



Safeguarding and Child Protection Policy 2022/23

To be read in conjunction with
[Keeping Children Safe in Education 2022](#)

SAFEGUARDING AND CHILD PROTECTION POLICY – SEPTEMBER 2022
SUMMARY

Chorlton Park Primary School Primary School		
The Headteacher(s) who have the ultimate responsibility for safeguarding are Stef Habershon and Meryl Blackburn.		
The Designated Safeguarding Lead is Lizzy Pilling (Helen Chell – currently on leave)		
Key School Staff and Roles		
Name	Role	Location and/or contact details
<i>Lizzy Pilling</i>	<i>Designated Safeguarding Lead / Early Help Play therapist</i>	0161 881 1621 lpilling@chorltonpark.manchester.sch.uk
<i>Helen Chell (Currently on leave)</i>	<i>Designated Safeguarding Lead / Early Help</i>	0161 881 1621 hchell@chorltonpark.manchester.sch.uk
<i>Stef Habershon</i>	<i>Deputy Safeguarding Lead</i>	0161 881 1621 shabershon@chorltonpark.manchester.sch.uk
<i>Meryl Blackburn</i>	<i>Deputy Safeguarding Lead</i>	0161 881 1621 mblackburn@chorltonpark.manchester.sch.uk
<i>Kate Holden- Sim</i>	<i>SENDCo</i>	0161 881 1621 kholdensim@chorltonpark.manchester.sch.uk
<i>Ruth Beeching</i>	<i>Attendance Officer and Family Support Worker/Early Help</i>	0161 881 1621 rbeeching@chorltonpark.manchester.sch.uk
Safeguarding (including Prevent) Link Governor		
Name	Contact Details	
Ms J Midgley	cllr.j.midgley@manchester.gov.uk	

Our procedure if there is a **concern about child welfare/safeguarding**:

- Staff will record the concern on CPOMs as soon as possible (or complete a 'Cause for Concern' form (available in the staffrooms)
- Send the CPOMs incident or pass the concern to the DSLs:
 - Designated Safeguarding Lead (DSL) – Lizzy Pilling
 - Stef Habershon/Meryl Blackburn (Headteachers and Deputy DSLs)
- Reports should always be professional, objective and factual.
- Staff will not investigate the situation themselves. They should listen in detail to disclosures but not ask any leading questions.
- The DSL/Safeguarding Team will decide on the course of action, referring to the Safeguarding Partnership Levels of Need.
- Due to confidentiality, staff may or may not be informed of this.
- The Safeguarding Team will aim to work with parents and carers to address the concern.
- If a child is thought to be at risk of immediate harm then a referral will be made to Children's Services or to the police. Parents and carers may not be informed if it is deemed that it may put a child at further risk of harm.

Useful Contacts for referrals:

Manchester:

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

Social Care Advice & Guidance Service: 0161 234 5001

Complex Safeguarding Hub Advice Line: 0161 226 4196

MCC Safeguarding in Education Team: 0161 245 7171

Tameside:

Local Authority Designated Officer: Tania Brown 01613424398 / tania.brown@tameside.gov.uk

Tameside Information Multi-Agency Safeguarding Hub (MASH): Monday to Wednesday 8.30am to 5pm, Thursday 8.30am to 4.30pm and Friday 8.30am to 4pm Tel 0161 342 4101 Out of hours Tel 0161 342 2222

Early Help Access Point (EHAP): 01613424260 Office hours as above.

Early Help Assessment Advisor: Ella McCalman (West) - Ella.McCalman@tameside.gov.uk

Neighbourhood Coordinator: Lauren Foster (West) lauren.foster@tameside.gov.uk

PVI's Early Years Settings: Becky Kennedy Rebecca.Kennedy@tameside.gov.uk

Stockport:

Multi-Agency Safeguarding Hub (MASH): 0161 217 6028. Out of hours contact: 0161 718 2118

Stockport Local Authority Designated Officer: stockport.lado@stockport.gov.uk / 0161 474 5657

Stockport Family (Early Help): 0161 217 6028 / cyp@stockport.gov.uk

Our procedure if there is **an allegation that an adult has harmed a child, or that a child is a risk from a named adult is:**

This should be referred to the Headteachers: Stef Habershon/Meryl Blackburn

Where there are concerns/allegations about the Headteacher(s), this should be referred to the Executive Headteacher: **Mrs Jo Ashcroft.**

Where concerns or allegations are regarding the Executive Headteacher, this should be referred to the chair of the Board of Trustees, **Mr Richard Buckley** (rbuckley@governor.clicmanchester.com).

The matter must remain confidential.

The headteachers or Executive Headteacher will refer the matter to the Designated Officer via the required referral form. Further action will be decided in consultation with the Designated Officer.

Manchester LADO or LA Designated Officer: 0161 234 1214

Our procedure for **whistleblowing:**

The CLIC Trust is committed to the highest possible standards of openness, probity and accountability. In line with that commitment, it encourages employees and others with serious concerns about any aspect of the work of the Trust or one of its academies to come forward and voice those concerns. It recognises that certain cases will have to proceed on a confidential basis. This policy makes it clear that staff can do so without fear of reprisals and is intended to encourage and enable staff to raise serious concerns within the Trust or an academy, rather than overlooking problems or publicly disclosing the matter.

All concerns will be treated in confidence and the Trust will do its best to protect your identity if requested. If investigation of a concern disclosed a situation which is sufficiently serious to warrant disciplinary action or police involvement, then your evidence may be important.

What to do if you have a concern about poor or unsafe practice: Concerns can be raised with the Whistle Blowing Named Individuals:

Lizzy Pilling and Joanna Charnock

However, if for some reason this first step is inappropriate then concerns can be raised at a more senior level with your line manager or the Headteachers or Executive Headteacher.

NSPCC Whistleblowing Helpline: **0800 028 0285**

Dealing with a disclosure or allegation of child on child abuse.

Children are able to raise a concern by talking to a member of staff or trusted adult. They can also use other school systems (including Confide, Ask-it Baskets, Lollypop sticks and emotions check-in) to alert an adult.

The child will be allowed to speak freely in a confidential space (as much as this is possible). They may be offered to write or draw their concern if that is easier for them.

The child will be listened to and reassured that they have done the right thing. The child will only be asked open questions if needed.

The child will be informed that what they say will be passed to a member of the Safeguarding Team so that they can obtain the support that they require.

Details will be recorded on CPOMs – the school’s electronic recording system.

Investigating a disclosure.

All children involved will be spoken to on an individual basis and in private.

All statements will be handled sensitively, bearing in mind that the perpetrator may also be experiencing abuse from someone.

Appropriate sanctions will be employed for the perpetrator according to the nature of the disclosure.

The victim’s wishes and feelings will be taken into consideration when determining this.

The actions will be recorded on CPOMs.

All children’s parents and carers will be informed where appropriate.

It is important to remember that some children may not feel ready to disclose. Our schools have systems in place to support this, such as Confide, lollypop sticks, ask-it baskets, worry monsters.

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

Review Date	Changes Made	By Whom
7 th September 2022	Policy reviewed to combine Manchester and Tameside model policies and to reflect Keeping Children Safe in Education 2022.	The CLIC Safeguarding Leads and the Executive Headteacher

Ratification by Governors:

Academic Year	Date of Ratification	Chair of Trustees
2022-23	20 th September 2022	Mr Richard Buckley

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1. INTRODUCTION

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

This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers and visitors, are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE, Part 1, p 5)

See KCSIE Part 1, Part 5 & Annex A for definitions and further information about:-

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.19 – 1.26)
- Channel (Annex A, p90)
- Child Criminal Exploitation (1.28, Annex A, p83)
- Child Sexual Exploitation (1.28, Annex A, p84)
- Children and the Court System (Annex A, p83)
- Children Missing Education (Annex A, p83)
- Children with Family Members in Prison (Annex A, p83)
- County Lines (Annex A, p85)
- Domestic Abuse (Annex A, p85)
- Early Help (1.18)
- Homelessness (Annex A p86)
- Mental Health (1.34 -1.38)
- Online Safety, including Education at Home (Annex C, p102-104)
- Child on Child Abuse – including sexual harassment, upskirting & sexting (1.29, Part 5 & Annex A, p91)
- Prevent Duty (Annex A, p90)
- Preventing Radicalisation (Annex A, p89)
- Serious Violence (1.31)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Annex A, p92)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing (1.33 & Annex A, p87-89)
- Upskirting (Annex A, p94)

Equality:

We are wholly committed to equality, and recognise the significance of the Equality Act 2010 and the Public Sector Equality Duty (PESD) to school Safeguarding.

- We will not discriminate against pupils or their families because of their protected characteristics.
- We will consider how we support pupils, and their families, with protected characteristics effectively.

- We will take positive action to deal with the disadvantages that these pupils face.
- We will be conscious that pupils with protected characteristics may be more at risk of harm.

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

'Safeguarding and promoting the welfare of children is defined as:-

- **protecting children from maltreatment;**
- **preventing impairment of children's mental health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and**
- **taking action to enable all children to have the best outcomes.'**(KCSIE, p 5)

We believe that every child has the right to be treated as an individual and protected from harm.

Whilst celebrating the diversity of our school communities we will also ensure that every child is treated fairly and supported to be safe, happy and to achieve their potential both academically and personally.

1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education September 2020' Our policy ensures that we comply with our Statutory Duties.

1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations.

1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements.

1.4 Our policy complements and supports other relevant school policies.

Our policy is regularly reviewed and we are responsive to new

1.5 guidance and legislation and to promoting the safety of our staff and pupils in crisis situations, including Covid-19.

2 ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR HEADTEACHERS

Our Headteachers are aware of our role in multi-agency safeguarding arrangements, of local safeguarding partnership arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, identifying and responding to their needs, including:-

'providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to Child in Need and

child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.' (KCSIE, 2.81)

Our Headteachers are aware of statutory guidance in KCSIE and will ensure: -

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online tool to the LA as requested
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through Safeguarding assemblies and our Child Friendly Child Protection Policy and is accessible to all children. Children are able to speak directly to Mrs Pilling (Designated Safeguarding Lead) or any adult that they trust. They can also send a direct email to the Safeguarding Team via the Confide button on the school computer network.
- We co-operate fully with our local councils and safeguarding partnerships, multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. All referrals are made after a discussion between the Designated Safeguarding Lead and/or Deputies. The Designated Safeguarding Lead or the Deputy Safeguarding Leads take the lead with all referrals and will attend Multi Agency meetings or Child Protection Conferences where possible. They will attend multi agency meetings during the holidays where possible and if they cannot then a representative from the LEA will attend in their place or a report will be submitted. Fortnightly safeguarding meetings are held to discuss the progress of interventions and monitor concerns.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. Staff receive regular training and safeguarding updates at least annually. All staff understand their responsibilities and have read and understood this policy and Keeping Children Safe in Education (Part 1).
- Any staff who are carrying out regulated activities commissioned from external agencies/organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. Any outside speakers will come from recognised organisations and will have been vetted. There will always be a member of staff present to monitor any speakers. Any person disseminating extremist views will be immediately stopped and reported to Local Authority Safeguarding Partners.

2.2 OUR GOVERNING BODY

Our Governing Body are aware of our role in multi-agency safeguarding arrangements, of local safeguarding partnership arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

We will ensure that:

- All policies, procedures and training in our school are effective, taking account of LA and DFE guidance and comply with the law at all times.
- All Trustees and Local Governors receive full safeguarding training as part of their induction (co-ordinated by our GSO - Governance Support Officer) and commissioned through the NSPCC. All Trustees and Local Governors receive an annual update to their Safeguarding Training, via a recorded online session that all those in governance roles watch.
- All Trustees and Local Governors receive a copy of KCSiE annually and are expected to read it and then inform the GSO, who maintains a record. Changes to KCSiE are discussed at Trustee and LGC level in the first meeting of the Autumn Term each year.
- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Regular meetings are held between the Safeguarding Governor and the Safeguarding Lead. The Safeguarding Governor is invited to attend training and the Safeguarding Lead presents at Governor's meetings.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance. We take into account national, local and school level information when formulating arrangements and policies. Feedback from staff is sought and changes are made when necessary.
- We operate safe recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers including overseas checks where relevant. This is monitored by the headteachers in regular SCR checks and by the Trust.
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers and volunteers and these are in line with KCSiE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding processes. All staff, volunteers and visitors receive information about the expected code of conduct and behaviour, what to do if a child discloses something to them or when they have a cause for concern about the welfare of a child.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. The Safeguarding Team complete the annual Safeguarding Audit and a Self-evaluation.
- Our governors are able to challenge that online safety and online education duties are fulfilled.
- Our governors regularly review the effectiveness of school filters and monitoring systems.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. He/she takes lead responsibility for Early Help, safeguarding and child protection, although some activities may be delegated as appropriate.

The DSL, together with his/her team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, local safeguarding partnership and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers. Training will be provided to all staff on an annual basis either by the Designated Safeguarding Lead/outside trainer or via an online course. Volunteers will be provided with information at induction about appropriate code of conduct, what to do if a child discloses something or if they have a concern about the welfare of a child. This will be monitored by the quality of CPOMs incidents and evidence assessments at the end of training either via questions or qualification certificate.
- Liaise with the three safeguarding partners (social care, police and health) and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with local safeguarding partnership procedures (this includes following escalation processes if necessary).
- Referrals will be followed up if a response has not been received from Children's services. All referrals will be recorded on CPOMs with the name of the call handler or social worker. If school is not satisfied with the outcome of a referral then this will be escalated to duty team managers.
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues
- Work closely with the school's Mental Health and PSHE leads
- Always be available during school hours during term time, and at other times as designated by the Headteacher. The Designated safeguarding Lead will attend meetings that have been arranged in advance.
- If s/he is unable to attend then the Head Teachers or DSLs from the safeguarding team will deputise for her. If this is not possible then a report will be sent to the meeting in advance and if necessary, a representative from the Safeguarding in Education Team will attend.

2.4 ALL STAFF

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

All staff will:

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help

and Signs of Safety.

- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Positive Handling Policy
- Provide a safe environment where children can learn.
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about a disclosure, as this is not in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required and if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required and if appropriate to their role
- Provide targeted support for individuals and groups of children as required and if appropriate to their role

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

3 TRAINING AND AWARENESS RAISING

3.1 In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction and be made aware of the systems within the school/college which support safeguarding e.g. the Behaviour Policy. New staff and volunteers will be provided with information at induction about appropriate code of conduct, what to do if a child discloses something or if they have a concern about the welfare of a child.

All staff must ensure that they have read and understood 'Keeping Children Safe in Education: Part One' and all staff working directly with children should also read Annex A. This will be made available to all staff via email and paper copies in the staffroom at the beginning of each academic year (or when changes have been made).

3.2 All staff will receive regular child protection training at least every 2 years which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. Any online training will be provided via an accredited provider.

3.3 All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively.

3.4 All interview panels will include at least one member that has completed up to date Safer Recruitment training within the last 3 years.

4 SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

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

be sought through the Pupil Ambassadors and school councillors. These will be used to develop child friendly versions of safeguarding documents and policies. We also use a variety of communication tools (including those recommended by the Signs of safety strategy, the three houses & fairy/ wizards) to gather children's views.

Pupil Voice provide further clarity on a range of issues including 'How safe do you feel in school, around the school premises and online?'

4.2 POOR ATTENDANCE

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

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

4.2.3 We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people. For more information please see the school's Attendance policy on the school's website

4.3 ALTERNATIVE PROVISION (AP)

4.3.1 We will only place children in AP which is a registered provider and has been quality assured. We will only use AP that has been judged by Ofsted to be Good or better.

4.3.2. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will work together with the DSL at the AP to ensure that any safeguarding concerns are shared and addressed.

4.4 EXCLUSIONS

4.4.1. We comply with statutory regulations and with the LA Inclusion Policy (October 2019).

4.4.2. The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.

4.4.3. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

4.5 VULNERABLE GROUPS

4.5.1 We ensure that all key staff work together to safeguard vulnerable children. CPOMS is used within school to ensure that all concerns are reported and shared with key safeguarding staff. These are reviewed by the Safeguarding Team in fortnightly meetings.

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

- Is disabled and has specific needs

- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child
- Is an international new arrival, refugee or asylum seeker
- Is looked after, previously looked after or under a special guardianship order.
- Requires mental health support

4.5.3. Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers (KCSIE, Part 2, 126)

4.5.4 Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. (KCSIE, Part 2, 114)

4.5.5 We ensure that staff consider the context in which incidents occur and whether and wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.

4.5.6 We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School.

4.5.7 The virtual school head will have an oversight of the attendance, attainment and progress of children with a social worker.

5 . CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

5.1 KEEPING RECORDS

School uses CPOMs to store records securely. Any paper copies are scanned in to the CPOMs system and then also stored in a child's file that is locked in a secure cabinet in a locked office. Only the DSL has access to these records.

5.1.1 We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life and up to date contact details for adults who have day to day care of the child.

5.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.

5.1.3 We keep our safeguarding records secure.

5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment as soon as we are informed of the new school/transfer in accordance with LA guidance.

5.2 RECORDING AND REPORTING CONCERNS

5.2.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system Be alert to what children may say or do.
- If a disclosure is made, do not ask leading questions – simply
- listen and record immediately afterwards using the child's language.
- Report any concerns via CPOMs (or a cause for concern sheet if you can't get access to the system)
- If you are concerned that the child is at risk of immediate harm then notify the DSLs in person prior to writing your report.

The DSLs will discuss concerns and decide on appropriate action e.g.

- Speaking to parents/ carers
- signposting to support / Universal services
- monitor & escalate
- referral to Early Help
- referral to Children's services. Ensure all information is kept confidential.

5.3 WORKING WITH PARENTS/CARERS

5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.

5.3.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.

5.3.3 We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.

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

5.3.5 In such cases the DSL or Headteacher will seek advice from Children's Social Care, Advice and Guidance Service.

5.4 MULTI-AGENCY WORKING

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

5.4.2 We will develop effective links with the Early Help Hubs and carry out Early Help Assessments (EHA), as appropriate.

5.4.3 We will notify the named Social Worker if:

- A child subject to a child protection plan is at risk of permanent exclusion
- There is an unexplained absence of a child who is subject to a child protection plan
- It has been agreed as part of any child protection plan or core group plan.

5.4.4. We will regularly review and concerns if necessary, as detailed in KCSIE and will follow LA and local safeguarding partnership procedures if there is a need to re-refer or to escalate.

5.5 CONFIDENTIALITY & INFORMATION SHARING

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

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

5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.

5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.

5.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information lawfully and keep it safe and secure, with appropriate retention schedules.

5.6 CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY MEETINGS AND CONFERENCES

5.6.1 A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.

5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. The Designated Safeguarding Lead or Deputies will aim to attend meetings during the school holidays if they have been arranged in advance. If they cannot then either a report will be sent or a representative from the Safeguarding in Education Team will be asked to attend.

5.6.3 Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant

updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.

5.6.4 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.

5.6.5 We will discuss and share reports with the parents/carers before the conference.

5.6.6 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

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

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

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

5.8 LEARNING FROM SERIOUS CASES

5.8.1 The local safeguarding partnership will always undertake a child practice review or serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the SCR is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

5.8.2. If required we will provide an individual management report for a SCR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

5.8.3 Our DSLs will keep up to date with the findings from SCRs and other learning reviews nationally and locally, share the learning and review our safeguarding procedures if relevant.

6. THE CURRICULUM

We are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

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

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

6.3 Personal Social and Health Education (PSHE), Sex and Relationship Education (SRE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. We base our curriculum on the Jigsaw PSHE programme and our Manchester schools use the Manchester Healthy school's model.

6.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Child Sexual Exploitation, Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & and Child Criminal Exploitation/County Lines.

6.5 All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. We use the Confide system in school. Children can use this from any desktop to send a message directly to the Designated Safeguarding Lead or Deputies. Children are taught how to use this in ICT lessons and assemblies. There are also posters around school explaining who children can talk to including NSPCC and Childline numbers.

6.6 Children are encouraged to contribute to the development of policies. Their views are sought via the school council and the Rights Respecting ~~Court~~

7 ONLINE-SAFETY

7.1 Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

7.2 The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

7.3 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. School uses systems that reports any inappropriate use or searches from children and adults in school.

7.4 We will encourage children to use Social-Media safely, including opportunities for them to think and discuss the issues and to check their sources of information.

7.5 We will ensure that children do not misuse their devices whilst in school. We use the Impero system that alerts the Designated Safeguarding Lead to any inappropriate material within school. All children sign an acceptable use policy and are taught what they can and can't do in ICT lessons.

7.6 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. Please see the Acceptable Use Policy and Code of Conduct Policy.

7.7 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.

7.8 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. We hold parent workshops, provide information on our website and send out further guidance and information for parents via School Gateway.

7.9 We encourage all staff to adhere to safe and responsible online behaviours when providing home learning and communicating with families.

Remote Teaching Guidance

(Taken from NSPCC Guidance)

- Teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
- Ensure personal information or data cannot be seen in the background
- Ensure any voice activated devices are turned off
- Only use school accounts, check privacy settings and check how age-appropriate it is
- Ensure staff are dressed appropriately and remind them to follow your existing code of conduct and professional standards
- Ensure staff hide their number if it has been agreed they will be using personal devices to call families
- Staff should only contact children during normal school hours, or at times agreed by the school leadership team (DfE, 2020²).
- Undertake online teaching in groups
- Use parents' or carers' email addresses or phone numbers to communicate with children, unless this poses a safeguarding risk. Use school accounts to communicate via email or online platforms, never teachers' personal accounts.
- If staff members are accessing families' contact details at home, ensure they comply with the Data Protection Act 2018
- Ensure all staff are alert to child protection and safeguarding concerns and know what to do if they are worried about a child
- Ensure staff know how to access resources and organisations that can support parents and carers e.g. online safety, mental health, food banks, domestic abuse

8. CHILD ON CHILD ABUSE

- 8.1 Through training we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the risk of child on child abuse and consider how allegations of child on child abuse will be investigated and dealt with. There is a clear procedure on how victims of child on child abuse will

be supported.

- 8.2 Staff are aware of child on child abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating/instigating violence and rituals.
- 8.3 These issues will be addressed through our school/college curriculum and assemblies throughout the year.
- 8.4 Staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in the staff room or online. Staff members who are concerned that a child might have been/being abused by another child should follow safeguarding and child protection procedures and report to the DSL.
- 8.5 In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.
- 8.6 We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationships Education, Relationships and Sex Education (RSE) and Health Education into the school timetable, in line with DfE guidance and the national curriculum. Students are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum.
- 8.7 Pupils will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour.
- 8.8 Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentially. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE 2020 and within the local safeguarding partnership websites.
- 8.9 All information is handled in accordance with the school's GDPR policy, which is written in line with HM Government guidance – 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018', and the 7 principles of information sharing within that document.
- 8.10 When incidents of sexual violence and sexual harassment occur the school's response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement. Incidents of child on child abuse may need to be dealt with in various ways.
- 8.11 Incidents of bullying will be dealt with via the schools anti-bullying policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be.
- 8.12 The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime. The school will put a proportionate and supportive package of care in place for those affected.

9. DOMESTIC ABUSE

9.1 Domestic abuse is a safeguarding issue that all of our staff will be aware of. Domestic abuse can be psychological, physical, sexual, financial or emotional. It can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own relationships.

9.2 There are safeguarding staff across the CLIC Trust who are trained to support families and children experiencing domestic abuse.

9.3 The CLIC schools participate in Operation Encompass. We work together with the police to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

10. SAFER RECRUITMENT & SELECTION OF STAFF

10.1 Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment (Appendices A & D)

10.2 At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years

10.3 The Headteachers and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. We ensure that all providers have a Liability Insurance Certificate and proof of their identity.

10.4 The CLIC Trust will undertake online searches as part of their due diligence checks on shortlisted candidates.

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

10.6 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

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

10.8 Risk assessments are carried out on all volunteer activities as required.

11. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF, SUPPLY STAFF, CONTRACTORS AND VOLUNTEERS

11.1 We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk).

11.2 All allegations made against a member of staff, including supply staff and volunteers, including

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

11.3 Allegations will be referred to the LADO for investigation if they meet the threshold. (KCSIE). We will work with the LADO and other relevant agencies to support any investigations. Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's or college's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual. Areas for improvement identified will always be responded to.

11.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. Staff can, in the first instance, raise a concern with one of two named individuals in your school to report concerns.

Whistle Blowing Named Individuals:

Lizzy Pilling and Joanna Charnock

Concerns can be raised orally but it is good practice for the concern to be recorded in writing at an early stage to ensure that all the details are correctly understood. A written allegation should set out the background and history of the concern (giving names, dates and places where possible and the reason why you are particularly concerned about the situation). It is preferable for you to record this in writing yourself. However, where the person to whom you voice your concerns writes these down, a copy will be sent to your home address or via your representative to give you an opportunity to agree this as a correct record. The earlier you express the concern, the easier it is to take action. Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for your concern. You may seek advice from your trade union representative on how best to raise your concern.

11.5 Historic allegations will be referred to the police.

11.6 There are clear procedures for confidentially sharing concerns in place at each school. The Headteacher monitors low level concerns raised, looking for patterns and referring to the LADO if appropriate.

12 SAFETY ON & OFF SITE

12.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.

12.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.

12.3 All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no check have been obtained. All visitors have to sign in using the Inventory

System and display their visitors sticker at all times. They will be given a safeguarding information leaflet and fire evacuation procedures.

12.4 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identities of contractors and their staff on arrival.

12.5 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. All organisations have to produce DBS and Liability Insurance Certificates

12.6 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. Any outside speakers will come from recognised organisations and will have been vetted. There will always be a member of staff present to monitor any speakers. Any person disseminating extremist views will be immediately stopped and reported to local Safeguarding Partners

12.7 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

12.8 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.

12.9 We have a comprehensive Health & Safety policy that includes information on:

- Legislation
- Site security
- Fire procedures
- Procedures for dealing with hazardous substances
- Lone working
- Off site visits
- Infection prevention with recommended absence periods
- Accident reporting.

APPENDIX A:

DEFINITIONS

Abuse, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm or by failing to prevent harm. Children may be abused within their family, 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.

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

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.

SPECIFIC SAFEGUARDING ISSUES

Staff should be aware of specific safeguarding issues such as:

- child missing from education
- children and the Court System
- child missing from home or care
- children with family members in prison
- child sexual exploitation (CSE)
- child criminal exploitation - county lines (CCE)
- bullying including cyberbullying
- domestic abuse
- 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)
- homelessness
- "honour-based" abuse
- mental health –and possible links to indicators of abuse, neglect or exploitation
- child-on-child abuse
- private fostering
- preventing radicalisation and the Prevent duty
- self-harm and suicidal behaviour
- serious violent crime
- sexting (also known as Youth Produced Imagery)
- sexual violence/harassment
- teenage relationship abuse
- trafficking
- upskirting

APPENDIX B:

CRIMINAL AND SEXUAL EXPLOITATION OF CHILDREN

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial or other advantage of the perpetrator or facilitator and/or

(c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both

from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

APPENDIX C:

DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

APPENDIX D:

HONOUR BASED ABUSE

So-called 'honour-based' abuse (HBA - including Female Genital Mutilation and Forced Marriage) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

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 longlasting harmful consequences. FGM mandatory reporting duty for teachers - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Forced Marriage Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

APPENDIX E:

PREVENT

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty: All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

APPENDIX F:

UPSKIRTING AND YOUTH PRODUCED IMAGERY

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Youth Produced Imagery

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

APPENDIX G:

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.

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. This could be a step-parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

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 into 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.

APPENDIX H:

RECOGNISING ABUSE – WHAT TO LOOK FOR

In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability and children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs. Communication issues can be a barrier to effective safeguarding

APPENDIX I:

CHILD ON CHILD ABUSE:

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

At our Trust, we believe that all children have a right to attend an 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 the school's Behaviour Policy. Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. **All** staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence (such as rape, assault by penetration and sexual assault) and sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse);
- upskirting (typically involving taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm);
- sexting (also known as youth produced sexual imagery); and
- initiating/hazing type violence and rituals.

Serious violence

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

Safeguarding allegations

It is important to remember that Child on Child 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 sexting
- 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, including RSHE, 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 child against another child, 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 local Safeguarding services 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/carers 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.

APPENDIX J:

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

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 physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff will be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

APPENDIX K:

SAFER RECRUITMENT

Our Trust has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

Our job advertisements and application packs make explicit reference to our commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges, September 2022.

At least one member on every short listing and interview panel will have completed safer recruitment training.

The head teacher is responsible for ensuring that safer recruitment training is kept up to date. The head teacher and the nominated governor for child protection are responsible for ensuring that our single central record is accurate and up to date.