St Clement’s C. of E. Primary School



**SAFEGUARDING POLICY**

Approved by FGB: 13.9.21

Due for review: September 2022

***Growing Together To Let Our Light Shine***

**John 3:18** ***'Little children, let us not love in word or talk but in deed and in truth.'***

**Mission Statement:**

**We encourage and inspire children to aim high and challenge themselves in everything they do.**

***As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.***

**Our Christian Values Reflected In This Policy**

**Faith**

**Hope**

**Love**

**Respect**

**Thankfulness**

**Forgiveness**

**Compassion**

**DDA STATEMENT**

At St. Clement’s we will aim to:

* **Promote equality of opportunity between disabled people and others.**
* **Eliminate discrimination that is unlawful under the Act.**
* **Eliminate harassment of disabled pupils that is related to their disabilities.**
* **Promote positive attitudes towards disabled people.**
* **Encourage participation by disabled people in public life.**
* **Take account of a disabled person’s disabilities, even when that involves treating a disabled person more favourably than another person.**

**Rights Respecting School Link to Articles: Article 3- Best Interests of the Child; Article 4- Implementation of the Convention; Article 6- Life, Survival & Development; Article 8- Protection & Preservation of Identity; Article 9- Separation from Parents; Article 10- Family Reunification; Article 11- Abduction & Non-Return of Children; Article 12- Respect for the views of the Child; Article 13- Freedom of Expression; Article 16- Right to Privacy; Article 17- Access to Information from the Media; Article 18- Parental Responsibilities and State Assistance; Article 19- Protection from Violence, Abuse, Neglect & Bad Treatment; Article 20- Children unable to live with their Family; Article 21- Adoption; Article 22- Refugee Children; Article 25- Review of Treatment in Care; Article 26- Social Security; Article 27- Adequate Standard of Living; Article 32- Child Labour; Article 33- Drug Abuse; Article 34- Sexual Exploitation; Article 35- Abduction, Sale & Trafficking; Article 36- Other forms of Exploitation; Article 37- Inhumane Treatment & Detention; Article 38- War & Armed Conflict; Article 39- Recovery from Trauma & Reintegration; Article 40- Juvenile Justice;**

**SAFEGUARDING POLICY**

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| **ST CLEMENTS C OF E PRIMARY SCHOOL** | | |
| The Headteacher who has the ultimate responsibility for safeguarding is: Mrs Jane Parker  In their absence, the authorised members of staff are :  Miss Leah Steeles, Mrs Amanda Street, Miss Teresa O’Connor & Mr Craig Thirsk | | |
| **KEY SCHOOL STAFF & ROLES** | | |
| Name | Role | Location and/or Contact Phone Number |
| Jane Parker | *-Head Teacher*  *-Designated Safeguarding Lead*  *-SENDCO*  *-Looked After Children Lead*  *-Attendance Lead* | *0161 301 3268* |
| Amanda Street | *-Attendance Officer*  *-Designated Person for Child Protection*  *-Family Support* | *0161 301 3268* |
| Leah Steeles | *-Designated Person for Child Protection*  *-Family Support & Parental Engagement lead*  *-Learning Mentor* | *0161 301 3268* |
| Teresa O’Connor | *-Designated Person for Child Protection*  *-SEN Teaching Assistant* | *0161 301 3268* |
| Craig Thirsk | *-Designated Person for Child Protection*  *-Assistant Head*  *-Behaviour Lead* | *0161 301 3268* |

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| **NAMED GOVERNOR for Safeguarding & Prevent** | Contact Phone Number/Email |
| Mrs E Ward | *Via School* |

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| Our procedure if there is a concern about child welfare or safeguarding is:-  -Please inform one of the designated persons for child protection immediately   * . **Advice line numbers** * Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977 * Social Care Advice & Guidance Service: 0161 234 5001 * Complex Safeguarding Hub Advice Line: 0161 226 4196 * MCC Safeguarding in Education Team: 0161 245 7171 |

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| 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:  -Please inform one of the designated persons for child protection immediately   * **Advice line numbers**   Manchester LA Designated Officer (formerly LADO): **0161 234 1214**.  . |

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| 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.   * Employees should raise their concerns with their immediate line manager if possible. However, the most appropriate person to contact to report a concern will depend on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. * Where the individual believes that their manager is involved in the matter of concern, they should then contact the Head Teacher (or the Chair of Governors if the concern raised is related to the Head Teacher). * **Advice line numbers**   NSPCC Whistleblowing Helpline: 0800 028 0285. |

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

|  |  |  |
| --- | --- | --- |
| Review Date | Changes made | By whom |
| 17/9/18 | Policy created | Jane Parker |
| 7/8/19 | Policy reviewed | Jane Parker |
| 5/8/20 | Policy reviewed | Jane Parker |
| 11/8/21 | Policy reviewed | Jane Parker |

**Ratification by Governing Body**

|  |  |  |
| --- | --- | --- |
| Academic year | Date of ratification | Chair of Governors |
| 2018-19 | 17/9/18 | Eleanor Ward |
| 2019-20 | 16/9/19 | Eleanor Ward |
| 2020-21 | 7/9/20 | Eleanor Ward |
| 2021-22 |  |  |

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**APPENDICES:-**

1. **Part 1 of ‘Keeping Children Safe in Education’ September 2021 (KCSIE),statutory guidance to be read by all staff\***
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3. **Non-Statutory Government Guidance**
4. **Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)**
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1. **Abbreviations**

**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 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-centred.

**‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (KCSIE, Part 1, p 6 Sept 2021)**

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

* Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.19)
* Child Sexual Exploitation (Annex A, p79-80)
* Contextual Safeguarding (1.32)
* Criminal Exploitation (1.30 & Annex A, p80-81)
* Domestic Abuse (Annex A, p81)
* Early Help (1.18)
* Homelessness (Annex A p82-83)
* Online Safety (Annex C)
* Peer on Peer Abuse – including sexual harassment, upskirting & sexting (1.27, Part 5 & Annex A, p86-89)
* Preventing Radicalisation (Annex A, p84-86)
* Serious Violence (1.29)
* So-called ‘Honour-Based Violence’ including Female Genital Mutilation & Forced Marriage (1.31 & Annex A, p83-84)

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.

**Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:**

**• protecting children from maltreatment;**

**• preventing the impairment of children’s mental and physical health or development;**

**• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and**

**• taking action to enable all children to have the best outcomes.**

**(KCSIE p 6, September 2021)**

* 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’ and ‘Keeping Children Safe in Education.’ 2021 Our policy ensures that we comply with our Statutory Duties (Appendix A)
  2. Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)
  3. Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices D & F)
  4. Our policy complements and supports other relevant school policies(Appendix

E)

**2. ROLES & RESPONSIBILITIES**

**LEADERSHIP & MANAGEMENT**

**2.1 OUR HEADTEACHER**

Our Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of the new 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, including identifying and responding to their needs, including:-

**‘providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.’ (KCSIE)**

Our 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 volunteers and that they are regularly updated in response to local practice or national changes in legislation.
* All staff and volunteers understand and comply with our Code of Conduct.
* We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online tool to the LA as requested
* A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
* Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear via various communications.
* The Safeguarding and Child Protection policy is available on our website and is provided to all staff and volunteers.
* Child friendly information of how to raise a concern/make a disclosure has been developed through consultation with our school council and is accessible to all children through paper copies being made available in each class and staff referring to the child friendly policy at regular intervals.
* 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. When a designated person for child protection completes a referral, it is always discussed with another designated person before it is submitted to MCC. We also ask for feedback, at the end of a period of multi agency working, from the agency we have been working closely with, to quality assure our input.
* We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively.

All staff, volunteers and visitors have a responsibility to report any concerns about

the welfare and safety of a child and all such concerns must be taken seriously. If

a concern arises all staff, volunteers and visitors must:

- Speak to one of our 5 Designated Persons (posters showing who the designated

persons are, are displayed around school)

- Agree with this person what action should be taken, by whom and when it will be

reviewed

-The person reporting the concern, if a member of school staff, will record the

concern using the school’s safeguarding recording system- c-poms. If a non-

staff member reports a concern, then the designated person will record the

concern onto our system.

* Any staff commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
* We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. Speakers and agencies who visit us, also have to be DBS checked and we also research their organisation’s aims before being allowed to enter our school and speak to our pupils.

2.2 Our **Governing Body**

Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of the new 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

We will ensure that:-

* All policies, procedures and training in our school are effective, taking account of LA and DFE guidance, and comply with the law at all times
* Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
* The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding at full governing body meetings and will liaise with the designated member of staff by meeting at least once a term.
* Our safeguarding policy and our staff Code of Conduct are reviewed at least annually. The senior designated person undertakes the initial review and presents the draft policy to staff to read before taking the completed policies to the full governing body for approval.
* We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. Staff are not employed in school until we have received satisfactory references from at least 2 referees and staff and volunteers cannot work in school until their DBS checks have been approved.
* We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with KCSIE and Local Authority procedures.
* All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. This is monitored by the designated persons reading safeguarding concerns that staff log onto c-poms and analysing the number and nature of concerns reported on a half termly basis.
* There is appropriate challenge and quality assurance of the safeguarding policies and procedures.

The safeguarding governor challenges and supports the DSL and we ask agencies that we have worked with, to complete an evaluation of the support that we have provided.

2.3 The **Designated Safeguarding Lead (DSL) and the other designated persons,** have specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL together with the rest of the safeguarding team will:

* Act as the first point of contact with regards to all safeguarding matters.
* 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, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
* Provide support and training for staff and volunteers. All staff have regular safeguarding updates provided by the designated person team. All staff have their level 1 training refreshed every 2 years but at the start of each academic year, all staff undertake an online refresher course provided by the Safeguarding Centre from ‘The Key’. New staff who join us after this training, complete the training online with a designated person present to support them if needed. We also provide training on specific aspects of safeguarding such as FGM. This is identified through an audit of training and the plan in the LA Safeguarding SEF. During induction, volunteers are spoken to about safeguarding and who to speak to if concerns arise. They are also given the safeguarding policy and during their regular reviews with the volunteer co-ordinator, safeguarding is discussed with them.
* Ensure that all referrals made to Children’s Services are effective and in line with MSP procedures. Referrals are made by the designated persons. Sometimes, this is completed by one or two of the DPs dependent on who has investigated. However, if one DP has completed the referral, it is always discussed with another DP before it is phoned through to children’s services. If the concern is very urgent and serious, we follow up the next day at the latest. For all other referrals, if we have not heard anything, we phone up on the second day. A log of referrals made and follow up is in place in school.
* Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. The designated person team meets regularly to discuss their role and to support one another.
* Ensure that all staff and volunteers understand and are aware of ourreporting and recording procedures and are clear about what to do if they have a concern about a child.
* Always be available during school hours during term-time, and at other times as designated by the Headteacher. The DSL delegates their responsibility to two members of the designated person team who are contracted to work all year round.

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

All staff will:-

* Follow our agreed Code of Conduct guidance
* Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
* Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Team Teach training
* Provide a safe environment where children can learn
* Be approachable to children and respond appropriately to any disclosures
* Never promise a child that they will not tell anyone about an allegation, as this

may not ultimately be in the best interest of the child

* Know what to do if they have a concern and follow our agreed procedures for

recording concerns, sharing information and making referrals

* Attend multi-agency meetings as required, if appropriate to their role
* Contribute to the teaching of safeguarding in the curriculum as required, if

appropriate to their role

* Provide targeted support for individuals and groups of children as required, if

appropriate to their role

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

**3.TRAINING AND AWARENESS RAISING**

* + In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction. The member of staff responsible for the new staff member’s induction, will arrange for them to meet with a designated person and complete level 1 online training. The volunteer lead will provide regular volunteers with information about who the designated persons are and what to do in the event of a safeguarding concern occurring.
  + All staff must ensure that they have read and understood ‘Keeping Children Safe in Education: Part One’ and all staff working directly with children should also read Annex A. A paper, as well as an electronic copy is provided on Parago (online Policy bank) and after reading, staff must sign and date the sheet or click the button to say that they have read and understood the document.
  + All staff will receive regular child protection training at least every 2 years which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes.
  + All staff members will receive regular safeguarding and child protection training

and updates, as required, providing them with relevant skills and knowledge to

safeguard children effectively.

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

1. **SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES**
   1. **PUPIL VOICE**

Children are encouraged to contribute to the development of policies and share their views via our annual pupil survey, thematic days and weeks- eg e-safety and anti bullying weeks are times that we use to review our policies in these areas with pupils and through ongoing consultation via the school council.

**4.2 ATTENDANCE**

4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. 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.

* + 1. 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).
    2. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
  1. **ALTERNATIVE PROVISION (AP)**

4.3.1 We will only place children in AP which is a registered provider and has

been quality assured. MCC advise that schools only use AP that has

been judged by Ofsted to be Good or better.

4.3.2. Children who require access to AP will have a personalised learning

plan designed to meet their needs. Their attendance will be monitored

by us. Our DSL will work together with the DSL at the AP to

ensure that any safeguarding concerns are followed up appropriately.

* 1. **EXCLUSIONS**

4.4.1. We comply with statutory regulations and with the LA Inclusion Policy

(October 2019).

4.4.2. The DSL will be involved when a fixed term or permanent exclusion is

being discussed and any safeguarding issues will be considered. If

there is an open EH, CiN or CP, the EH Practitioner or Social Worker

will be informed.

* + 1. Where it is felt that a child or young person is likely to be permanently

excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

**4.5 VULNERABLE GROUPS**

4.5.1 We ensure all key staff work together to safeguard vulnerable children. All of the designated persons for child protection log any concerns or contact with other agencies on our c-poms system and the report is shared with each of the designated persons. As well as ongoing, daily informal communication, the designated person team meets each half term to review the vulnerable children caseload.

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

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

4.5.3 Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration;

• these children 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; and

• communication barriers and difficulties in managing or reporting these challenges.

**(KCSIE 2021, Part 2, para 185, page 45)**

4.5.4. 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.

4.5.5. 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.

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

* 1. **KEEPING RECORDS**

On a day to day basis, we record any safeguarding concerns on our secure, electronic c-poms system.

* + 1. We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child’s life.
    2. We keep copies or information about all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
    3. We keep secure the safeguarding records.
    4. We send a pupil’s child protection or safeguarding file separately from the main file

to a new establishment if a pupil leaves the school

* 1. **RECORDING AND REPORTING CONCERNS**
     1. All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (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
  1. **INFORMING PARENTS/CARERS**
     1. Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details.
     2. In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).
     3. We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children’s Social Care Service or any other agency **unless it is believed that doing so would put the child at risk,** eg in cases of suspected sexual abuse. We will record the reasons, if consent is not gained.
     4. In such cases the DSL or Headteacher will seek advice from Children’s Social Care AGS.
  2. **MULTI-AGENCY WORKING**
     1. We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
     2. We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
     3. We will notify Children’s Social Care if:
* a child subject to a child protection plan is at risk of permanent exclusion.
* there is an unexplained absence of a child who is subject to a child protection plan of more than two days from school.
* it has been agreed as part of any child protection plan or core group plan.

5.4.4. We will regularly review any children where we have concerns, make relevant

referrals and escalate if further actions are necessary, as detailed in KCSIE. We

will follow LA and MSP procedures if there is a need to re-refer or escalate any

concerns.

* 1. **CONFIDENTIALITY & INFORMATION SHARING**
     1. Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
     2. Information about children will only be shared with other members of staff on a need to know basis.
     3. All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child’s best interests, in order to safeguard them.
     4. We have arrangements in place that set our 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 recording the reasons for these decisions on c-poms.

5.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we

process all personal information fairly and lawfully and keep it safe and secure.

* 1. **CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE**

**CHILD/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES**

* + 1. A child protection conference will be held if it is considered that the child is suffering or at risk of significant harm.
    2. We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. One of the five designated persons leads on each case and it is expected that they attend meetings for the family as a school representative. If meetings take place in school holidays, two or our designated persons work all year round and they attend meetings during this time.
    3. Members of staff who are asked to attend a child protection conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.
    4. Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
    5. We will discuss and share reports with the parents/carers before the conference.
    6. All relevant staff will be confident in using the tools which are part of the Signs of Safety approach
  1. **CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS**

5.7.1 Any concern, disclosure or expression of disquiet made by a child will be listened

to seriously and acted upon as quickly as possible to safeguard his or her welfare.

* + 1. All staff and volunteers must be clear with children that they cannot promise to keep secrets.
    2. 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.

* + 1. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.
  1. **LEARNING FROM SERIOUS CASE REVIEWS**

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

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

5.8.2. If required we will provide an individual management report for a

SCR and will cooperate fully with implementing outcomes of the review

including reviewing policy, practice and procedures as required.

5.8.3 Our DSL will keep up to date with the findings from SCRs and other learning

reviews nationally and in Manchester, share the learning and review our

safeguarding procedures if relevant.

1. **THE CURRICULUM**

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

* 1. All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
  2. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
  3. There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
  4. Personal Social and Health Education (PSHE), Sex and Relationship Education

(SRE), Citizenship and Religious Education 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.

* 1. 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, Peer on Peer Abuse, Radicalisation, Forced

Marriage, Female Genital Mutilation, Modern Slavery and County Lines.

**7 . ONLINE SAFETY**

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

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

7.3 We will ensure that appropriate filtering methods (without ‘over-blocking’) are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. The DSL, Computing lead & School Business Manager receive immediate alert reports if the firewall has been breached and a weekly, summary, report is also received by them.

7.4 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite. Technologies include laptops, i-pads, mobile phones, cameras etc. Our Professional Profile for Staff states that there should be no contact with pupils out of school via social networking.

7.5 We follow the MSP guidelines ‘Safeguarding online guidelines for minimum standards’ and the advice on the UK Safer Internet Website. St Clements is working towards the e-safety 360 Accreditation.

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

**8. SAFER RECRUITMENT & SELECTION OF STAFF**

8.1 Our recruitment and selection policies and processes adhere to the DfE guidance “Keeping Children Safe in Education” September 2021 and the LA model policy for Safer Recruitment (Appendices A & D)

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

recruitment training within the past 3 years

8.3 All relevant staff (involved in early years settings and/or before or after school care

for children under eight) are made aware of the disqualification and disqualification

by association legislation and their obligations to disclose relevant information to

the school via staff briefings

8.4 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

8.5 The school maintains a single central record of all recruitment checks

undertaken.

8.6. Trainee teachers will be checked either by the school or by the training

provider, from whom written confirmation will be obtained.

8.7 Written notification will be requested from any agency or third party

organisation used by us to confirm that the organisation has carried out

the statutory recruitment checks.

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

1. **MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

9.1 We adhere to DfE guidance ‘KCSIE, September 2021, Part 4’, when dealing with allegations made against staff and volunteers.

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

9.3 Allegations which meet the threshold will be referred to the LADO

9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.

* 1. Historic allegations will be referred to the police.

**10.SAFETY ON & OFF SITE**

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

10.2 All visitors, including visiting speakers, are subject to our safeguarding protocols

whilst on site and will be supervised at all times, if no checks have been obtained.

10.3. We will ensure that any contractor, or any employee of the contractor, who is to

work at the school or college, has been subject to the appropriate level of DBS

check. We are responsible for determining the appropriate level of supervision

depending on the circumstances. We will always check the identity of contractors

and their staff on arrival at the school or college.

10.4 We operate a responsible booking protocol and will carry out appropriate checks

on all organisations which request to hire our facilities.

10.5 We exercise due diligence to prevent any organisation or speaker from using our

facilities to disseminate extremist views or radicalise pupils or staff.

10.6 We use the policies and procedures from the organisation that trainees come from

when they are on work experience placement with us. We will ensure that any

person supervising a child on a placement has been subject to the appropriate

level of DBS check.

10.7 All school visits are fully risk-assessed and no child will be taken off-site without

parental permission.

10.8 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.

10.9 We have a Health & Safety policy eg for contacting parent/carers and for reporting

to the emergency services, including Police & Hospital .

**APPENDICES**

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

**APPENDIX A - ‘Keeping Children Safe In Education 2021’ Part 1 - to be read by all staff**

**‘Keeping Children Safe in Education’ Part one:**

**Safeguarding information for all staff - What school and college staff should know and do**

**A child centred 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](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) [together to safeguard children.](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
2. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
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: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
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** school and college staff have a responsibility to provide a safe environment inwhich children can learn.
3. **All** school and college staff should be prepared to identify children who maybenefit from early help.
4. **Any staff member** who has a concern about a child’s welfare should follow thereferral processes set out in paragraphs 55-70. Staff may be required 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 members 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**

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

* the child protection policy;
* behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
* the staff behaviour policy (sometimes called a code of conduct);
* safeguarding response to children who go missing from education; and
* the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. All staff members should receive appropriate safeguarding and child protection training which is

regularly updated. In addition, all staff members 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.

15. All staff should be aware of the early help process and understand their role in it.

16. 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.

17. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff

should know how to manage the requirement to maintain an appropriate level of confidentiality. This

means only involving those who need to be involved, such as the designated safeguarding lead (or a

deputy) and children’s social care. Staff should never promise a child that they will not tell anyone

about a report of abuse, as this may ultimately not be in the best interests of the child.

18. 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.

**What school and college staff should look out for**

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 or exploitation;
  + is at risk of being radicalised or exploited;
  + is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse,

adult mental health issues and domestic abuse;

* + is misusing drugs or alcohol themselves;
  + has returned home to their family from care;
  + is 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.

**Abuse and neglect**

1. All staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect (see paragraphs 26-30), and specific safeguarding issues such as child criminal exploitation and child sexual exploitation (see paragraphs 32-39) so that staff are able to identify cases of children who may be in need of help or protection.
2. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).
3. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).
4. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. 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 exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
5. 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.
6. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

**Indicators of abuse and neglect**

26. **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.

27. **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.

28. **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.

29. **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 49).

30. **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**

31. 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. Other safeguarding issues all staff should be aware of include:

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

32. 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.

**Child Criminal Exploitation (CCE)**

33. 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.

34. 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.

35. 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. Further information about CCE including definitions and indicators is included in Annex B.

**Child Sexual Exploitation (CSE)**

36. 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.

37. CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media.

38. 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 e.g. they believe they are in a genuine romantic relationship.

39. Further information about CSE including definitions and indicators is included in Annex B.

**Female Genital Mutilation (FGM)**

40. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. 10 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex B for further details. Mental Health

41. 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.

42. 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.

43. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education.

44. 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. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

45. 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.

**Peer on peer abuse** **(child on child)**

46. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

47. 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 peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

48. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually 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.

49. Peer on peer 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 peers;

• 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 nudes and semi nudes images and or videos (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; and

• 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).

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

**Serious violence**

51. 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, 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 (see paragraphs 33-35).

52. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

**Additional information and support**

53. 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.

54. Annex B 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**

55. 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.

56. 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.

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

58. 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

• a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

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

60. 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). 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**

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

**Statutory children’s social care assessments and services**

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

63. 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.

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

**Children in need**

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

**Children suffering or likely to suffer significant harm:**

66. 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, female genital mutilation, or other so-called ‘honour’-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation. What will the local authority do?

67. 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.

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

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

70. 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**

71. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. 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;

• a note of any action taken, decisions reached and the outcome.

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

**Why is all of this important?**

73. 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 safeguarding concerns about another staff member**

74. Schools and colleges should have processes and procedures in place to manage any safeguarding concerns about staff members (including supply staff, volunteers, and contractors). If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then:

• this should be referred to the headteacher or principal;

• where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and

• in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, 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. Further details can be found in Part four of this guidance. What school or college staff should do if they have concerns about safeguarding practices within the school or college

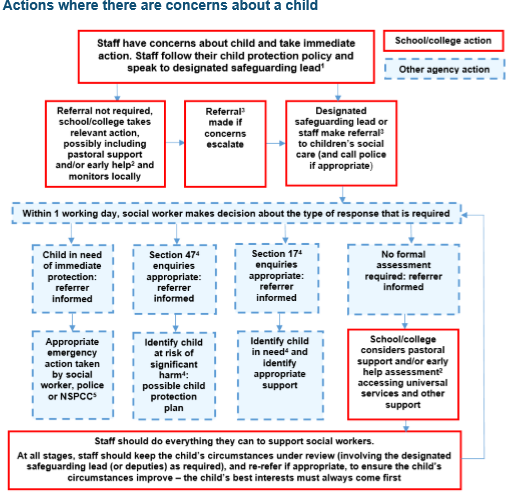
75. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s or college’s safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

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

77. 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.



**B.Legislation, Statutory Guidance & Ofsted Framework**

* **Definitions of Abuse & Neglect from ‘Working Together to Safeguard Children’ (updated 2018)**

**Significant Harm**

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

**Physical Abuse**

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

**Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to

cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual Abuse**

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

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Neglect**

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

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

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

* Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
* Protect a child from physical and emotional harm or danger.
* Ensure adequate supervision (including the use of inadequate caretakers).
* Ensure access to appropriate medical care or treatment.
* It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**C.Non-statutory Guidance**

* DFE ‘What to do if you are worried a child is being abused - Advice for practitioners’
* ‘Safer Working Practices’
* DFE National Standards of Excellence for Headteachers, October 2020
* DFE ‘Use of Reasonable Force in Schools’, July 2013
* NSPCC Whistleblowing Adviceline

**D.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

**E.Links to Other Relevant School/EY Setting/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

**F.Links to Other Relevant Education Department Policies/Guidance**

Schools Hub

* ‘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’

**G. Abbreviations**

* CiN Child in Need
* CP Child Protection
* CSC Children’s Social Care
* DSL Designated Safeguarding Lead
* EH Early Help
* EHA Early Help Assessment
* LADO Local Authority Designated Officer
* MASH Multi Agency Safeguarding Hub
* MCC Manchester City Council
* MSCB Manchester Safeguarding Children’s Board
* SOS Signs of Safety