Chapel Street
Community Primary School

Child Protection and Safeguarding (Including EYFS)

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Signed by Headteacher	Ella Hughes	
Signed by Chair of Governors	Tim Wheeler	

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Main amendments as part of this review	• Updated in line with changes to guidance for 2025 including:
	  ○ KCSiE
	  ○ Working Together to Safeguard Children
	  ○ EYFS Statutory Framework

Links to statutory guidance	• Keeping children safe in education - GOV.UK • Working together to safeguard children - GOV.UK • Early years foundation stage (EYFS) statutory framework - GOV.UK • Manchester Safeguarding Partnership • Multi-agency statutory guidance on female genital mutilation - GOV.UK • Disqualification under the Childcare Act 2006 - GOV.UK • Supervision of activity with children - GOV.UK • Promoting the education of looked-after and previously looked-after children - GOV.UK • Working together to improve school attendance - GOV.UK • Schools: statutory guidance - GOV.UK
Links to non-statutory guidance	• Maintained schools governance guide - Guidance - GOV.UK • Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK • Online safety in schools and colleges: questions from the governing board - GOV.UK • Teaching online safety in schools - GOV.UK • Harmful online challenges and online hoaxes - GOV.UK • Out-of-school settings: safeguarding guidance for providers - GOV.UK • Searching, screening and confiscation in schools - GOV.UK • Use of reasonable force in schools - GOV.UK • Safeguarding children who may have been trafficked - GOV.UK • Eligibility guidance for enhanced DBS checks - GOV.UK • DBS guidance leaflets - GOV.UK • New disclosure and barring services - GOV.UK • NSPCC | The UK children's charity | NSPCC • Resources | KD Safeguarding | Keeping Children Safe
Related policies	• Anti-bullying • Behaviour Management (Relational Approach) • Child Friendly Safeguarding • Children Missing Education • Complaints • Confidentiality • Dealing with abusive visitors in school • Dealing with allegations of abuse against staff • Designated teacher for looked-after and previously looked-after children • Disciplinary and Dismissal • Drop-off, Collection and Walking Home • EYFS • First Aid (including Head Bump Procedures) • Governor Code of Conduct • Grievance, Bullying and Harassment • Health & Safety

	• Intimate Care • Lettings (Premises Hire) • Low Level Concerns • Mobile Phones, Smart Watches, Cameras & Electronic Devices • Online Safety including Acceptable Use, Filtering and Monitoring • Positive Handling / Physical Restraint • Pupil Attendance • Pupil Leave of Absence • Pupils with Health Needs Attendance • Recruitment of Ex-Offenders • Relational Approach • Relationships and Health Education • Remote Learning • Safer Recruitment (including DBS) • Sexual Harassment • Social Media • Social Media School Usage • Special Educational Needs and Disability • Staff Code of Conduct • Supporting Pupils with Medical Conditions • Suspension and Exclusions • Toileting in Early Years • Volunteers • Whistleblowing

Chapel Street
Community Primary School

Vision & Missions statement
Making a difference and achieving excellence for every child.

School values
- Growth – *We are always learning and finding ways to make things better for everyone.*
- Respect – *We do the right thing for ourselves, each other, our school, our community and our world.*
- Inclusion – *We care about people as individuals and help everyone to feel safe, succeed and belong.*

You can find out more about school on our website: https://www.chapelstreetprimary.co.uk/

If you have any questions about the content of this policy:
- If you are a member of staff – speak with your line manager or a member of the leadership team;
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

If you would like a paper copy of this policy printing for you, please contact the school office who can arrange this.

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Appendix 1: Types of abuse
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The latest version of Keeping Children Safe in Education Part 1 and Annex B can be found here: Keeping children safe in education - GOV.UK (www.gov.uk)

For the following, please see separate policies (which include our relevant procedures):

- Safer recruitment and DBS checks
- Allegations of abuse made against staff (allegations that may meet the harms threshold)
- Low Level Concerns (concerns that do not meet the harm threshold)

Contact Numbers

SPECIFIC SCHOOL CONTACTS
Designated Safeguarding Lead (DSL): Mrs Karen Pilling
Contact Number: 0161 224 1269 and email: k.pilling@chapelstreet.manchester.sch.uk

Headteacher (DSL): Mrs Ella Hughes
Contact Number: 0161 224 1269 and email: e.hughes@chapelstreet.manchester.sch.uk

Deputy Designated Safeguarding Leads (DDSL):
Safeguarding and Welfare Manager: Mrs Suzanne Powell
Contact Number: 0161 224 1269 and email: spowell@chapelstreet.manchester.sch.uk

Inclusion AHT and SENCO: Mrs Kate Ortoft
Contact Number: 0161 224 1269 and email: k.ortoft@chapelstreet.manchester.sch.uk

Nominated Governor for Child Protection: Ifeoma Chibeze
Contact Number: 0161 224 1269 and email: Ifeoma.Chibeze@chapelstreet.manchester.sch.uk

Chair of Governors: Tim Wheeler
Contact Number: 0161 224 1269 and email: t.wheeler@chapelstreet.manchester.sch.uk

KEY CONTACTS WITHIN THE LOCAL AUTHORITY
The Manchester Children's Services Centre is able to provide advice and guidance:
Contact Number: 0161 234 5001 and Fax: 0161 255 8226

MCC Local Authority Designated Officer (LADO)
Contact Number: 0161 234 1214 and email: qualityassurance@manchester.gov.uk

Early Help Hubs: Central Contact Number: 0161 234 1975

Complex Safeguarding Hub Advice Line Contact Number: 0161 226 4196

MCC Safeguarding in Education Team Contact Number: 0161 245 7171

REFERRAL TO SOCIAL CARE SERVICES
Where the school has **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours, telephone: 0161 234 5001

To make **URGENT** referrals **OUTSIDE OF OFFICE HOURS** telephone: 0161 234 5001

REFERRAL TO SPECIFIC SERVICES
Channel Helpline (to raise concerns with respect to extremism for a pupil)
Contact Number: 0207 340 7264

WHISTLEBLOWING
NSPCC Whistleblowing Helpline
Contact Number: 0800 028 0285 and email: help@nspcc.org.uk

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance the latest Keeping Children Safe in Education and latest Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.
This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and /or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED) which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimization. The PSED helps us to focus on key issues of concern and how to improve school outcomes. Some pupils may be at more risk of harm form issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- The Domestic Abuse Act 2021 (legislation.gov.uk) which defines domestic abuse, establishes a Domestic Abuse Commissioner, and introduces new powers and protections for victims and offenders. It also amends various laws and procedures related to domestic abuse.
- The Childrens Social Care National Framework (2023) which sets direction for children's social care
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

The school follows safeguarding procedures outlined by the Manchester Safeguarding Partnership. Further information regarding these can be found at: https://www.manchestersafeguardingpartnership.co.uk/

3. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge;
- Protecting children from maltreatment, whether that is within or outside the home, including online;
- 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;
- Taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA);
- An Integrated Care Board for an area within the LA;
- The chief officer of police for a police area in the LA area.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing and incident, we will be prepared to use any term that the child involved feels most comfortable with, for example instead using 'child who has been harmed'.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognized terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the child who has harmed/ allegedly harmed too. We will decide what's appropriate and which terms to use on a case-by-case basis, and for example we may use, 'child who has harmed / allegedly harmed' instead.

4. Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality including children who identify as LGBTQIA+
- Have English as an additional language

- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as drug, alcohol or substance abuse or misuse, or domestic violence
- Are misusing drugs or alcohol themselves
- Are at risk of FGM, sexual or criminal exploitation, modern slavery, trafficking, forced marriage, or radicalisation
- Are asylum seekers, refugees or international new arrivals
- Are at risk due to either their own or a family member's mental health needs
- Are looked after, previously looked after, under a special guardianship or have returned home to their family from care (see section 12)
- Are missing from education or home
- Whose parent/carer has expressed an intention to remove them from school to be home educated
- Have an increased risk of abuse both online and offline
- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Have a family member in prison, or is affected by parental offending
- Are a privately fostered child
- Are persistently absent from education, including persistent absences for part of the school day
- Have or have had a social worker
- Have the potential for adultification.

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities. We have an ethos of 'it could happen here' and staff should always take action themselves where there is a concern; staff should not assume that someone else will take action. In order to fulfil their responsibilities effectively, everyone 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.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSE and PSHE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
    - What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

All staff will:

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance

- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBT to speak out and share their concerns
- 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 approachable to children and respond appropriately to any disclosures
- 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 shared information, 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 them
- 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.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding leads (DSL) and deputies (DDSL), the relational approach policy for managing behaviour, the online safety policy (which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring), the low level concerns policy, the policy and procedure for managing allegations of abuse, the safer recruitment policy, the whistleblowing policy, the social media policy, 'Safer Working Practices' guidance and the safeguarding response to children who go missing from education.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization and serious violence (including that linked to county lines)
- The importance of reassuring the child/ren who have been harmed that they are being taken seriously and that they will be supported and kept safe.
- The requirement for them to ensure the voices of children are listened to and taken account of.
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Karen Pilling, Deputy Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes digital safeguarding and online safety and understanding our filtering and monitoring processes on school devices and school networks to keep children safe online.

Some activities may be delegated as appropriate to a DDSL but the DSL takes the ultimate lead for child protection. (DDSLs are trained to the same standard as the DSL).

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The following can also be contacted out of school hours if necessary, by email:

- Headteacher, Ella Hughes: e.hughes@chapelstreet.manchester.sch.uk
- DSL, Karen Pilling – k.pilling@chapelstreet.manchester.sch.uk

The subject of the email should be marked clearly as: URGENT – SAFEGUARDING CONCERN.

When the DSL is absent, the deputies – Suzanne Powell (Safeguarding and Welfare Manager), Ella Hughes (Headteacher), and Kate Ortoft (SENCo) will act as cover.

The DSL (together with a team as applicable) will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- Keep the headteacher informed of any issues, liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019. Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral
- Liaise with relevant agencies so that children's needs are considered holistically
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.
- This includes:
    - Ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
    - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies

- Be confident that they know what local specialist support is available to support all children involved (including children who have been harmed and children who have harmed / allegedly harmed) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Ensure that online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- Regularly provide the governing body with safeguarding reports.
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child.
- Share information and manage the child protection files:
    - Files will be kept up to date, confidential and stored securely (CPOMS)
    - Files will only be accessed by those who need to see them and if content needs to be shared, we will follow the appropriate information sharing advice
    - Files will be transferred to a new school as soon as possible and within the first five days of the start of a new term
    - For in-year transfers, files will be shared with new school within 5 days
    - Confirmation of receipt from the new school should be obtained
    - Where we receive files for a new starter, key staff will be made aware as required.
    - Where appropriate, files may be shared with a new school in advance of the child leaving to enable the right safeguarding support to be put in place
- Raise awareness
    - Ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff
    - Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
    - Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
    - Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
    - Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
    - Support the Headteacher in ensuring staff are aware and confident of raising concerns about staff
- Undertake training, increase knowledge and skills
    - Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
    - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
    - Understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
    - Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
    - Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
    - Understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners
    - Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization
    - Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they

are online at school can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
    - Obtain access to resources and attend any relevant or refresher training courses, and
    - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
    - 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 support for staff
    - Ensure that staff are supported during the referrals processes, and
    - Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
    - Understand the views of children
    - Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
    - Understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
    - Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

In addition, to be able to respond to the specific needs of children in Manchester, the DSL will:

- 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. (Describe arrangements)
- Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

The full responsibilities of the DSL and deputies are set out in their job description and in Annex C of Keeping Children Safe in Education.

5.3 The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that the safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it compliers with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing body. This is always a different person from the DSL.
- Make sure:
    - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
    - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies. They regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents / carers.

- They review the DfE filtering and monitoring standards and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards.
- Staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training. The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns.
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). See separate policy for our procedure.
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognized.
- That the Safeguarding Strategy and Action Plan is relevant and functional and that it is monitored regularly for progress. That monitoring visits are undertaken and effectiveness of safeguarding is reported to governors regularly.
- That all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and line with advice from the safeguarding partners.
- Will ensure that new checks are carried on existing staff, as a matter of good practice, as determined by our Governing Body. Where staff have given consent, checks will be made using the Update service.
- Will carry out an annual self-declaration relating to criminal convictions incurred since previous criminal record check/ Disclosure and Barring Service (DBS) check
- It is the expectation of the local authority that DBS for existing staff will be renewed every three years in line with the MCC local agreement

- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
  - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed.
  - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
  - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see our Managing allegations of abuse and Low Level Concerns policies).

All governors will read Part One of the latest version of Keeping Children Safe in Education in its entirety, each year. The Safeguarding Link Governor and Chair of Governors will read this document in its entirety.

All members of the Governing Body will receive appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding. This will include the equivalent of Level Safeguarding Training at least annually.

5.4 The headteacher

Our Headteacher is fully aware of statutory guidance in KCSiE and is responsible for the implementation of this policy, including:

- Ensuring that the Safeguarding Strategy and Action Plan is relevant and functional and that it is monitored regularly for progress
- Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

- Ensuring that all staff undertake appropriate safeguarding and child protection training and update the content of the training regularly, including online safety training
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see our Managing allegations of abuse and Low Level Concerns policies)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Oversee the safe use of technology, mobile phones and cameras in EYFS.

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

6. Confidentiality

The school's Confidentiality Policy should be read alongside this section. All staff must note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about the report of abuse, as this may not be in the child's best interest
- If a child who has been harmed asks the school not to tell anyone about sexual violence or sexual harassment:
    - There's no definitive answer, because even if a child who has been harmed doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
    - The DSL will have to balance the child who has been harmed's wishes against their duty to protect the child who has been harmed and other children
    - The DSL should consider that:
        - Parents or carers should normally be informed (unless this would put the child who has been harmed at greater risk)
        - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the child who is alleged to have harmed is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
    - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing the child who has been harmed's identities

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in our Managing allegations of abuse and Low Level Concerns policies.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

7.1 If a child is suffering or likely to suffer from harm, or in immediate danger
Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

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

A referral is made by:

- Phoning Manchester Contact Centre 0161 234 5001
- Record the concern using the school's safeguarding recording system (CPOMS online system)

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

- Speak to the Designated Person 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 the school's safeguarding recording system (CPOMS online system).

Use the following link to the GOV.UK webpage for reporting child abuse to your local council:
https://www.gov.uk/report-child-abuse-to-local-council

7.2 If a child makes a disclosure to you
There are many different ways a child may make a disclosure. These include but are not limited to:

- Asking to speak with you about something
- A child telling you that someone else has told them something
- Overhearing children talking about something for example when playing or lining up
- Something being said as part of a lesson, group discussion, intervention, circle time
- Writing something down – either as part of a lesson, in a worry box
- Drawing pictures
- Showing something through their play
- Using body language, facial expressions, sign language, physical gestures and movements
- Demonstrating something using toys or objects
- Pointing something out in a book
- Through the 'Zones of regulation' check-ins
- Sharing something via our SHARPs website

Everyone needs to be particularly vigilant for disclosures from children who may have barriers to their communication. This may include a speech and language need, SEND, English as an Additional Language and / or emotional dysregulation.

The above may involve the child directly communicating they are upset, worried, concerned or something has happened to cause them harm and / or may include them communicating something that they don't recognise as harmful or potentially harmful but as a professional you think may be a safeguarding concern.

It is therefore essential that we know our children well, have actively built trusted relationships which facilitate communication and at all times, everyone practices with professional curiosity and respectful uncertainty – remaining alert to any possible signs a child may be disclosing a concern and taking immediate action.

If a child discloses a safeguarding issue to you, in any way, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions. Examples of open questions that can be asked, where clarity or further information is required are:
    - 'TED' (Tell, Explain, Describe) – Tell me more…
    - '4Ws' – What, Who, Where, When
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. Writing the record should not delay an initial conversation with the DSL where immediate action (such as a referral to the police and / or social care) may be needed. Tell the DSL a disclosure has been made, as soon as possible, and then write your record – using the school's agreed approach on CPOMs. If you need support with this, seek advice from the DSL.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having 'professional curiosity' and speaking to the DSL if you have concerns about a child.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 2.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her: or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures:

- Contact the police on 101 if a disclosure has been made regarding FGM
- Make a referral to Social services if you suspect FGM has taken place, or a child is at risk of FGM

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm or in immediate danger)

Figure 1, on the following page, illustrates the procedure to follow if you have concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

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

Early help assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter – agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

The DSL will:

- Complete the Early Help Assessment (EHA) form with the family
- Register the Early Help Assessment (EHA) by emailing the EHA at eha@manchester.gov.uk
- Complete a request form for Early Help Support and email earlyhelpcentral@manchester.gov.uk
- For advice and guidance contact the Early Help Hub on 0161 234 1975

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

- Is disabled or has certain health conditions 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 education, home or care;
- Has experienced multiple suspensions, is at risk of being permanently excluded from school *or is in Alternative Provision or a Pupil* Referral Unit;
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- Is at risk of being radicalised or exploited;
- Has a parent or carer or family member in custody or 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 alcohol and other drugs themselves;
- Has returned home to their family from care;
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child;
- Is persistently absent from education, including persistent absences for part of the school day.

Additionally, these children will also be considered:

- International new arrival, refugee or asylum seeker;
- Looked after, previously looked after or under special guardianship order;
- Has or has had a social worker;
- LGBTQIA+ children;
- Has the potential for adultification.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

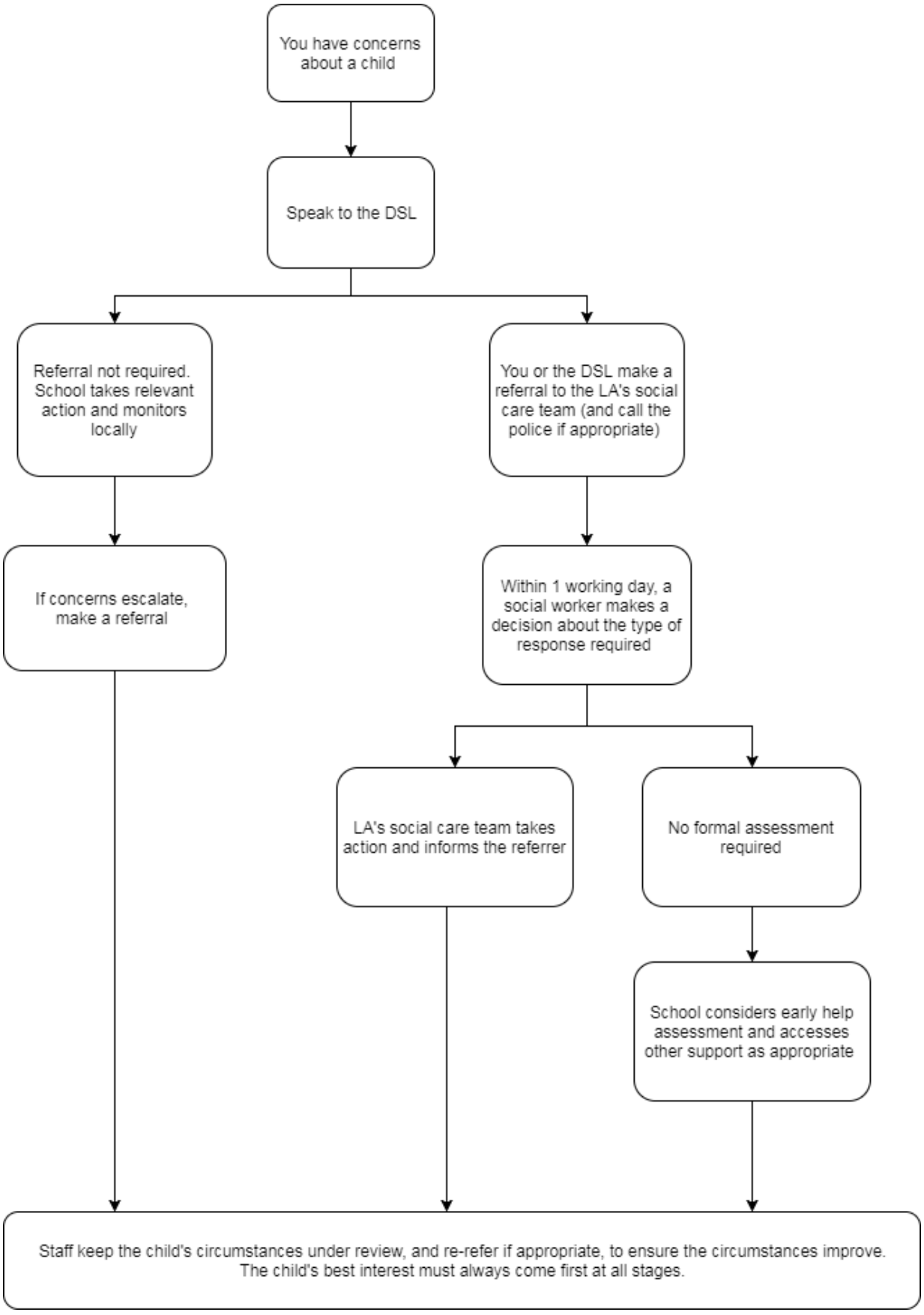
If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures (illustrated on page 15) to ensure their concerns have been addressed and that the child's situation improves: Manchester Safeguarding Partnership (MSP) –Escalation Policy and Process

Please continue to Page 18 where you will find: *Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm or in immediate danger)*

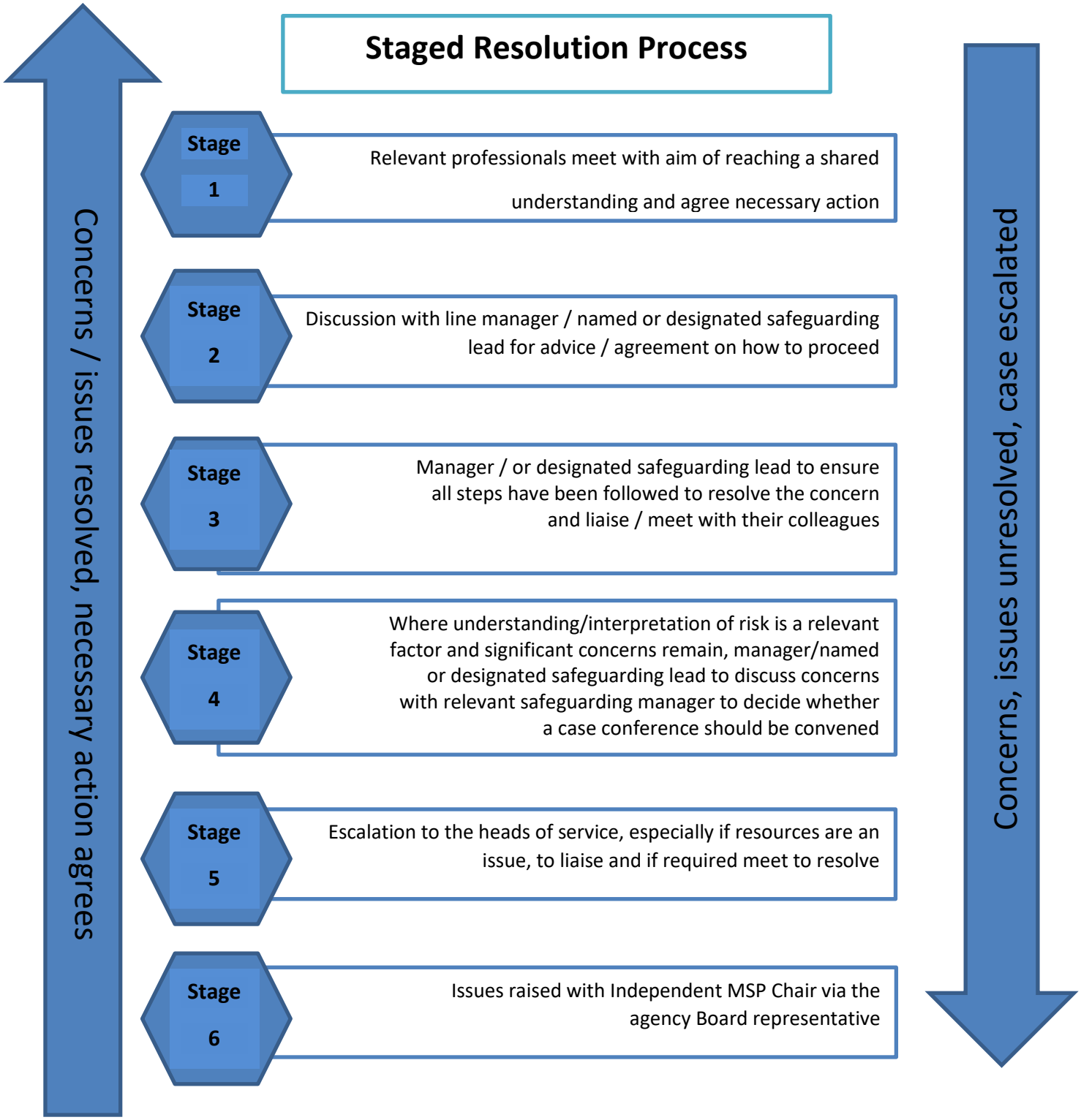
Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm or in immediate danger)



Principle of resolving difference of professional opinion
It is every professional's responsibility to 'problem solve'. Communication is extremely important and is the key to resolving professional misunderstandings or disagreements.

The aim must be to resolve a difference of opinion at the earliest possible stage, as swiftly as possible, always keeping in mind that the priority must be keeping the child or young person safe. In the unlikely event of issues escalating to Stage 6, the role remains with the MSP Independent Chair is one of mediation; decision making responsibility remains with statutory agencies.

See the 'Staged Resolution Process' below:



Child Protection (CP), Child in Need (CiN) and Team Around the Child / Family (TAC) meetings and conferences
A children 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. During the school holidays there are arrangements for a suitable representative from school to attend such meetings or for a report to be shared in our absence.

Members of staff who are asked to attend a CP conference or other core group meetings (either in person or virtually) about an individual pupil / family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales (at least 48 hours before the meeting). This will usually be the DSL or a DDSL.

Our reports will 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 parents / carers before the conference.

All relevant staff will be confident in using the tools which are part of the 'Signs of Safety' and Social Care's refreshed approach.

7.5 If you have concerns about extremism
If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly; if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide if a referral to the local authority children's social care team is needed. The social care team will refer to Channel, as appropriate. Channel is the government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

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

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.6 If you have a mental health concern
Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Staff will be alert to behavioral signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, staff can speak to the DSL and / or SENCo (Kate Ortoft) who is the youth mental health first aider to agree a course of action.

There is further information about this in the Department for Education's guidance on mental health and behaviour in schools .

7.7 Concerns about a staff member, supply teacher, volunteer or contractor
If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors. If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow the safeguarding policies and procedures and inform the LADO as you would with any safeguarding allegation.

The headteacher/chair of governors will then follow the procedures set out in see our Managing allegations of abuse and Low Level Concerns policies, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

7.8 Allegations of abuse made against other pupils
We recognise that children are capable of harming other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We also recognise the gendered nature of child-on-child abuse. However; all child-on-child abuse is unacceptable and will be taken seriously. Our approach to child-on-child abuse is informed by Part 5 of KCSiE.

Most cases of children hurting other children will be dealt with under our school's behaviour management (relational approach) policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes))

See appendix 2 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse
If a child makes an allegation of abuse or against another child:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the child/ren who have been harmed, the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a child who has been harmed or child who has harmed / allegedly harmed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against

the child who has harmed / allegedly harmed. We will ask the police if we have any questions about the investigation.

We understand the importance of understanding the harming behaviour (as well as the harm or potential harm caused) and the context in which it occurs and will use this understanding to inform a considered and proportionate response.

The following tools may be used to support decision making where there are incidents of child-on-child abuse:

- AIM checklist
- Simon Hackett's Continuum of Harmful Sexual Behaviours
- NSPCC resources available on their website

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where children who have been harmed feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate children about appropriate behaviour and consent.
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in 7.10 below)
- Ensure staff reassure children who have been harmed that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the child/ren who have been harmed, child who has harmed / allegedly harmed and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure that children understand what may happen when they report concerns or abuse
- Work in partnership with parents / carers as appropriate
- Ensure staff are trained to understand:
    - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
    - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and the child who has been harmed may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong
    - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and /or sexual orientation
    - That a pupil harming a peer could be a sign that the child is being abused or harmed themselves, and that this would fall under the scope of this policy
    - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
    - That they should speak to the DSL if they have any concerns

- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the child who has been harmed, child who has harmed / allegedly harmed and friends from either side

The DSL will take the lead role in any disciplining of the child who has harmed / allegedly harmed. We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Sharing of nudes and semi-nudes ('sexting')

The following process is informed by Part 5 of KCSiE and DfE Sharing nudes and semi-nudes (March 2024) which has been informed by the UK Council for Internet Safety.

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

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

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

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

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

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

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)
- The incident could be deemed as a criminal offence e.g. upskirting or financially motivated extortion (sextortion) and needs to be reported to the police.

If none of the above applies then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL
If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

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

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

Referring to the police
If it is necessary to refer an incident to the police, this will be done through dialling 101

Recording incidents
All incidents of sharing nudes or semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage
Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PSHE and RSE education and computing programmes. Teaching covers the following in relation the sharing of nudes and semi-nudes:

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

Pupils also learn the strategies and skills needed to manage:

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

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognize the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we will:

- Know our children well and actively build trusted relationships which facilitate communication for all.
- Put systems in place for pupils to confidently report abuse including through a range of different mechanisms that do not rely on a child being able to verbally share their concern. This includes, but is not limited to:
    - Zones of regulation check-ins at least twice per day in all classes and a permanent, interactive display within all classrooms
    - Worry boxes in all classrooms
    - Non-verbal forms of check-in and communication including visuals, gestures, hand signals etc
    - SHARPs online reporting website
    - Opportunity for play and expressing emotions creatively through art, dance and music
    - Translation and specific EAL provision
    - Promotion of trusted adults within school – for example posters with photographs of DSLs, class visits from play therapist to introduce them
    - Drop-ins with playtherapist
    - Opportunities for individual, small group and whole class discussions with a range of adults in school including class teacher(s), teaching assistants and leaders
    - PSHE and RSE curriculum
    - Child version of our safeguarding policy and procedures
    - Individualised plans for children with known specific needs
- Ensure are reporting systems are well promoted, easily understood and easily accessible for pupils.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.
- Ensure that Teachers regularly check the class worry boxes, where children can report a concern and that any concerns raised are acted upon promptly and appropriately.
- Ensure that children are aware of who the key people in school are if they want to report a concern. Posters, class safeguarding notice boards and the child friendly safeguarding policy that have this information within them are regularly updated and shared with pupils. There is also information on our school website and SHARPs page.
- After reporting a concern, we will ensure that pupils continue to feel supported in a safe place with a trusted member of staff and are kept informed of any ongoing actions.
- Pupil voice is integral to all areas of safeguarding and children are encouraged and facilitated to share their views and contribute to the development of our policy, procedures and practice through pupil voice sessions, hot mapping exercises, school council meetings and specific pupil groups for example anti-bullying ambassadors.

8. Digital Safeguarding

We recognize the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones' and includes any mobile, camera enabled or smart device)
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Be aware of the possible dangers surrounding AI technology

The 4 key risk categories

Our approach to online safety is based on addressing the following categories of risk:

- **Content –** being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact –** being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and /or pornography), sharing other explicit images and online bullying; and
- **Commerce –** risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a child who has been harmed
    - Promoting awareness of Childline's 'Report, Remove' Tool and CEOP reporting
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once an academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure that staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
    - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT system (without 'over-blocking').
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- 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.

We do this by:

- 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 our 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. Specify technologies used and refer to the staff Code of Conduct.
- We will complete online safety audits as appropriate to our needs and know where to access recommended models, for example using 360/SWGfL.
- We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Describe if applicable e.g. workshops for parents and up to date information on website
- We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.
- As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website www.chapelstreetprimary.co.uk

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Chapel Street Community Primary School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deep fakes', where AI is used to create images, audio or video hoaxes that look real.

Chapel Street Community Primary School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying / positive behaviour policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers prior to referral unless doing so may place a child at further risk or jeopardise a police investigation. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child or jeopardise a police investigation, we will discuss this with the local authority children's social care team before doing so.

Where a child is looked after by the local authority, the child's social worker or team manager will always be consulted with before informing the parent or carer.

In the case of allegations of abuse made against an adult working with children, the procedures for managing allegations against someone working with children will be applied alongside safeguarding procedures.

In the case of allegations of abuse or harm made against other children, we will normally notify the parents of all the children involved. We will think carefully about what information we provide about the other child(ren) involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the child who has been harmed's parents or carers, with the child who has been harmed, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the child who has harmed's / allegedly harmed's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the child who has been harmed, and the reason(s) behind any decision(s)

10. Barriers to safeguarding children with additional vulnerabilities and needs

We ensure that all key staff work together to safeguard vulnerable children. 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. We recognise that some children have additional vulnerabilities and needs that can be a barrier to safeguarding and therefore have procedures and mechanisms in place to overcome these. This includes but is not limited to:

- Knowing our children well
- Actively building trusted relationships that facilitate communication
- Practicing with professional curiosity and respectful uncertainty
- A range of communication tools
- A range of reporting systems
- Sharing our Child-friendly version of the safeguarding policy with groups of specific pupils separately to the whole class, where additional support to understand may be needed
- Differentiating the curriculum – including PSHE, RSE and online safety
- Multi-agency working with a range of external and internal professionals including speech and language, play therapists, educational psychologists, outreach, school nurse and local authority. This includes seeking advice and strategies in addition to assessments, reports and intervention.

We also offer extra pastoral support for children with additional needs and vulnerabilities. This includes:

- Nurture Group
- Play Therapy
- Cool Connections (SEMH support group)
- Boxall Profile 1:1 sessions
- Forest School sessions
- Quiet Club
- Pastoral Room

10.1 Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN and disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

In addition to the pastoral support outlined above, we also offer further provision for children with identified SEND. This includes:

- Woodland group (Speech, Communication and Language support)
- Rainforest group (Cognition and Learning support)
- Speech and Language 1:1 sessions and small groups support
- Occupational Therapy 1:1 sessions and small group support

- Touch Typing 1:1 sessions and small group support
- 1:1 support as needed
- Parent support and coffee mornings

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

10.2 Pupils with mental health needs and known history of trauma and / or adversity
We understand the lasting impact that mental health problems, adversity and trauma can have on children and their possible impact on all aspects of safeguarding; this includes the relevance of Adverse Childhood Experiences (ACEs). This is included in our training programme for all staff and additional support is provided for pupils.

10.3 Pupils with poor attendance
We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being absent or late at registration. 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.

We adopt MCC's updated Attendance Policy and Attendance Strategy and reflect these in our own policies. We attend targeted support meetings related to attendance when required.
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 local authority requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children.

We follow the latest MCC Emotionally Based School Avoidance guidance to assist with strategies for supporting children experiencing anxiety to return to school. We adopt the MCC Attendance Policy and Attendance Strategy and reflect these in our own policies. We attend targeted support meetings related to attendance when required.

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. This is in response to learning from local serious case reviews.

10.4 Alternative provision (AP)
We will only place children in AP which is a registered provider and had been quality assured. For example, that is on the MCC approved provider list or has been judged by Ofsted to be Good or better.

Children who require AP will have a personalised learning plan designed to meet their needs. Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately.

10.5 Children carrying knives or other weapons
Our response to children carrying knives and / 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.

10.6 Exclusions
We comply with statutory regulations and with the LA Inclusion Policy for exclusions.

The DSL will be involved when a suspension, fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open case with Early Help, Child in Need or Child Protection, the Early Help Practitioner or Social Worker will be informed.

We will work with the MCC Weapon Carrying in Schools and Colleges 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 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 child and their family and that key agencies are involved.

10.7 Elective home education
We understand that variety or reasons why some parents/ carers would wish to home educate their child/ren and support this where the child's best education and welfare 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 them 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, parents / carers and other key professionals if relevant to ensure that 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 the DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education.

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.
Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support
- Responding to a behavior incident, that would ordinarily result in a fixed term exclusion / suspension

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Kate Ortoft (Inclusion AHT and SENCO), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

13. Complaints and concerns about school safeguarding policies

13.1 Complaints against staff
Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see separate policies).

13.2 Other complaints
Any concern 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.

Any concern in relation to safety aspects of the premises will be listened to seriously and acted upon as quickly as possible to safeguard all the stakeholders who may be affected.
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 endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

13.3 Whistle-blowing
Please refer to the Whistleblowing Policy.

The whistleblowing policy is designed to allow those employed by the school to report genuine and legitimate concerns about something that may be seriously wrong within the school. The policy makes it clear that anyone reporting a genuine and legitimate concern can do so without fear of reprisals, victimisation or suffering a detriment.

14. Record-keeping

We will hold records in line with our records retention schedule. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

To ensure that any records kept are of an appropriate quality, the following guidance will be used. Records will include:

- Name and role of the person making the record
- Child's basic details: full name, DOB etc.
- Date(s) and time(s) the disclosure / record was made
- Any date(s) / time(s) of incidents (where known)
- A clear and comprehensive summary of the concern and the context in which the concern arose
- Descriptive language; record what is seen and what is heard, including the words used by the child
- Questions asked when concerns arise from conversations with children
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child. Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- The first 5 days of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

The school is committed to keeping records secure and adheres to the following:

- CPOMS is used for recording and storing the majority of safeguarding and child protection information.
- Safeguarding records from 2014 are electronic and held in a secure and restricted area on the school server. Paper copies prior to this date have been archived and are kept in locked storage cupboards. These are destroyed when the child reaches 25 years of age.
- Minutes of meetings produced by other agencies are held in a secure and restricted area on the school server. Access levels to computers are password protected and restricted to key individuals.
- Parents and other relevant agencies are given reports via a secure email or hand delivered two days prior to the meeting.
- In other meetings, verbal overviews are minuted by the chair and copies given out at the next meeting.

In addition:

- Our Safer Recruitment Policy sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Our Managing Allegations and Low Level Concerns policies set out our policy on record-keeping with respect to allegations of abuse made against staff

15. Training

15.1 All staff

All staff members will undertake safeguarding and child protection training at induction to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training at induction will include, but is not limited to:

The following policies and procedures:

- Safeguarding and Child Protection
- Low Level Concerns Policy
- Managing Allegations Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Keeping Children Safe in Education – Part 1 and Annex B (of the latest version)
- Online Safety
- Child-on-child abuse

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment
    - Have a clear understanding of the needs of all pupils
- Will including training on online safety, with an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring.

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

Staff will also receive regular safeguarding and child protection training and updates, including on online safety and child-on-child abuse as required, but at least annually (for example, through emails and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

15.2 The DSL and deputies
The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

15.3 Governors
All governors receive appropriate training about safeguarding and child protection at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge;
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

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

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

See our separate Safer Recruitment Policy for more information about our safer recruitment process.

15.5 Staff who have contact with pupils and families
All staff that have contact with children and families will have supervision, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Appendices
The following appendices are based on the Department for Education's statutory guidance, KCSiE.

Appendix 1: Types of abuse
Appendix 2: Specific safeguarding issues

For the following, please see separate policies (which include our relevant procedures):

- Safer recruitment and DBS checks which outlines that short-listed candidates will be informed that the school may carry out online checks as part of the due diligence process and this is referred to in our adverts for vacancies.
- Allegations of abuse made against staff (allegations that may meet the harms threshold).
- Low Level Concerns (concerns that do not meet the harm threshold).

Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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 participating in normal social interaction
- Seeing or hearing the ill-treatment of another e.g. domestic violence including where they see, hear, or experience its effects
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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 (including via the internet)

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

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.

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)
- Ensure access to appropriate medical care or treatment

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

Appendix 2: Specific safeguarding issues.

This appendix is mostly based on the advice in the latest version of Keeping Children Safe in Education, in particular annex B.

Annex B also includes information on further issues to be aware of, including serious violence, child abduction and community safety incidents, children's involvement in the court system, children with family members in prison, county lines, modern slavery and cybercrime.

Children who have unexplainable and or/persistent absences from education

A child who is absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.
There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the child needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The child can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.
Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions

- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the child needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The child can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

We will ask for help, support or recommendations with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term and have used the following organisations

We are familiar with My Safety Planning approach for Child protection in extra-familial harm circumstances

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the child's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

CCE and CSE

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 groups, although our children may perceive that they belong to, or associate with, a named 'gang'.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is 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 nudes and semi-nude 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 child 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)

Where children abuse their peers online, this can take the form of, for example, 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 don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children. Anyone can be harmed by domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also harmed by this.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.
If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass. The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society

- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. It is illegal to force a child under the age of 18 to marry even if violence, treats or coercion are not used.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the child who is potentially at risk of harm and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence.

- **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.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying

children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". 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 deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. The DSL (and any deputies) will also be aware of local procedures for making a Prevent referral.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves;
- Becoming susceptible to conspiracy theories and feelings of persecution;
- Changes in friendship groups and appearance;
- Rejecting activities they used to enjoy;
- Converting to a new religion;
- Isolating themselves from family and friends;
- Talking as if from a scripted speech;
- An unwillingness or inability to discuss their views;
- A sudden disrespectful attitude towards others;
- Increased levels of anger;
- Increased secretiveness, especially around internet use;
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions;
- Accessing extremist material online, including on Facebook or Twitter;
- Possessing extremist literature;
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or have experienced bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Channel
Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of 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 will be required to provide their consent before any support delivered through the programme is provided.

The DSL (or a deputy) consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office.

Additional support
The Department has published further advice for those working in education settings with safeguarding responsibilities 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 and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

The Safeguarding and Prevent - The Education and Training Foundation (et-foundation.co.uk) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning has also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net)

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who have experienced sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the child who has harmed / allegedly harmed attends the same school.

If a child reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating

a problem by reporting any form of abuse or neglect. Nor should a child ever be made to feel ashamed for making a report.

When supporting children who have been harmed, staff will:

- Reassure the child that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

In addition to the information below, please see the school's Visitor procedures and information.

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in to Inventry (signing in system) and wear a visitor's badge – including a coloured lanyard which indicates their level of DBS check and therefore level of supervision by staff whilst they are on site.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate).

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Contact parents/ carers/ other listed contacts for the child to arrange for them to be collected
- Contact the Contact Centre on 0161 234 5001
- Contact the out of Hours Team if the child was known to Social Services (current Child in Need or Child Protection)
- As a last resort, phone 101 and report as abandonment

Also see the school's 'Collection from school policy' for further information about our procedures.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Inform all senior staff to search the site immediately;
- Report to DSL if child is not found quickly;
- DSL to inform parents / carers that their child is missing;
- Where the child has an allocated social worker, the DSL will also inform them;
- The police will be contacted where the child has not been found on site and remains missing;
- All incidents of a child going missing will be recorded on CPOMS and a debrief completed to identify any learning, follow up actions needed and possible changes to policy and procedure or provision.

Private Fostering

School is aware of its duty to children who are privately fostered.

There is a duty on the parents and prospective carers entering into private fostering arrangements to notify the local authority. This is in order to safeguard and protect the child's welfare as well as ensuring that the child, carer and parent are receiving appropriate support and help.

If a member of staff believes a child is being privately fostered, this should be discussed with the DSL who should then discuss this with both the child's carer / parent (if they are in contact with the school), and encourage them to notify the local authority of the arrangement. If the DSL suspects that neither party has been in touch with the local authority, they will request permission to contact the local authority. If consent is not given and the DSL still suspects that the child's privately fostered, they will notify the local authority children's services duty team.