is illegal to:

- Be in possession of a knife / bladed article on school premises
- Be in possession of an offensive weapon without lawful authority or excuse in any public place

Threaten with a blade or sharply pointed article on school premises

Reporting knife crime to the Police is the first step in developing effective prevention strategies. The crime recording data can be used for early identification of trends and crime patterns in schools and in the local community. By using this information Schools, Police and other Partner agencies can intervene before a problem becomes entrenched. This multiple strand approach is essential to tackling and reducing serious violent crime and knife crime in our communities and schools. Additionally, it also gives the police and partner agencies the opportunity to work with those identified in a more holistic approach.

The next page contains Tameside's guidance for school in relation to Knife and Weapons

Tameside Knife & Weapon School Guidance



GMP are developing a training package they will deliver into schools for staff around safer

Staff are notified or they suspect that a child has a



