

**KINGSWAY  
COMMUNITY TRUST**

**SAFEGUARDING POLICY**

**January 2021**

# Safeguarding Policy

**Date: January 2021**

**Review date: Autumn 2021**

The Executive Headteacher who has the ultimate responsibility for safeguarding is Lisa Vyas.

In her absence, the authorised member of staff is:  
 Helen Chase – Head of School, Cringle Brook Primary  
 Jeff Harriott – Head of School, Green End Primary  
 Ian Caldwell/Janet Swailes – Head of School, Ladybarn Primary

<b>KEY SCHOOL STAFF &amp; ROLES</b>		
Name	Role	Location and/or Contact Phone Number
Helen Chase	DSL	Cringle Brook Primary
Ian Caldwell/Janet Swailes/Clare Pitts	DSL	Ladybarn Primary
Jeff/Harriott/Clare Pitts	DSL	Green End Primary

<b>NAMED TRUSTEE * for Safeguarding &amp; Prevent</b>	Contact Phone Number/Email
Jenny Gawne	<i>j.gawne@kingswaycommunitytrust.co.uk</i>
<b>NAMED TRUSTEE FOR Whistleblowing</b>	
Sophie Backen	<i>s.backen@kingswaycommunitytrust.co.uk</i>

Our procedure if there is a concern about child welfare or safeguarding is initially to report incident or concern to the CPOMS system or for serious concerns go straight to the DSO team in school.  
 Manchester Children’s Safeguarding Board - **0161 234 5001** (open 24 hours a day, seven days a week)  
 Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895**,  
 Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**  
 National Society for the Prevention of Cruelty to Children (NSPCC): 0808 800 5000  
 Local Authority (LA) Safeguarding in Education Team: 0161 245 7171

Our procedure if there is an allegation that an adult has harmed a child:-

The Trust follows the government guidance ‘Keeping Children Safe in Education’ September 2020, when dealing with allegations made against staff and volunteers.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child whilst at the same time providing support for the person against whom the allegation is made.  
 Manchester LA Designated Officer (formerly LADO): 0161 234 1214.

## Whistleblowing

The Trust is committed to the highest possible standards of openness, probity and accountability and will not tolerate malpractice or wrong doing. The Trust is therefore committed to a whistleblowing policy which seeks to protect individuals who make certain disclosures with regard to any instance of malpractice or wrong doing in the public interest. In the case of concerns phone:

Contact Number: 0161 445 4898

NSPCC Whistleblowing Helpline: 0800 028 0285.

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

**Issue Status**

Date	Issue	Date Approved by Trustees	Review date
March 2017	Version 1 – March 2017	27 <sup>th</sup> March 2017	March 2018
September 2018	Version 2 – September 2018	17 September 2018	Autumn 2019
November 2019	Version 3 – November 2019	7 <sup>th</sup> November 2019	Autumn 2020
May 2020	Version 4 – May 2020	4 <sup>th</sup> June 2020	Autumn 2020
Updated to add in appendix M relating to schools ‘reopening’ during pandemic – will keep to existing review date			
September 2020	Version 5 – September 2020	16 September 2020	Autumn 2021
Updated following review of ‘Keeping Children Safe in Education September 2020’			
January 2021	Version 6 – January 2021	19 January 2021	Autumn 2021
Updated following amendments to ‘Working Together to Protect Children’ and in light of Covid 19 and government directed school closure, January 2021			

## TABLE OF CONTENTS

1.Introduction .....	7
2. Roles & Responsibilities/Code of Conduct For Staff .....	9
3.Training and Awareness Raising .....	11
4. Safeguarding/Child Protection Policy & Procedures .....	12
4.1 Attendance .....	12
4.2 Exclusions .....	12
4.3 Vulnerable Groups .....	13
5 Case Management, Record Keeping & Multi-Agency Working .....	13
5.1 Keeping Records .....	13
5.2 Recording and Reporting Concerns.....	14
5.3 Informing Parents/Carers.....	14
5.4 Multi-Agency Working .....	14
5.5 Confidentiality & Information Sharing .....	15
5.6 Child Protection (CP), Child In Need (CIN) & Team Around The Child/Family (TAC/TAF) Meetings And Conferences.....	16
5.7 Concerns/Disclosures by Children, Staff & Volunteers.....	16
5.8 Serious Case Reviews .....	17
6. The Curriculum .....	17
7. E-SAFETY .....	17
8. Safer Recruitment & Selection of Staff .....	18
9. Managing Allegations And Concerns Against Staff And Volunteers.....	19
10. Safety On & Off Site.....	20
11. APPENDICES.....	20
APPENDIX A - ‘Keeping Children Safe In Education’ Part 1 - to be read by all staff .....	21
What Trust staff should know and do.....	21
A child centred and coordinated approach to safeguarding .....	21
The role of school staff.....	21
What school staff need to know .....	22
What school staff should look out for .....	23
Early help.....	23
Abuse and neglect.....	23

Indicators of abuse and neglect.....	24
Safeguarding issues.....	25
Criminal Exploitation (CCE) .....	25
Peer on peer abuse .....	25
Serious violence .....	26
Female Genital Mutilation .....	26
Mental Health .....	26
Additional information and support .....	27
What school staff should do if they have concerns about a child .....	27
Statutory assessments .....	28
Children in need .....	28
Children suffering or likely to suffer significant harm .....	29
What will the local authority do?.....	30
Record keeping.....	30
Why is all of this important? .....	30
What school staff should do if they have concerns about another staff member who may pose a risk of harm to children.....	31
What school staff should do if they have concerns about safeguarding practices within the school .....	31
Actions where there are concerns about a child .....	32
Annex A: Further information .....	33
Children and the court system.....	33
Children missing from education .....	33
Children with family members in prison.....	33
Child sexual exploitation .....	33
Child criminal exploitation: county lines.....	34
Domestic abuse.....	35
Homelessness.....	35
So-called ‘honour-based’ abuse (including Female Genital Mutilation and Forced Marriage) ....	36
FGM.....	36
FGM mandatory reporting duty for teachers .....	37
Forced marriage .....	37
Preventing radicalization .....	37
The Prevent duty.....	38
Additional support .....	38
Channel .....	39

Peer on peer abuse .....	39
Sexual violence and sexual harassment between children in schools and colleges .....	39
What is sexual violence and sexual harassment? .....	40
Sexual violence.....	40
Rape .....	40
Assault by Penetration .....	40
Sexual Assault.....	40
What is consent?.....	40
Sexual harassment .....	40
Upskirting .....	41
Additional advice and support.....	41
APPENDIX B Legislation, Statutory Guidance & Ofsted Framework .....	44
APPENDIX C - Non-statutory Guidance.....	45
APPENDIX D - MCC & MSCB Policies, Procedures & Guidance .....	46
APPENDIX E - Linked to Other Relevant School/EY Setting/ Polices/Procedures.....	47
APPENDIX F - Other Relevant Education Department Policies/Guidance.....	48
APPENDIX G - Abbreviations.....	49
Appendix H - GUIDANCE AND PROCEDURES RELATING TO ACTIVITIES AND SERVICES .....	50
Appendix I - Lead Trustee Safeguarding (to include Prevent).....	51
Appendix J - definitions are from Keeping Children Safe in Education .....	52
Appendix K - A 'Good' Safeguarding School .....	54
Appendix L Further information on specific safeguarding issues.....	57
Appendix M - Safeguarding – amended guidance COVID 19 June opening appendix 2020 .....	59

# 1.Introduction

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

This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

**‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (KCSIE September 2020).**

See Appendix A, Part 1 of KCSIE, for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines, Upskirting and Serious Violence in the full statutory guidance.

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

**‘Safeguarding and promoting the welfare of children is defined as:-  
protecting children from maltreatment**

- Preventing 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
- (Working Together to Safeguard Children update, December 2020)**

1.1 Kingsway Community Trust aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our schools are committed to the principles outlined in ‘Working Together to Safeguard Children 2018’ and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

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

- Protecting children from maltreatment
- Preventing impairment of children’s 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

1.2 Our schools are committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Early Help Assessment (EHA) and the ‘Signs of Safety’ approach is embedded into everyday

- practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services.
- 1.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
  - 1.4 Kingsway Community Trust will exercise diligence and prevent any organisation or speaker, from using the schools' facilities to disseminate extremist views or radicalise pupils and staff
  - 1.5 Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education 2020.' Our policy ensures that we comply with our Statutory Duties (Appendix A & B)
  - 1.6 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)
  - 1.7 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices D & F)
  - 1.8 Our policy complements and supports other relevant school policies (Appendix E).



## 2. Roles & Responsibilities/Code of Conduct For Staff

### Leadership & Management

#### 2.1 Our Executive Headteacher will ensure that:-

- The policies and procedures adopted by the Trust Board to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG SEF proforma to the LA as requested
- A Designated Senior Member of staff, known as the DSL, for child protection is identified at each school in the Trust and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus. The most up to date version of the prospectus can be found on each school website. An additional leaflet is available to update parents of any changes. The guidance in the prospectus is just the basic.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through a leaflet and is accessible to all children. This leaflet will be kept with the class teacher.
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. The Executive Headteacher has regular meetings with all DSLs.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively. All concerns are logged on CPOMs, our online, electronic record keeping system.
- Any staff commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.

#### 2.2 Our **Trust Board** will ensure that:-

- All policies, procedures and training in our school are effective and comply with the law at all times.
- A named Trustee is identified as the designated governors for Safeguarding for the Trust and for Prevent and receive appropriate training. The identified Safeguarding Trustee will provide the Trust Board with appropriate information about safeguarding and will liaise with the designated member of staff. The Trustee writes an annual report and meets with the DSL termly.

- Our safeguarding policy is reviewed annually. The DSL team across the Trust have regular meetings to review policy and practice. The Governance & Compliance Manager ensures that policies are renewed in line with the Trust's policy review cycle.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. The Governance & Compliance Manager oversees all recruitment procedures.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. All training goes through the Executive Headteacher and the Governance & Compliance Manager ensures training is within timescales.
- There is appropriate challenge and QA of the safeguarding policies and procedures. Safeguarding is a standing agenda item at every Trust Board meeting.

2.3 The **Designated Safeguarding Lead (DSL)** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers. Part of induction is basic SG training in line with Manchester City timescales.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures. DSL will phone MASH for a significant referral for advice. The EHT ensures that cases are seen through and expects regular updates.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. The Executive Headteacher oversees all of the cases.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Always be available during school hours during term-time, and at other times as designated by the Executive Headteacher. Where possible, staff will attend all meetings and send reports. If there are no staff available from the Trust, then the DSL from the specific school will contact the local authority to ask for representation.
- Ensure that practice meets Ofsted requirements.

The DSL and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. 'NPCC- When to call the police' should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

The designated safeguard lead to have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. For further information see section 74 – 79 of Keeping Children Safe in Education September 2020. The DSL works with social workers to protect children who are potentially at greater risk of harm. The local authority share the fact

that the child has a social worker and the DSL holds this information safely, and shares this information following guidelines. The DSL should inform decisions about safeguarding children with social workers ensuring promotion of welfare (see KCSIE September 2020 pg109-112)

Staff who may contribute to the safeguarding practice of the Trust are as follows:-

- SENDCo for Green End and Ladybarn
- SENDCo for Cringle Brook
- Trust Attendance Support Worker
- Heads of School
- Pastoral Team
- Parent Support Team

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Behaviour Management Policy
- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individuals and groups of children as required, if appropriate to their role

All staff should be aware of signs and indicators of extremist views and actions and to make the Designated Person aware of any concerns so that appropriate action can be taken.

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

### 3. Training and Awareness Raising

- 3.1 Training is provided for all staff and volunteers. Induction training includes
- Basic safeguarding information about the school's policies and procedures
  - Signs and symptoms of abuse (emotional and physical)
  - Indicators of vulnerability to radicalisation

- How to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

- 3.2 All staff and volunteers who are in regular contact with children will receive basic Level 1 training which is up-dated every year. The Designated Person for Safeguarding will receive refresher training every two years as well as further training at Level 2 and above.
- 3.3 All staff will receive training or briefings on particular safeguarding issues which are relevant to the school, for example, guns and gangs, forced marriage, female genital mutilation, domestic abuse, child sexual exploitation, trafficking, sexting, preventing violent extremism, upskirting and serious violence
- 3.4 All staff must ensure that they have read and understood 'KCSIE' (Appendix A). All staff will sign to say they have read and understood 'KCSIE Section A and the Trust Safeguarding policy' and that they have had the opportunity to ask further questions. All staff will also take part in annual basic safeguarding training.

## **4. Safeguarding/Child Protection Policy & Procedures**

### **4.1 Attendance**

- 4.1.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- 4.1.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases. This may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.1.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people. The Trust will follow the Local Authority's procedures for 'Children Who May Be Missing/Lost From Education'. When children on roll do not turn up, each school will use a range of procedures and personnel to quickly inform parents, carers, Children's Services and Education Welfare officers. Such procedures may include the use of automatic texts, which informs parents and carers of a child's absence. School staff will also phone parents and carers promptly to ensure that children are safe.
- 4.1.4 In cases where the family is missing, Children's Services and potentially other agencies (such as the police) will be informed.

### **4.2 Exclusions**

- 4.2.1 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

### **4.3 Vulnerable Groups**

- 4.3.1 We ensure all key staff work together to safeguard vulnerable children. All communication is recorded in CPOMs. Meetings are arranged with key staff to discuss individual cases. Consequently, these meetings may involve a range of staff who are responsible for the child's wellbeing.
- 4.3.2 Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:
- Is disabled and has specific additional needs
  - Has special educational needs (whether or not they have a statutory education, health and care plan)
  - Is a young carer
  - Is misusing drugs or alcohol
  - Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
  - Is an international new arrival, refugee or asylum seeker
  - Is looked after, previously looked after or under a special guardianship order
- 4.3.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

## **5 Case Management, Record Keeping & Multi-Agency Working**

### **5.1 Keeping Records**

- Names and contact details of persons with whom the child normally lives
  - Names and contact details of all persons with parental responsibility (if different from above)
  - Emergency contact details (if different from above)
  - Details of any persons authorised to collect the child from school (if different from above)
  - Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
  - If the child is or has been on the Child Protection Plan or subject to a care plan
  - The name and contact details of the child's or family's G.P.
  - Any other factors which may impact on the safety and welfare of the child
- 5.1.1 We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.
- 5.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- 5.1.3 We keep secure the safeguarding records.

- 5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) and LA Guidance (See Appendix F)
- 5.1.5 Any incidences pertaining to the child, whether it be related to SEN needs, behaviour, safeguarding etc. will be logged on the online CPOMS system.
- 5.1.6 The Data Protection Act 2018 does not prevent or limit the sharing of information to keep children safe. Legal and secure information sharing between schools and relevant agencies is essential for keeping children safe and ensuring they are getting the right support. Consent to share information is not needed if it would place a child at risk to obtain it. Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety of children (Data Protection: Toolkit for Schools, 2018).

## 5.2 Recording and Reporting Concerns

- 5.2.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix A). If a concern arises all staff, volunteers and visitors must:
- Speak to the DSL or the person who acts in their absence
  - Agree with this person what action should be taken, by whom and when it will be reviewed
  - Record the concern using our safeguarding recording system (CPOMS)

## 5.3 Informing Parents/Carers

- 5.3.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child, unless requested not to by outside agencies. Parents and carers should be given the opportunity to address any concerns raised.
- 5.3.2 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details.
- 5.3.3 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA) with a non-judgmental, professional curiosity approach
- 5.3.4 We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency **unless it is believed that doing so would put the child at risk**, e.g. in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

## 5.4 Multi-Agency Working

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will notify Children's Social Care via the Manchester Open Door advice and guidance service if:

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

While each school appreciates that it is part of an independent Trust, the schools recognise that it is essential to establish positive and effective working relationships with other agencies who are partners on the Local Authority's Safeguarding Children Board.

(For example, Children's Services, the Early Help Team, Barnardo's, the Police, Health, Children and Adolescent Mental Health Service (CAMHS) or CAPS, CAFCASS and the Education Welfare Service. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.)

## **5.5 Confidentiality & Information Sharing**

5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role. All Trust staff must ensure that they have read and understood the Trust Confidentiality Policy and will sign to say they have read and understood the policy.

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

5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

### **5.5.4 The Principles of Sharing Information at Kingsway Community Trust**

Staff should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with a member of the SLT if in doubt. The most important consideration is whether sharing information is likely to safeguard and protect a child.

### **5.5.5 Necessary and proportionate**

When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act 2018 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

### **5.5.6 Relevant**

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

### **5.5.7 Adequate**

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

### **5.5.8 Accurate**

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

### **5.5.9 Timely**

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

#### 5.5.10 **Secure**

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

#### 5.5.11 **Record**

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

### **5.6 Child Protection (CP), Child In Need (CIN) & Team Around The Child/Family (TAC/TAF) Meetings And Conferences**

5.6.1 Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.

5.6.2 A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.

5.6.3 Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. We aim to send representation to all safeguarding meetings and if unavailable, whether it be due to school holidays we will communicate advice and concerns via a portal seen most suitable for the case and type of meeting.

5.6.4 We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

5.6.5 Support the professionals within these meetings to complete the signs of safety documentation.

### **5.7 Concerns/Disclosures by Children, Staff & Volunteers**

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

5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets. All pupils in school know and are confident who they would talk to if they have concerns. Each school is committed to ensuring that our children are aware of behaviour and attitudes towards them that is not acceptable and how they can keep themselves safe. All pupils know that each school has appointed a Designated Senior Person (DSP) with responsibility for child protection and know who this is. Pupils are informed of who they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm. The arrangements for consulting with and listening to pupils will be discussed and developed through talks with the school council, peer support schemes and pupil surveys.

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



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

## **5.8 Serious Case Reviews**

- 5.8.1 The MSCB will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

Our DSL will keep up to date with the findings from SCRs in Manchester and share the learning and review our safeguarding procedures if relevant.

## **6. The Curriculum**

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

- 6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 6.2 This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 6.3 There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 6.4 Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.
- 6.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage, upskirting and serious violence
- 6.6 Personal health and social education, philosophy 4 children and religious knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 6.7 All pupils will know that there are adults in the school who they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

## **7. E-SAFETY**

Kingsway Community Trust has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue.

- 7.1 E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our Trust is to help raise educational standards, promote childrens' achievement, and support the professional work of staff, as well as enhance our management information and business administration.
- 7.2 The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.3 We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 7.4 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite. Please refer to these policies for specific technologies used and the appropriate staff conduct.
- 7.5 We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.6 We work with children and parents to promote good practice in keeping children safe online. It is the duty of Kingsway Community Trust to ensure that every child and young person is in its care is safe and this applies equally to the 'virtual' or digital world. In addition, we will work to increase parental understanding of the online risks that their children may face.
- 7.7 Kingsway Community Trust will ensure the curriculum appropriately educates children and parents about potentially risky online interactions. This will include clear guidelines about the risks of online grooming, peer-on-peer abuse and sexting. This will also be covered by the new compulsory RSE 2020 framework. Also refer the Trust SRE policy 2019. Kingsway Community Trust will make every effort to ensure that our parents are up to date about potential new sites that may not be safe for their children. Lead staff for safeguarding will attend all relevant training and ensure that they are aware of current potential risks
- 7.8 DSLs need to be knowlegable on the link between online safety and safeguarding issues, particularly in relation to CSE, radicalisation and predation. They should be aware of the issues that come under three areas of risk; content, conduct and contact

## **8. Safer Recruitment & Selection of Staff**

- 8.1 The Trust's safe recruitment policy and processes adhere to the DfE guidance 'Keeping Children Safe in Education' September 2020.
- 8.2 The Executive Headteacher and Trust Board will ensure that all staff and volunteers will have been vetted and checked. Safer recruitment practice includes scrutinising applicants, verifying identities and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Disclosure and Barring Service and 'right to work in England' checks. All recruitment panels will contain at least one person who has completed safer recruitment training within the given timescale.

The Single Central Register is managed by each School Business Manager. This is in line with statutory changes and underpinned by regulations. The following will apply:

- A DBS Enhanced Disclosure is obtained for all new appointments to the school along with Trustees & Governors through the Trust's staffing personnel and payroll team. The DBS Enhanced Disclosures for all staff are renewed on a 3 year cycle. This includes a Section 128 check. In the event of school closure either government directed closure or as a result of serious incident a 6 month grace period will be permitted for staff whose DBS has expired at that time.
- All relevant staff (involved in early years settings and/or before or after school care for children under eight) will be asked to complete a self-declaration form to obtain

information about whether a staff member is 'disqualified by association'. This will be completed at the same stage as the DBS checks. The schools will record the date on which disqualification checks were made and completion will be recorded on the single central record – further guidance on this can be found in the document – Disqualification under the Childcare Act 2006.

- Each school is committed to keep an up to date Single Central Record detailing a range of checks carried out on staff, which will be securely stored, readily accessible by the Executive Headteacher and regularly reviewed as staff leave or join.
- The Single Central Record will be spot checked a minimum of twice a year by the Executive Headteacher and Lead Trustee Personnel separately.
- In line with The School Staffing (England) Regulations 2009 members of the Trust Board have also completed their safer recruitment qualification.
- All new appointments to the Trust who have lived outside the UK will be subject to additional checks as appropriate.
- Each school will ensure that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks must be carried out on all appointments to the Trust before an appointment is made, using the Trust's personnel and payroll team.
- The Trust will ensure that Trainee / Student teachers have all necessary checks carried out. Where applicants are salaried by the schools, each school must carry out a full DBS. Where applicants are fee funded, it is the responsibility of the ITT provider to carry out the checks. Each school will obtain written confirmation from the provider that these checks have been completed.

Trust staff who have successfully a Safer Recruitment in Education Training will be centrally logged.

One of these will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

1. Executive Headteacher
2. Head of School
3. Deputy Headteacher

## **9. Managing Allegations And Concerns Against Staff And Volunteers**

- 9.1 We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff, Supply staff (including staff not directly employed by the Trust) and volunteers. See the Kingsway Community Trust Allegations Against Staff Policy.
- 9.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.3 Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)
- 9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. See Trust Whistleblowing policy.

## 10. Safety On & Off Site

### Visitors and Site Security

- 10.1 Our schools will extend a warm welcome to all parents, carers and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls, will ensure that all pupils are fully protected from any malign influences or abuse. All visitors, including visiting speakers, are subject to each school's safeguarding protocols while on site and will be supervised at all times. For further details, please see the Trust's Site and Visitors Policy.
- 10.2 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained.
- 10.4 We will ensure that any contractor, or any employee of the contractor, who is to work at the Trust, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at school.
- 10.5 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. Please refer to the Trust Site & Visitors Policy.
- 10.6 We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared.
- 10.6 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check.
- 10.7 All school trips are fully risk assessed and no child will be taken offsite without parental permission. For further information, please see the Trust's Educational Trips policy.
- 10.8 For international exchanges, we will liaise with partner schools abroad, to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.
- 10.9 For any health and safety issues please refer to the Trust Health and Safety policy

Kingsway Community Trust operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using school facilities to disseminate extremist views or radicalise pupils or staff.

## 11. APPENDICES

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

## APPENDIX A - 'Keeping Children Safe In Education' Part 1 - to be read by all staff

Part one: Safeguarding information for all staff

### What Trust staff should know and do

#### A child centred and coordinated approach to safeguarding

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

#### The role of school staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. All staff have a responsibility to provide a safe environment in which children can learn.
8. All staff should be prepared to identify children who may benefit from early help<sup>1</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
9. Any staff member who has a concern about a child's welfare should follow the referral processes set

---

<sup>1</sup> Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

out in paragraphs 41-53. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties<sup>2</sup>

### **What school staff need to know**

13. All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:
  - Child protection policy;
  - Behaviour policy<sup>3</sup>
  - Staff behaviour policy (sometimes called a code of conduct);
  - Safeguarding response to children who go missing from education; and
  - Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

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

14. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
15. All staff should be aware of their local early help<sup>4</sup> process and understand their role in it.
16. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along

---

<sup>2</sup> The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

<sup>3</sup> All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

<sup>4</sup> Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

with the role they might be expected to play in such assessments<sup>5</sup>

17. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## **What school staff should look out for**

### **Early help**

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

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking or exploitation;
- Is at risk of being radicalised or exploited;
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- Has returned home to their family from care; and
- Is a privately fostered child.

### **Abuse and neglect**

19. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).
20. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
21. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies should consider whether children at risk

---

<sup>5</sup> More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

or abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.

### Indicators of abuse and neglect

22. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
23. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
24. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
25. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).
26. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during



pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Safeguarding issues

27. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. Child Sexual Exploitation (CSE) and Child

## Criminal Exploitation (CCE)

28. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

## Peer on peer abuse

29. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:
- Bullying (including cyberbullying);
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - Sexual violence<sup>6</sup> such as rape, assault by penetration and sexual assault;
  - Sexual harassment<sup>7</sup> such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
  - Upskirting,<sup>8</sup> which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
  - Sexting (also known as youth produced sexual imagery); and

---

<sup>6</sup> For further information about sexual violence see Annex A.

<sup>7</sup> For further information about sexual harassment see Annex A.

<sup>8</sup> For further information about 'upskirting' see Annex A.

- Initiation/hazing type violence and rituals.

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

### **Serious violence**

31. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime<sup>9</sup>. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

32. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#)<sup>10</sup>

### **Female Genital Mutilation**

33. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers<sup>11</sup> If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

### **Mental Health**

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

35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

---

<sup>10</sup> For further information about violent crime see Annex A.

<sup>11</sup> Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

36. Where children have suffered abuse and neglect, or other potentially KCSIE adverse childhood experiences (ACE) , this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education.
37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.
38. The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people’s emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

### **Additional information and support**

39. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.
40. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

### **What school staff should do if they have concerns about a child**

41. Staff working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
42. If staff have any concerns about a child’s welfare, they should act on them immediately. See page 17 for a flow chart setting out the process for staff when they have concerns about a child.
43. If staff have a concern, they should follow their own organisation’s child protection policy and speak to the designated safeguarding lead (or deputy).
44. Options will then include:
  - Managing any support for the child internally via the school’s or college’s own pastoral support processes;

- An early help assessment <sup>12</sup>
- A referral for statutory services <sup>13</sup> for example as the child might be in need, is in need or suffering or likely to suffer harm.

45. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.
46. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

### Early help

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

### Statutory assessments

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

### Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or

---

<sup>12</sup> Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

<sup>13</sup> Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

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

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based abuse, and extra-familial threats like radicalisation and sexual exploitation.

49. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

## What will the local authority do?

50. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:
- The child requires immediate protection and urgent action is required;
  - The child is in need, and should be assessed under section 17 of the children act 1989;
  - There is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the children act 1989;
  - Any services are required by the child and family and what type of services
  - Further specialist assessments are required to help the local authority to decide what further action to take;
  - To see the child as soon as possible if the decision is taken that the referral requires further assessment.
51. The referrer should follow up if this information is not forthcoming.
52. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).
53. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

## Record keeping

54. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

## Why is all of this important?

55. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.<sup>14</sup> Examples of poor practice include:
- Failing to act on and refer the early signs of abuse and neglect;
  - Poor record keeping;
  - Failing to listen to the views of the child;
  - Failing to re-assess concerns when situations do not improve;
  - Not sharing information;

---

<sup>14</sup> An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

- Sharing information too slowly; and
- A lack of challenge to those who appear not to be taking action.

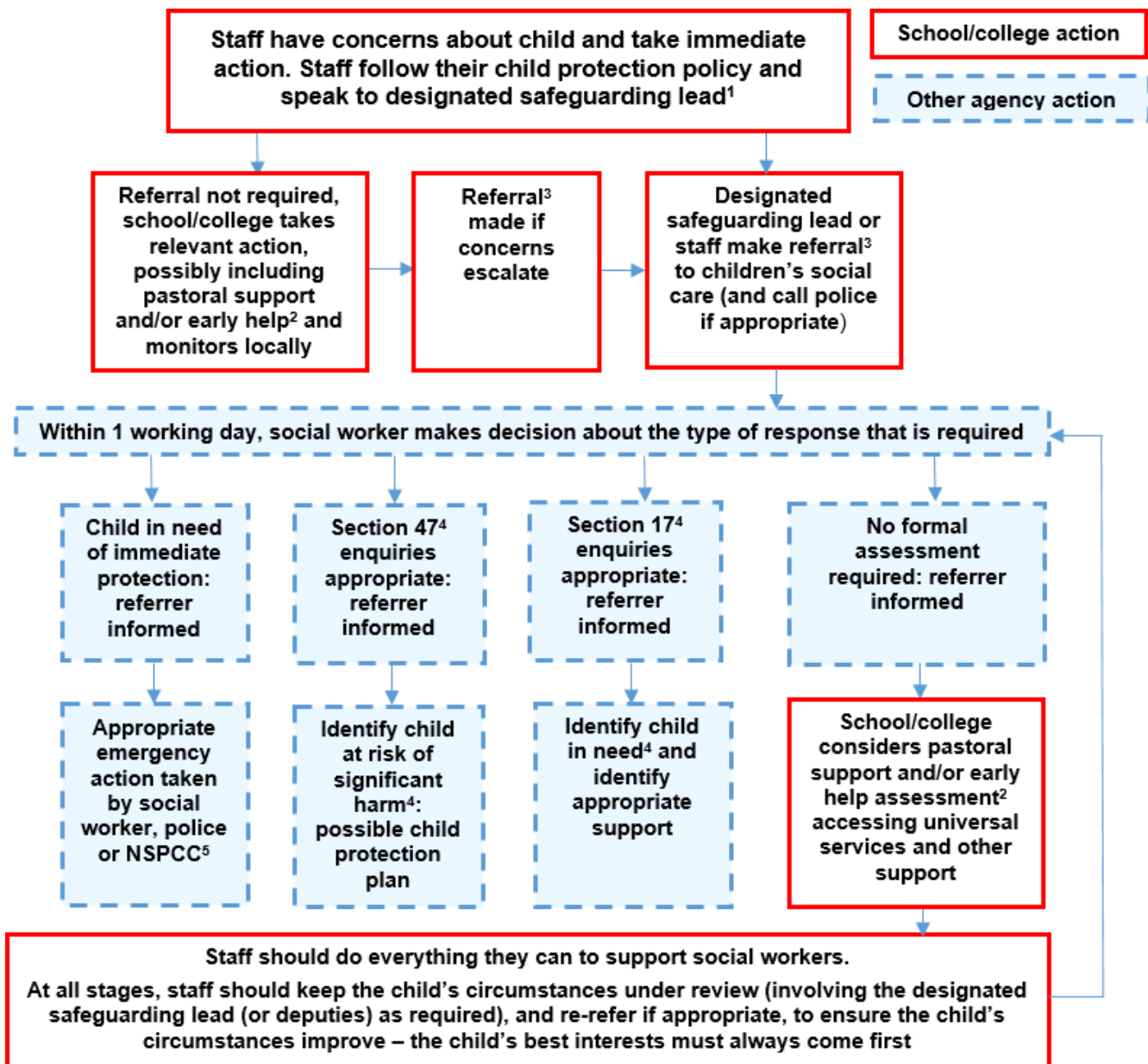
### **What school staff should do if they have concerns about another staff member who may pose a risk of harm to children**

56. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:
- This should be referred to the headteacher or principal;
  - Where there are concerns/allegations about the Headteacher or Principal, this should be referred to the Chair of Governors, Chair of the Management Committee or Proprietor of an independent school; and
  - In the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (further details can be found in part four of this guidance).

### **What school staff should do if they have concerns about safeguarding practices within the school**

57. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.
58. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.
59. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- General guidance on whistleblowing can be found via: [advice on whistleblowing](#)
  - The [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).16

**Actions where there are concerns about a child**



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).



## Annex A: Further information

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

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

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

### Children and the court system

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

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

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

### Children missing from education

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

### Children with family members in prison

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

### Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non- contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. Through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

#### **Child criminal exploitation: county lines**

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be

considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is:

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

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional.

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

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse.](#)

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in

accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

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

### **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

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

### **Actions**

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

### **FGM**

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

## FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**<sup>15</sup> along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out on a girl under 18” applies to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out<sup>16</sup>. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

## Forced marriage

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

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

## Preventing radicalization

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

---

<sup>15</sup> Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

<sup>16</sup> Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

[Extremism](#)<sup>17</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. [Radicalisation](#)<sup>18</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>19</sup> to the need to prevent people from being drawn into terrorism"<sup>20</sup> This duty is known as the Prevent duty.

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

### **Additional support**

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

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

---

<sup>17</sup> As defined in the Government's Counter Extremism Strategy.

<sup>18</sup> As defined in the Revised Prevent Duty Guidance for England and Wales.

<sup>19</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>20</sup> Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

[Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

## Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

## Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

## Sexual violence and sexual harassment between children in schools and colleges

### Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## **What is sexual violence and sexual harassment?**

### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003<sup>21</sup> as described below:

#### **Rape**

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

#### **Assault by Penetration**

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

#### **Sexual Assault**

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

### **What is consent?<sup>22</sup>**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.<sup>23</sup>

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;

---

<sup>21</sup> [legislation.gov.uk](http://legislation.gov.uk)

<sup>22</sup> It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#).

<sup>23</sup> [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.



- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>24</sup> It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats; and
  - upskirting.

### Upskirting<sup>25</sup>

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

### The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 35 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

### Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice
	<a href="#">Advice for 5-11-year olds witnesses in criminal courts</a>	MoJ advice

<sup>24</sup> [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

<sup>25</sup> Additional information can be found at [GOV.UK](#).

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Private fostering	<a href="#">Private fostering: local authorities</a>	DfE - statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a>	DfE and Home Office
Violence	<a href="#">Gangs and youth violence: for schools and colleges</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Children and the courts	<a href="#">Advice for 12-17 year old witnesses in criminal courts</a>	MOJ advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Child missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance
	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drug strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website
	<a href="#">ADEPIS platform sharing information and resources for schools: covering drug (&amp; alcohol) prevention</a>	Website developed by Mentor UK
"Honour Based Abuse" (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi agency statutory guidance</a>	DfE, DH, and HO statutory guidance
	<a href="#">Forced marriage: statutory guidance and government advice</a>	Foreign Commonwealth Office and Home Office
Health and Well- being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical-conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	MHCLG

## **APPENDIX B Legislation, Statutory Guidance & Ofsted Framework**

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

## **APPENDIX C - Non-statutory Guidance**

- DFE 'What to do if you are worried a child is being abused - Advice for Practitioners'
- 'Safer Working Practices', Safer Recruitment Consortium, Oct 2015
- DFE National Standards of Excellence for Headteachers, Jan 2015
- DFE 'Use of Reasonable Force in Schools', July 2013
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Advice line 0800 028 0285

## APPENDIX D - MCC & MSCB Policies, Procedures & Guidance

- MSP Website:- <https://www.manchestersafeguardingpartnership.co.uk/>
- MSCB Multi-agency Levels of Need & Response Framework, April 2015
- Safeguarding Concerns, Guidance & Proformas
- MSCB LADO Referral Process
- MSCB Learning From Serious Case Review
- Help & Support Manchester Website:-
  - Early Help Strategy, Guidance, Assessments & Referrals
  - Signs of Safety Strategy, Guidance & Resources

## **APPENDIX E - Linked to Other Relevant School/EY Setting/ Policies/Procedures**

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

## **APPENDIX F - Other Relevant Education Department Policies/Guidance**

All these are available on the Manchester Schools Hub Website.

- 'Transfer of Safeguarding Information' model policy & guidance
- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- 'A Good Safeguarding School'



## APPENDIX G - Abbreviations

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

## Appendix H - GUIDANCE AND PROCEDURES RELATING TO ACTIVITIES AND SERVICES

In the course of preventing abuse to children, each school has established guidance and procedures related to activities and services:

1. **Use of photography, video recording, image recording, mobile phone cameras (including audio recording devices)**

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of children and young people.

The Trust will make full use of current best practice and follow guidelines from, for example, the DfE and other professional organisations to fully protect the safety of its children.

2. Photography of any kind is only allowed with authorisation from the Executive Headteacher. Mobile phone cameras and recording devices are **not** permitted to be used within the school unless specifically authorised.

When using professional photographers or inviting the press to a school activity, each school will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to children or one-to-one photo sessions at events

Parents, carers and spectators intending to photograph or video at an event will be required to follow the school's guidelines regarding the appropriateness of photographs.

Young people and their parents will be advised to report any concerns to the event organiser or member of staff. Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.

Staff use of pupil images: Conscious that there is a need to safeguard children, staff will make prudent use of pupil images obtained as a normal part of school life. The transmission of any images of pupils will be carefully reviewed, seeking the approval of the Executive Head or Head of School beforehand.

3. **Organised photographic opportunities**

The majority of promotional and press releases will be organised through the school senior leadership team. These are generally agreed by both parties in advance. Each school will undertake not to use a child's image unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.

## Appendix I - Lead Trustee Safeguarding (to include Prevent)

- To be a champion for LAC in the Trust on behalf of the Board
- To ensure that the schools are prepared to receive LAC
- To ensure that the Trust Board monitors provision and progress for LAC in the school
- To meet regularly with the Designated staff for Looked After Children in order to monitor the school's policies and procedures for working with LAC.
- To confirm that the designated member of staff is appropriately qualified and that there is a clear relationship with the Senior Leadership Team.
- To report to the governing body on any issues arising.
- To ensure that the Trust Board annually discusses the attainment of LAC as part of the annual round of target setting.
- To ensure that Personal Education Plans are in place for all LAC and are regularly reviewed.
- To ensure that the school has effective procedures for communication with the Carers of Looked After Children.
- To ensure that there is adequate training and support for staff to meet the needs of LAC and that there are effective communication systems within the school.
- To discuss the way that the school accesses multi agency support to ensure the needs of LAC are met.
- To ensure that, if the school does not have any LAC currently, it is well prepared to meet needs which may arise.

## **Appendix J - definitions are from Keeping Children Safe in Education**

**The following definitions are from Keeping Children Safe in Education (September 2020)**

### **Significant Harm**

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

### **Physical Abuse**

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

### **Emotional Abuse**

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

### **Sexual Abuse**

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. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (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**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse for example.

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

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate 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.

#### Criminal Sexual Exploitation and Child Criminal Exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

## Appendix K - A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

### ETHOS AND ENVIRONMENT

- The school is a place where 'Every Child Matters'.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

### PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- Appropriate policies and procedures are in place, understood and implemented by all staff.
- The school takes account of the DDA (Disability Discrimination Act) and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate risk assessment procedures are in place and up-dated.

### PUPIL TRACKING

- The progress and attendance of pupils in EOTAS (education other than at school) is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

## **STAFF TRAINING**

- The Leadership and Management of the school is trained in safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on safeguarding and identified staff receive higher level training as appropriate.

## **PUPIL ENGAGEMENT**

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

## **THE CURRICULM**

- The Trust's PSHE & C curriculum is effectively implemented by all staff and pupils.
- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities
- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying; racist, homophobic, transphobic, SEN and cyber-bullying via mobile phones, text, e-mails and the internet. This includes tackling issues leading to grooming, child sexual exploitation and radicalization and extremism.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, assemblies, dinner time, break time, before and after school, trips etc.

## **WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES**

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

## **INDICATORS OF VULNERABILITY TO RADICALISATION**

- Pupil is distanced from their cultural/religious heritage and experience
- Pupil demonstrates discomfort about their place in society
- Pupil may be experiencing family tensions at home
- Low self esteem and sense of isolation.

- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.



## **Appendix L Further information on specific safeguarding issues**

### **DOMESTIC ABUSE**

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and that this is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about domestic abuse and its effect upon children and young people will be incorporated into staff safeguarding and child protection training and briefings and the Trust's safeguarding policy and procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service Contact Centre will be contacted as soon as possible.

The Trust also identifies that domestic abuse can take form as gender based violence and would be treated the same.

### **FORCED MARRIAGE**

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidelines, is treated as such by the Trust. The Trust is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff safeguarding and child protection training and briefings and the Trust's Safeguarding Policy will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

### **FEMALE GENITAL MUTILATION**

Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff safeguarding and child protection training and briefings.

Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies. We recognise that this is an issue affecting girls in the primary age range and as such are vigilant around this.

### **PREVENTING RADICALISATION AND VIOLENT EXTREMISM**

Kingsway Community Trust values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which

advocate harm or hatred towards others will not be tolerated. Kingsway Community Trust seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far right/neo nazi, white supremacist ideology, Islamist ideology, Irish nationalist and loyalist paramilitary groups and extremist animal rights groups

Kingsway Community Trust is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies including Children's Services and Channel.

## **Appendix M - Safeguarding – Amended Guidance COVID 19 January Opening 2021**

From 6 January 2021 primary age parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Risk assessments (as set out in actions for education and childcare settings to prepare for wider opening from 1st June) and related Health and Safety risk assessments are appropriately linked into a school trust's approach to safeguarding and child protection policy. For further information on health and safety and advice linked to coronavirus see '[managing school premises during the coronavirus outbreak](#)' and [coronavirus information and advice](#) from the Health and Safety Executive.

### **Changes to DSL arrangements (see the guidance for further information);**

There are no changes to DSL arrangements. The Executive Head, Heads of School remain as DSL with the same staff staff supporting in each School.

### **Sharing updated Safeguarding information**

Return to school briefings will cover the following points:

- Importance of ensuring relevant safeguarding and welfare information held on all children remains accurate;
- What staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children;
- The approach to protecting vulnerable children;

### **Vulnerable children**

Vulnerable children and young people include those who:

- Are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- Have an education, health and care (EHC) plan;
- Have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - Children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
  - Adopted children or children on a special guardianship order
  - Those at risk of becoming NEET ('not in employment, education or training')
  - Those living in temporary accommodation

- Those who are young carers
- Those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- Care leavers
- Others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Eligibility for free school meals in and of itself is not a determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Each school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent.

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

The Trust will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **Critical workers**

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors.

### **Attendance monitoring**

Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.

Each school and social workers will agree with parents/carers whether children in need should be attending school – the school will then follow up on any pupil that they were expecting to attend, who does not.

Each school will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Phone calls will be made to the parents/carers in these circumstances.

To support the above, each school will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, each school will notify their social worker.

### **Reporting Concerns**

Staff follow the same procedures as stated in the policy.

Staff need to monitor the return of pupils closely, and report any concerns immediately. If the concern is due to isolation throughout the Covid 19 Pandemic period this needs to be indicated on CPOMs. There is now a Covid 19 concern category on CPOMs for this purpose.

Note on peer on peer abuse - given the different circumstances schools are operating in, a revised process may be required for managing any report of such abuse and supporting victims; the Trust will seek/ note external advice with regards to this.

### **Supporting pupils**

The DSLs will allocate time to support staff and children regarding new concerns and referrals as appropriate as more children return.

For pupils who are not attending they will continue to be monitored and reviewed on a weekly basis, or more often where identified. Home Visits will continue as well as additional resources/ equipment to be distributed.

If a member of staff is concerned about a pupil not attending they are to discuss this immediately with a DSL and report the concern on CPOMs, this may be following a phone call home or an emailed response.

The safeguarding team will continue to stress the importance for school staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners.

### **Updated advice received from the local safeguarding partners;**

The Trust staff have access to regular updates from: Director of Education and the Manchester LA safeguarding team. Any headlines will be form part of the Trusts staff daily information email from the Executive Head.

In addition to the LA safeguarding partners, the Trust will continue to gain advice from:-

- NSPCC
- Andrew Hall weekly briefings
- <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need;

For families to gain information regarding the decision making process: tel: 0161 209 8356 or email: [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

The Trust has completed the LA SEND safeguarding risk form for pupils, this will be reviewed regularly, and support from the LA sought.

The schools will continue to engage with High Schools/ Early Years providers regarding transition information that all schools and settings are ready for their new intake in September. This will be done over the phone or through virtual meetings.

The schools will continue with annual reviews - but to do them online or by phone. Following the advised timetable from the LA.

LA Local offer: <https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=uptXtrEL9fg>

SEND Covid-19 page

<https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=F3WITVb4jZ0>

### **Safeguarding Training and induction**

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, at each school they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our schools, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- The individual has been subject to an enhanced DBS and children's barred list check
- There are no known concerns about the individual's suitability to work with children
- There is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

### **Safer recruitment and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, the Trust will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- The individual has been subject to an enhanced DBS and children's barred list check
- There are no known concerns about the individual's suitability to work with children
- There is no ongoing disciplinary investigation relating to that individual

The Trust will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The Trust will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff will be in the school and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

As such, each school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### **Online safety in school**

The Trust will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

### **Children and online safety away from school**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

The Trust will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider IF there are virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

### **Supporting children not in school**

The Trust is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

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

Each school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

Each school will share safeguarding messages on its website and social media pages.

The Trust recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

Teachers at each school need to be aware of this in setting expectations of pupils' work where they are at home.

### **Supporting children in school**

Each of the Trust schools will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The Trust will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

The Trust will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where the EHT has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Trust Board (or Critical Incidence Committee)



### **Peer on Peer Abuse**

The Trust recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

## Appendix N

### Guide to information sharing

Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children. Below are common myths that may hinder effective information sharing.

#### **Data protection legislation is a barrier to sharing information**

No – the Data Protection Act 2018 and GDPR do not prohibit the collection and sharing of personal information, but rather provide a framework to ensure that personal information is shared appropriately. In particular, the Data Protection Act 2018 balances the rights of the information subject (the individual whom the information is about) and the possible need to share information about them.

#### **Consent is needed to share personal information**

No – you **do not** need consent to share personal information. It is one way to comply with the data protection legislation but not the only way. The GDPR provides a number of bases for sharing personal information. It is not necessary to seek consent to share information for the purposes of safeguarding and promoting the welfare of a child provided that there is a lawful basis to process any personal information required. The legal bases that may be appropriate for sharing data in these circumstances could be 'legal obligation', or 'public task' which includes the performance of a task in the public interest or the exercise of official authority. Each of the lawful bases under GDPR has different requirements.<sup>15</sup> It continues to be good practice to ensure transparency and to inform parent/ carers that you are sharing information for these purposes and seek to work cooperatively with them.

#### **Personal information collected by one organisation/agency cannot be disclosed to another**

No – this is not the case, unless the information is to be used for a purpose incompatible with the purpose for which it was originally collected. In the case of children in need, or children at risk of significant harm, it is difficult to foresee circumstances where information law would be a barrier to sharing personal information with other practitioners<sup>16</sup>.

#### **The common law duty of confidence and the Human Rights Act 1998 prevent the sharing of personal information**

No – this is not the case. In addition to the Data Protection Act 2018 and GDPR, practitioners need to balance the common law duty of confidence and the Human Rights Act 1998 against the effect on individuals or others of not sharing the information. IT Systems are often a barrier to effective information sharing No – IT systems, such as the Child Protection Information Sharing project (CP-IS), can be useful for information sharing. IT systems are most valuable when practitioners use the shared data to make more informed decisions about how to support and safeguard a child.

# Kingsway Community Trust

## Safeguarding Policy

I (print name) ..... have read and understood fully and consent to adhere to, the Kingsway Community Trust Safeguarding Policy.

Signed: .....

Date: .....

School: .....