St. John Chrysostom Federation

Safeguarding and Child Protection Policy

St John`s CE Primary

St John`s CE Primary School		
The Executive Headteacher who has the ultimate responsibility for safeguarding is: **Mr G Elswood**		
The authorised member of staff is the Head of School: **Miss A Flint**		
## KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Miss A Flint	*Head of School DSL*	*0161 224 7752*
Mr S Smith	*Deputy DSL*	*0161 224 7752*
Miss A Flint	*Designated teacher for Looked After Children*	*0161 224 7752*

NAMED GOVERNOR * for Safeguarding & Prevent	Contact is through the School Email or:
Rosie Mason	rosie.mason@manchester.ac.uk

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

➢ Inform Designated Safeguarding Lead (DSL)
➢ DSL will advise next steps or share the information with outside agencies

Useful telephone numbers:

➢ Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895**,
➢ Early Help Hubs: North **0161 234 1973, Central 0161 234 1975, South 0161 234 1977**
➢ National Society for the Prevention of Cruelty to Children (NSPCC)**: 0808 800 5000**
➢ Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**

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

- ➢ Report to DSL at St Chrysostom's: **Miss A Flint**
- ➢ DSL will report the matter to LA Designated Officer (LADO)
- ➢ DSL to report
  Manchester LA Designated Officer (formerly LADO): 0161 234 1214

Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally.

- ➢ Report to DSL
- ➢ In the event of the concern is against DSL, report to Executive Headteacher, Mr G. Elswood

- ➢ NSPCC Whistleblowing Helpline: 0800 028 0285 or email: help@nspcc.org.uk

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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 to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centered and operates with the best interests of the child at heart.

We take a zero-tolerance approach and that even if there are no reported cases, staff do not take the view that `it cannot happen here`.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families/carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE 2023, Part 1, para 2).

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

Our governing body ensures that they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at heart.

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

  ➢ Protecting children from maltreatment.
  ➢ Preventing impairment of children's mental health or physical health or development.
  ➢ Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
  ➢ Taking action to enable all children to have the best outcomes.
  ➢ (KCSIE 2023).

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

  ➢ Abuse and Neglect – including physical, emotional & sexual abuse and neglect
  ➢ Channel
  ➢ Child Abduction and Community Safety incidents
  ➢ Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
  ➢ Child Criminal Exploitation (CCE)

- Child Sexual Exploitation (CSE)
- Children and the Court System
- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBT)
- Children with family members in prison
- County Lines
- Cybercrime
- Domestic abuse
- Early Help
- Elective Home Education (EHE)
- Homelessness
- Human Rights Act, Equality Act 2010 & Public Sector Equality duty
- Looked After children (LAC) and children open to or who have been open to a Social Worker
- Mental health
- Modern Slavery and the National Referral Mechanism
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual violence and sexual harassment between children in schools and colleges
- So-called 'honour'-based abuse including Female Genital Mutilation, Forced Marriage and Breast Ironing

At St John`s CE Primary School, we are committed to keeping our children safe and happy.

1.1   Under the Education Act 2002, schools 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' 'Keeping Children Safe in Education 2023`, `Equality Act` 2010 and `Teacher Standards 2012`. Our policy ensures that we comply with our Statutory Duties (Appendix A & B).

1.2   Our policy takes account of non-statutory guidance issued by the DofE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority, the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children`s Services and Community Safety (MCC).

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

1.4   Our policy complements and supports other relevant school policies (Appendix D).

1.5   Our policy is regularly reviewed and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1   OUR GOVERNING BODY

Our Governing Body have a strategic leadership responsibility for our school's safeguarding arrangements and will ensure that they comply with their duties under legislation. They will have regard to KCSIE 2023, ensuring policies, procedures and training in their schools are   effective and comply with the law at all times.

Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of Manchester Safeguarding Partnership (MSP) 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.

The Governing Body will ensure that:-

➢ All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety.
➢ A named member is identified as the designated governor for safeguarding (Rosie Mason).
➢ All members of the Governing Body receive appropriate safeguarding and child protection to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSIE part 2.81, 2.95-97.
➢ Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
➢ Where there is a safeguarding concern, they and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
➢ The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
➢ Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
➢ The school has an effective Child Protection Policy
➢ The school has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
➢ Child protection files are maintained as required.
➢ More than one emergency number is held on file for each pupil.
➢ The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
➢ 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 operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, volunteers and contractors 'including overseas checks where relevant in accordance with Part Three of KCSIE.
➢ We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors, and these

are in line with KCSIE and Local Authority procedures. We will work with LADO and any other relevant agencies to support any investigations.

➢ All staff, contractors and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding processes.

➢ There is appropriate challenge and quality assurance of the safeguarding policies and procedures.
  • Supervision meetings
  • Visits from governor responsible for safeguarding
  • Governor meetings
  • Staff briefings
  • Debrief meetings after a potential safeguarding incident

➢ Our governors regularly review the effectiveness of online safety arrangements including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2   OUR EXECUTIVE HEADTEACHER

Our Executive Headteacher will ensure that the policies and procedures, adopted by the governing body or proprietor particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

Our Executive Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of Manchester Safeguarding Partnership (MSP) 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.

`The school should work with social care, police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated 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 protection plans` (KCSIE 2.113).

Our `school 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 2.114).

Our Executive Headteacher is fully aware of statutory guidance in KCSIE and will ensure that:-

➢ The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully 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 staff, contractors, volunteers and vistors 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 S175 online tool to the LA as requested (bi-annually).

- 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. They have lead responsibility for Child Protection and Safeguarding and receives appropriate ongoing training, supervision and support as well as sufficient time.
- and resources to enable her to discharge her 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.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers` leaflet.
- Child friendly information of how to raise a concern/make a disclosure has been developed through `Keep Safe, Feel Safe` and is accessible to all children.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the process for escalation of concerns.
- We create a culture, through induction, training and briefings, 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. All staff have line managers to whom they can report concerns.
- We have systems in place to ensure that 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 and we are compliant with legislation relevant to our setting.
- 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.
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

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. They take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to DDSL but they take the ultimate lead for child protection. (DDSL/s are trained to the same standard as DSL).

The DSL, together with the team will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture a listening to children and taking account of their wishes and feelings, and also understand the difficulties some children may have in approaching staff about their circumstances.
- Work closely with the school`s lead for mental health.

- 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, MSP and LA concerning Safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters.
- Provide/commission support and training for staff and volunteers.
- Liaise with the three safeguarding partners 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 MSP procedures, and follow escalation process if necessary.
- Understand the assessment process for providing early help.
- Have a working knowledge of how local authorities conduct a child protection conference and review conference, and be able to attend and contribute to these effectively.
- 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.
- Know when to call the police if a crime may have been committed following the national Police Chief`s Guidance (Annex C. p 165).
- Be aware of the requirement for children investigated by police to be supported by an appropriate adult (PACE Code C 2019). (Annex C, p165).
- Refer cases to the Disclosure and Barring service where a person is dismissed or has left due to risk/harm to a child.
- Create and maintain child protection files and keep them up to date.
- Keep information confidential and store securely with a separate file for each child. School uses CPOMS.
- Help promote educational outcomes for vulnerable children including those with, or who have had, a social worker, in conjunction with other appropriate colleagues (KCSIE, 191-196).
- Share and transfer safeguarding and child protection information as appropriate
- Always be available during school setting hours during term time, and at other times as designated by the Executive Headteacher.
- Understand and support the school with regards to the requirements of Prevent Duty and be able to provide advice and support to staff on protecting children from the risk of radicalization.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Understand the lasting impact that adversity and trauma can have on children and young people.
- Ensure the child protection policy is available publicly and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child.

2.4 ALL STAFF

All staff in the school, including supply staff and volunteers have responsibilityfor 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.
➢ Read Part One/Annex A/Annex B of KCSIE 2023 as directed by senior leaders and appropriate to roles.
➢ 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, Safe & Together and ensuring that the voices of children are listened to and taken account of.
➢ Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Physical Restraint 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.
➢ Understand the concept of `it could happen here` in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue.
➢ Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate communication.
➢ Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child.
➢ Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals.
➢ Attend multi-agency meetings as required, if appropriate to their role.
➢ Be aware of the local early help processes and understand their role in it.
➢ Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
➢ Provide targeted support for individual and groups of children as required, if appropriate to their role.
➢ Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation.

3. **TRAINING AND AWARENESS RAISING**
➢ In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school which support safeguarding e.g., the Behaviour Policy.
➢ All staff must ensure that they have read and understood Keeping Children Safe in Education: Part One/Annex A and/or Annex B.
➢ All staff will receive regular child protection training at least every 2 years and an annual update 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.
➢ All staff members will receive regular safeguarding and child protection training and updates, including online safety and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and

knowledge to safeguard children effectively.

➢ To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy (KCSIE).

➢ All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years.

➢ All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people.

4. SAFEGUARDING/CHILD PROTECTION POLICY &PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views, for example, through School Council.

We support the LA in its progress towards UNICEF Child Friendly City status and participate in the UNICEF Rights Respecting School programme and are accredited at silver level.

4.2 POOR ATTENDANCE

➢ We adopt MCC Attendance Policy and Attendance Strategy and reflect these in our own policies. We attend targeted support meetings related to attendance when required.

➢ 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.

➢ 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.

➢ We implement the statutory and LA requirements in terms of monitoring and reporting children to the CME team.

➢ We will follow the Anxiety Based School Avoidance guidance (MCC updated version May 2023) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

➢ We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date (MCC).

4.3   ALTERNATIVE PROVISION (AP)

We will only place children in AP which is a registered provider and has been quality assured eg. Is on the MCC approved provider list or has been judged by OFSTED to be good or better.

4.4   EXCLUSIONS

➢ We comply with statutory regulations and with the LA Inclusion (Appendix C).

➢ 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.
- ➢ We will work with the Weapon carrying in Schools and College guidance to assist in decision making around exclusion and other responses to carrying or using weapons in school.
- ➢ 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

- ➢ We ensure that all key staff work together to safeguard vulnerable children and use CPOMS to track. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support.
- ➢ 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 or has certain health conditions and specific needs
  - Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
  - Has a mental health need
  - Is a young carer
  - Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
  - Is frequently missing/goes missing from care or from home
  - Is at risk of modern slavery, trafficking, sexual or criminal exploitation
  - Is at risk of being radicalised or exploited
  - Has a family member in prison, or is affected by parental offending
  - 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 at risk from honour-based abuse such as FGM or forced marriage
  - Is a privately fostered child
  - Is persistently absent from education, including persistent absence for part of the school day
  - International New Arrival, refugee or asylum seeker
  - Looked after, previously looked after or under a special guardianship order
  - Has or previously had a social worker
  - LGBT children (KCSIE, Part 2:203-205)
  - Has the potential for adultification

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 behavior, mood and injury relate to the child's disability without further exploration.
- ➢ Being more prone to peer group isolation or bullying (including prejudice based bullying) than other children.
- ➢ The potential for children with SEND or certain medical conditions being

disproportionally impacted by behaviours such as bullying without outwardly showing any signs.
- ➢ Communication barriers and difficulties in managing and reporting these challenges (KCSIE, Part 2: 199).
- ➢ Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems (KCSIE, Part 2: 180-186).
- ➢ We ensure that staff consider the context in which incidents occur and whether and wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- ➢ 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 (KCSIE, Part 2:180-186).
- ➢ Where children have or have had a social worker, we will work alongside the social worker to ensure there is a clear education focus in the Plan for the child.

4.6   CHILD ON CHILD ABUSE (KCSIE, Part 5 & Part 2, 156)

All our staff recognise that children are capable of abusing their peers, including online.

Our Child on Child Abuse Policy clearly outlines our procedures and approach to this issue and are summarised below:

- ➢ The procedures to minimise the risk of child on child abuse.
- ➢ The systems in place for child ren to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously.
- ➢ How allegations of child on child abuse will be recorded, investigated and dealt with.
- ➢ Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child on child abuse will be supported.
- ➢ Recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported.
- ➢ Our clear zero-tolerance approach to abuse, never passing it off as 'banter', just having a laugh, 'part of growing up or 'boys being boys'.
- ➢ Recognition that it is more likely girls will be victims and boys will be perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously.
- ➢ Recognition of the different forms child on child abuse can take.
- ➢ Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE.

4.7   ELECTIVE HOME EDUATION

- ➢ We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision.
- ➢ We also understand that by being educated at home, some children are less visible to the services that are there to keep their safe and supported in line with their needs.

- If a parent/carer informs us of their intention to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, (and other key professionals if relevant) to ensure the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, before the final decision is made.
- We will inform Manchester LA of all deletions from the admission register when a child is taken off-role and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.
- We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education.

4.8   COMMUNITY SAFETY

- **Serious violence**
  We are aware of the indicators and risk factors which may signal that children are at risk from, or are involved with serious violent crime.

  We update our awareness training for staff based on new information regarding trends, modes of operation and language/slang when provided by partner agencies.

- **Child abduction and community safety incidents**
  We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe through PSHE curriculum.

- Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case by case basis to such incidents in and out of school

5. CASE MANAGEMENT, RECORD KEEPING AND MULTI AGENCY WORKING

5.1   KEEPING RECORDS
We use CPOMS.

- 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 willalso 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.
- We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- We keep our safeguarding records secure.
- We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as possible We keep a copy of the file in accordance with our Records Policy (See Appendix E) and statutory and LA Guidance (See Appendices A, B & D).

5.2   RECORDING AND REPORTING CONCERNS

- 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 (Appendix A). 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.

5.3 WORKING WITH PARENTS AND CARERS

- Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least two emergency contacts.
- In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.
- We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.
- 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 e.g. in cases of suspected sexual abuse. We will record the reasons if consent is not gained.
- In such cases the DSL or Headteacher will seek advice from Children's Social Care.

5.4   MULTI AGENCY WORKING

- We will develop effective links with other relevant agencies and co- operate as required with any enquiries regarding child protection issues.
- We will develop effective links with the Early Help Hubs and carry out Early Help Assessments (EHA), as appropriate.
- 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.
  - We receive an Operation Encompass notification and believe the social worker may not be aware of the circumstances.
  - We will regularly review concerns and, if necessary, as detailed in KCSIE and will follow LA and MSP procedures if there is a need to re-refer or to escalate.

5.5 CONFIDENTIALITY AND INFORMATION SHARING

- Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
- Information about children will only be shared with other members of staff on a need-to-know basis.

- All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child`s safety, welfare and educational outcomes. This is a matter of routine.
- 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.
- We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

5.6 CHILD PROTECTION (CP) CHILD IN NEED (CIN) & TEAM AROUNDTHE CHILD/FAMILY MEETINGS AND CONFERENCES

- 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.
- We will attend and contribute to initial and review CP conferences, CIN conferences and relevant multi-agency meetings, including core groups.
- Members of staff who are asked to attend a child protection conference or other core group meetings, either in person or virtually, 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.
- Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- We will aim to discuss and share reports with the parent/carers before the conference.
- All relevant staff will be confident using the tools which are part of the Signs of Safety approach including refreshed and updated versions.

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

- Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 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.
- We will endeavor to keep the child or adult informed about the progress of the complaint/expression of concern.

5.8 LEARNING FROM SERIOUS CASES

- MSP will always undertake a child practice review (CPR) previously called a 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 CPR 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 CPR.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people.

➢ If required we will provide an individual management report for a CPR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.
➢ Our DSL will keep up to date with the findings from CPRs and other learning reviews nationally and in Manchester, 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 in response to any crisis situation that may arise.

➢ All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
➢ This enables them to 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.
➢ Relationships Education, Relationships and Sex Education and Personal Social and Health Education (PSHE) 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 take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
➢ All children know that there are adults in our school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.
➢ Children are encouraged to contribute to the development of policies.
➢ Children are taught about safeguarding incidents including online safety and for some children, this will take a more personalised or contextualized approach, such as more vulnerable children, victims of abuse and some SEND children.
➢ We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.
➢ We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence and harassment.

7 ONLINE SAFETY

➢ Online safety is a safeguarding issue and we understand that children must be

safeguarded from potentially harmful and inappropriate online material. Our whole school approach empowers us to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school 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.

- The checklist to ensure compliance with filtering and Monitoring standards is included as Appendix B.
- We consider the areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.
- 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.
- Our policy on the use of children's personal mobile phones and smart technology is that children hand in mobile phones at the start of the day and are given them back at the end of the day.
- 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. DSL receives regular reports.
- We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility.
- We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.
- 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. We will keep abreast of new developments that may potentially harm children.
- 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. Staff sign to say they have read and understood Code of Conduct in Staff Handbook.
- We will complete online safety audits as appropriate to our needs and know where to access recommended models.
- We work with parents to promote good practice in keeping children safe online, including to support their children learning at home.
- We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.
- As technology and the risk of harms associated with it evolve and change rapidly, we will carry out an annual review to our approach to online safety supported by a risk assessment that considers and reflects the risks our children face.

8 SAFER RECRUITMENT AND SELECTION OF STAFF

- Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment (Appendices A & D)
- Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school. These measures are outlined below and expanded in our policies:

  - All those involved with the recruitment and employment of staff to work with

children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.

- Our job adverts will include safeguarding requirements and the school's commitment to safeguarding and promoting to welfare of children.
- Our job adverts will make clear that safeguarding checks will be undertaken including online checks for shortlisted candidates.
- We understand the process around filtering offences.
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children.
- Applicants must sign a declaration confirming information given is true.
- References are obtained by the school before interview and open references are not acceptable.
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role.
- We will investigate at interview if any concerns have come to light about the candidate through the self-declaration or online checks.
- We involve pupils in the process in a meaningful way.
- All information in the decision-making process is recorded along with the decisions made.
- Correct pre-employment checks are carried out and appropriately stored on the single central record.
- We understand and complete appropriate processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate.
- We understand the check which need to be made for individuals who have lived or worked outside the UK.
- We adhere to duties which must be performed in relation to agency and third-party staff, contractors, trainees or student teachers, visitors and volunteers.
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos.

➢ The Headteacher 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.
➢ When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect to meet the guidance in Keeping Children safe in Out of School Settings (KSCIE, Part 2, 167).
➢ If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and processes, including informing the LADO if relevant.
➢ The school maintains a single central record of all recruitment checks updated and monitored at least termly by senior leadership and governor.
➢ Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
➢ 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.
➤ Risk assessments are carried out on all volunteer activities as required.

9 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS

➤ We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly.
➤ We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated.
➤ The welfare of the child is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation.
➤ We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns`. These are outlined in our Low Level Concerns policy.
➤ The harms threshold indicates a person would pose a risk of harm if they have:

  • Behaved in a way that has harmed a child or may have harmed a child.
  • Possibly committed a criminal offence against or related to a child.
  • Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
  • Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behavior that may have happened outside school, known as transferable risk).

➤ Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusion.
➤ Concerns that do not meet the harm the harm may include:

  • Suspicions or nagging doubts about a member of staff.
  • Complaints.
  • Disclosures made by child, parent/carer or another adult within or outside of school.
  • Inappropriate conduct outside of work.
  • Those raised during recruitment and vetting processes.

➤ Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimising the risk of abuse.
➤ Although low level concerns may not meet the harm threshold, they are not insignificant.
➤ Low level concerns are reported to the Head of School or Executive Headteacher and   may also be self-referred.
➤ Our Low Level Concerns Policy details the processes and conclusion of low-level concerns and guidance about including information in references.
➤ All allegations made against a member of staff, including supply staff, volunteers, 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.
➤ We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.
➤ Historic allegations will be referred to the police.

10 SAFETY ON AND OFF SITE

- ➢ Our site is secure with safeguards in place to prevent any unauthorized access and also to prevent children leaving the site unsupervised
- ➢ We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- ➢ All visitors, including visiting speakers, are subject to our safeguarding protocols while on site. We will undertake a risk assessment of the education value, age appropriateness and content of the visitor`s itinerary.
- ➢ Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check.
- ➢ 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 and set out our safeguarding requirements in any contacts between school and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.
- ➢ We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- ➢ When the school is let, if services or activities are provided by the governing body or proprietor, under the direct supervision or management of school staff, the school arrangements for child protection will apply.
- ➢ When the school is let and services or activities are provided by another body, the school governing body or proprietor should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school on these matters where appropriate.
- ➢ Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO.
- ➢ Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school premises – failure to comply with this will lead to termination of the agreement.
- ➢ We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.
- ➢ 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.
- ➢ All school visits are fully risk assessed and no child will be taken off site without parental permission.
- ➢ For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- ➢ We have a Health and Safety policy.
- ➢ We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children`s social care settings and School and College Security GOV.UK and we have a

Critical Incident policy in place.

11 COMPLEX SAFEGUARDING

- ➢ We are aware of the indicators and risk factors which may signal that children are at risk from, or are involved with serious violent crime.
- ➢ We will support referrals to Engage panels by providing information about concerns and worries for children involved in ASB and on the edge of criminality, including whether interventions have already been put in place and their success or not.

12 Child Criminal Exploitation and Child Sexual Exploitation

- ➢ Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support to hasten this process or seek guidance as appropriate.
- ➢ We understand that schools are one of many locations where children can be targeted and recruited into county lines and recognise additional specific indicators that may be present when a child is criminally exploited through involvement in county lines.
- ➢ We are aware of the significantly low numbers of reported CCE/CSE cases for girls locally and remain vigilant in recognizing the signs of involvement for both boys and girls.
- ➢ We are mindful of the language and descriptors used when discussing or referring CCE and CSE instances and avoid all victim blaming language.
- ➢ We consider the use of the term `gang`and only apply it to Organised Crime Gangs, not urban or street group, although our children may perceive that they belong to, or associate with a named `gang`.
- ➢ We will seek help, support or recommendations from statutory partners with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term.
- ➢ We are familiar with My Safety planning approach for child protection in extra-familiar harm circumstances.

Date Approved:	September 2022
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APPENDIX A

Part one: Safeguarding information for all staff
What school and college staff should know and do

A child centered and coordinated approach to safeguarding

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

   The role of school and college staff

   1. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
   2. All staff have a responsibility to provide a safe environment in which children can learn.
   3. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
   4. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 51-67. Staff should expect to support social workers and other agencies following any referral.
   5. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
   6. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
   7. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school and college staff need to know

   1. All staff should be aware of systems within their school or college which support

safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer/child on child abuse;
- behaviour policy which should include measures to prevent bullying, cyber bullying, prejudice-based and discriminatory bullying;
- staff behaviour policy (sometimes called a code of conduct); should amongst other things, include low level concerns, allegations against staff and whistleblowing;
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

2. Copies of policies and a copy of Part one of this document should be provided to staff at induction.
3. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
4. All staff should be aware of their local early help process and understand their role in it.
5. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
6. All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
7. All staff should be able to reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
8. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognize their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to tehri vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

What school staff should look out for:

Early help

1. 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);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- 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 at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

2. All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Abuse and Neglect

1. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

2. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalization.

3. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

4. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

Indicators of abuse and neglect

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

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

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

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

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

or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

Child on Child Abuse

1. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

2. All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

3. It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

4. Child-on-child abuse is most likely to include, but may not be limited to:
   - bullying (including cyberbullying, prejudice-based and discriminatory bullying).
   - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
   - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
   - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
   - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
   - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
   - consensual and non-consensual sharing of nude and semi-nude images and/or videos8 (also known as sexting or youth produced sexual

imagery).

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

1. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

2. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

3. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

4. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

1. CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

2. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

3. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

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

Mental Health

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

2. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

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

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, 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 and may be at risk of criminal exploitation.

Additional information and support

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

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

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

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

2. If staff have any concerns about a child's welfare, they should act on them immediately. See page 22 for a flow chart setting out the process for staff when they have concerns about a child.

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

4. Options will then include:
   • managing any support for the child internally via the school's or college's own pastoral support processes;
   • undertaking an early help assessment, or
   • making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

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

6. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).

7. DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy).

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Early help assessment

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

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

3. Local authority children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: Contextual Safeguarding.

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

Children in need

1. A child in need is defined under the Children Act 1989 as a child who is unlikely to 16 achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Children suffering or likely to suffer significant harm.

2. Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect.

What will the local authority do?

1. Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:
   • the child requires immediate protection and urgent action is required;

- any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process, and
- further specialist assessments are required to help the local authority to decide what further action to take.

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

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

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

Record keeping

1. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:
   - a clear and comprehensive summary of the concern
   - details of how the concern was followed up and resolved, and
   - a note of any action taken, decisions reached and the outcome.

2. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or a deputy).

Why is all of this important?

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Further information about serious case reviews can be found in Chapter four of Working Together to Safeguard Children. Examples of poor practice include:
   - failing to act on and refer the early signs of abuse and neglect
   - poor record keeping • failing to listen to the views of the child
   - failing to re-assess concerns when situations do not improve
   - not sharing information with the right people within and between agencies
   - sharing information too slowly, and
   - a lack of challenge to those who appear not to be taking action.

**What school and college staff should do if they have a safeguarding concern or an**

allegation about another staff member

1. Schools and colleges should have processes and procedures in place to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers, and contractors).

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

   • this should be referred to the headteacher or principal;
   • where there is a concern/allegation about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school, and
   • in the event of a concern/allegation about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADOs). Details of your local LADO should be easily accessible on your local authority's website.

3. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy. Further details can be found in Part four of the full version of KCSIE.

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

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

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

3. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:
   • general guidance on whistleblowing can be found via: Advice on Whistleblowing 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.

Actions where there are concerns about a child
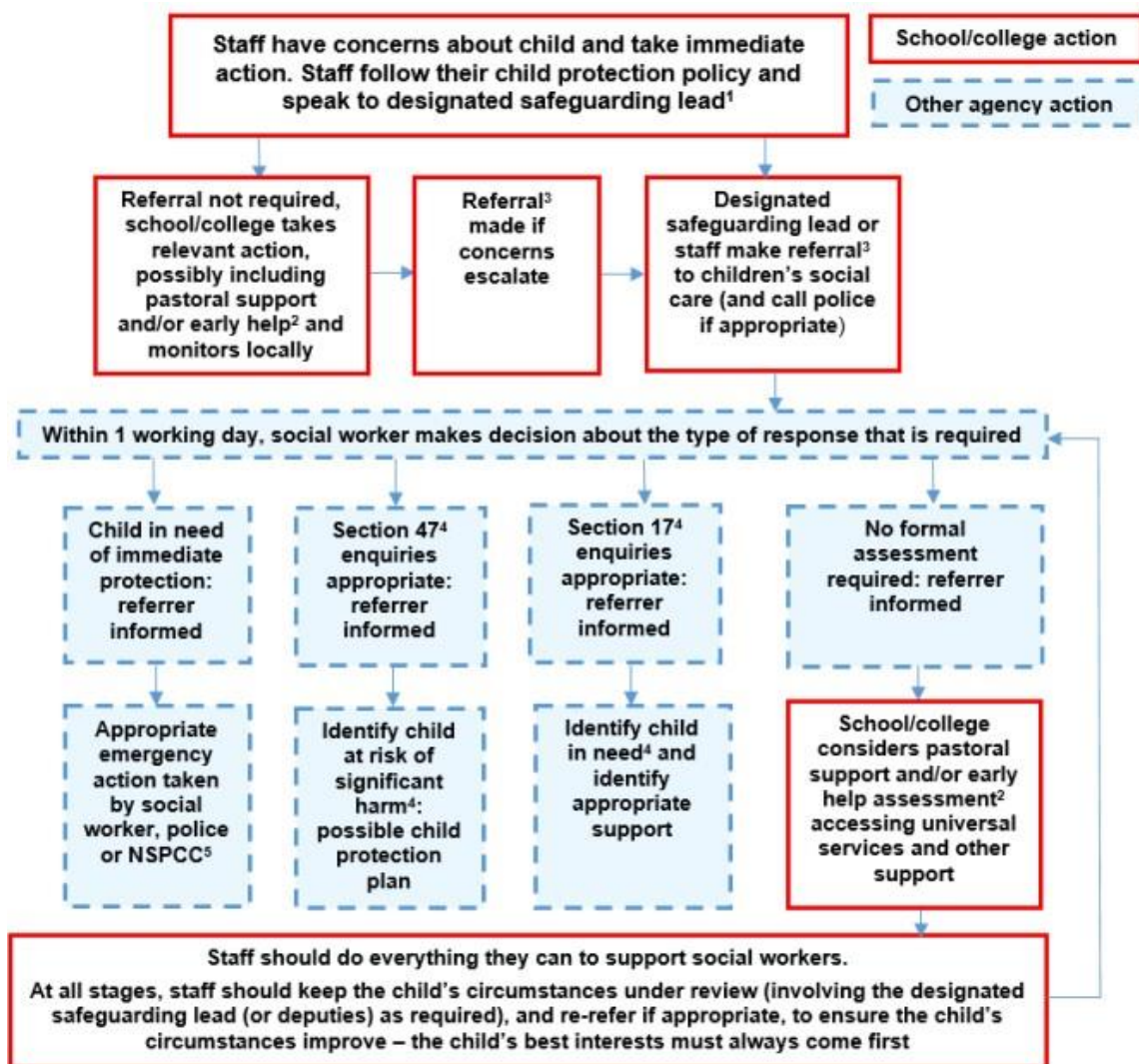
1. In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of working Together to Safeguard Children provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act.
5. 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children. This could include applying for an Emergency Protection Order (EPO).

Appendix B – Further Safeguarding Information

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

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice haslaunched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE)

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 ofthe perpetrator or facilitator and/or (c) through violence or the threat of violence. The

19 victims 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, see page 20 for more information), 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; and
• children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

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 non-contact 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; and
• children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners.

County lines

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 Mechanism15 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. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

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

15 national crime agency human-trafficking.

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.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together 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. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.
Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:
• NSPCC- UK domestic-abuse Signs Symptoms Effects.
• Refuge what is domestic violence/effects of domestic violence onchildren.
• Safelives: young people and domestic abuse.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of

contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here.

So-called 'honour-based' abuse (including FemaleGenital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) 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 awider 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.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers16 that requires a different approach (seefollowing section).

FGM

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.

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. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.17 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

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 16 Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means,in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carryout teaching work at schools and other institutions in England).
17 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need notreport a case to the police if they have reason to believe that another teacher has already reported the case.

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 (ifthey 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. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Preventing radicalisation

1. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk shouldbe a part of a schools' or colleges' safeguarding approach.
2. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respectand tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
3. Radicalisation refers to the process by which a person comes to supportterrorism and extremist ideologies associated with terrorist groups.
4. 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 canoccur 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.
5. As defined in the Government's Counter Extremism Strategy.
6. As defined in the Revised Prevent Duty Guidance for England and Wales.
7. As defined in the TerrorismAct 2000 (TACT 2000).
8. 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.

9. The school's or college's designated safeguarding lead (and any deputies) should beaware 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 Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard21 to the need to prevent people from being drawn into terrorism".22 This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Channel

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 drawninto 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. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at:

Channel guidance.

1. According to the Prevent duty guidance 'having due regard' means that the authoritiesshould place an appropriate amount of weight on the need to prevent people being drawn into terrorism when theyconsider all the other factors relevant to how they carry out their usual functions.

2. "Terrorism" for these purposeshas the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Additional support

The department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:
- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer on peer/ child on child abuse

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): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment betweenchildren in schools and colleges Context

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 should be aware of the importance of:

• making clear that sexual violence and sexual harassment is not acceptable, will neverbe 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.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact

children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 200323 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

23 See Sexual Offences Act 2003 available at Legislation.gov.uk

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom.Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.25

Sexual harassment
When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create ahostile, offensive or sexualised environment.
Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, makingsexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any ofthis crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern ofsexual harassment and/or sexual violence.26 It may include:
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

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
24 It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This
will be especially important if a child is reporting they have been raped. More information:here. 25 PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.
Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.

27Additional information can be found at GOV.UK.

Persons 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.

The response to a report of sexual violence orsexual 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.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse
- **What to do if you're worried a child is being abused –** DfE advice
- **Domestic abuse: Various Information/Guidance -** Home Office (HO)
- **Faith based abuse: National Action Plan -** DfE advice
- **Relationship abuse: disrespect nobody -** Home Office website

Bullying
- **Preventing bullying including cyberbullying** - DfE advice
- **Preventing and Tackling Bullying**, DfE advice

Children missing from education, home or care
- **Children missing education** - DfE statutory guidance
- **Child missing from home or care** - DfE statutory guidance
- **Children and adults missing strategy** - Home Office strategy 30

Children with family members in prison
- **National Information Centre on Children of Offenders** - Barnardo's in partnershipwith HM Prison and Probation Service

Child Exploitation

- **Trafficking**: safeguarding children - DfE and HO guidance

Drugs
- **Drugs**: advice for schools - DfE advice
- **Drug strategy 2017** - Home Office strategy
- **Information and advice on drugs** - Talk to Frank website
- **ADEPIS platform sharing information and resources for schools**: covering drug (&alcohol) prevention - Website by Mentor UK

"Honour Based Abuse" (so called)
- **Female genital mutilation**: information and resources- Home Office guidance
- **Female genital mutilation**: multi agency statutory guidance - DfE, DH, and HOstatutory guidance

Health and Well-being
- **Fabricated or induced illness: safeguarding children** - DfE, DH, HO
- **Rise Above: Free PSHE resources on health, wellbeing and resilience** - Public Health England
- **Medical-conditions: supporting pupils at school** - DfE statutory guidance
- **Mental health and behaviour** - DfE advice

Homelessness
- **Homelessness: How local authorities should exercise their functions** - Ministry ofHousing, Communities & Local Government guidance Online (see also Annex D)
- **Sexting: responding to incidents and safeguarding children** - UK Council forInternet Safety

Private fostering
- **Private fostering: local authorities -** DfE statutory guidance 31

Radicalisation
- **Prevent duty guidance**- Home Office guidance
- **Prevent duty: additional advice for schools and childcare providers** - DfE advice
- **Educate Against Hate website** - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)

Upskirting
- **Upskirting know your rights** – UK Government

Violence
- **Gangs and youth violence: for schools and colleges -** Home Office advice
- **Ending violence against women and girls 2016-2020 strategy -** Home Office strategy
- **Violence against women and girls: national statement of expectations for victims -** Home Office guidance
- **Sexual violence and sexual harassment between children in schools andcolleges** - DfE advice
- **Serious violence strategy** - Home Office Strategy

APPENDIX C Legislation, Statutory Guidance & OfstedFramework

- **Keeping Children Safe in Education' - latest update, currently September 2022**
- **Ofsted Section 5 Inspection Framework for Schools, September 2019**
- **Inspecting Safeguarding in Early Years, Schools & Skills Settings' September 2019**
- **'Working Together to Safeguard Children' , July 2018**
- **Prevent Duty, Section 26 Counter Terrorism & Security Act 2015**
- **FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 SeriousCrime Act 2015**
- **Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)**
- **DFE Statutory Policies for Schools, Jan 2020,**
- **DFE Children Missing Education, Stat Guidance, Sept 2016**
- **DFE Designated Teacher for LAC Guidance, Feb 2018**
- **DFE Supervision of Regulated Activity, Jan 2013**
- **Alternative Provision, Stat guidance, Jan 2013**
- **Teachers' Standards, updated June 2013**
- **Governors' Handbook, March 2019**
- **'Listening to & involving children & young people', stat guidance, Jan 2014**
- **Health & Safety Legislation**

APPENDIX D - Non-statutory Guidance

- DFE 'What to do if you are worried a child is being abused - Advice forPractitioners'

- 'Safer Working Practices', Safer Recruitment Consortium, Oct 2015
- DFE National Standards of Excellence for Headteachers, Jan 2015
- DFE 'Use of Reasonable Force in Schools', July 2013
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
    - NSPCC Whistleblowing Adviceline
    - Teaching Online Safety in School June 2019

APPENDIX E - MCC & MSCB Policies, Procedures &Guidance

Links to:-

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

APPENDIX F - Links to Other Relevant School/EYSetting/College Polices/Procedures

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short-term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers

APPENDIX G - Other Relevant Education DepartmentPolicies/Guidance

All these are available on the Manchester Schools Hub Website.
- 'Transfer of Safeguarding Information' model policy & guidance
- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- 'A Good Safeguarding School'

APPENDIX H - Abbreviations

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