

Greater Manchester Education Trust

SAFEGUARDING POLICY

V1.0

Whalley Range 11-18 High School

The Academy Headteacher who has the ultimate responsibility for safeguarding is Mrs J Fahey.

In her absence, the authorised member of staff is Mrs M Connolly.

KEY SCHOOL STAFF & ROLES

Name	Role	Contact Details
Mrs M Connolly	Deputy Headteacher and Designated Safeguarding Lead	01618619727 Ext 103
Ms S Allen	Senior Child Protection Officer	01618619727 Ext 128
Mrs A White	Child Protection Officer	01618619727 Ext 225
Mrs L Pearson	Child Protection Officer	01618619727 Ext 141
Mrs S Zarar	Assistant Headteacher/ SENCO/DT	01618619727 Ext 125
Ms K Robertson	Assistant SENCO	01618619727 Ext 126
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NAMED GOVERNOR for Safeguarding & Prevent	Contact Email
Mr K Ross	safeguardinggovernor@wrhs1118.co.uk

Levenshulme High School

The Academy Co-Headteachers who have the ultimate responsibility for safeguarding are Miss D Johnson and Mr N Johnson.

In their absence, the authorised members of staff are Mr T Norton and Mrs C Wragg.

KEY SCHOOL STAFF & ROLES

Name	Role	Contact Details
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Miss L Dooley	SENCO/Assistant Headteacher	0161 224 4625 Ext 2211
Mrs J Reid	Student Services	0161 224 4625 Ext 2212
Miss S Garratt	Inclusion administrator	0161 224 4625 Ext 2251

NAMED GOVERNOR for Safeguarding & Prevent	Contact Email
Ms Betsy Sara	safeguardinggovernor@levenshulmehigh.co.uk

The East Manchester Academy

The Academy Headteacher who has the ultimate responsibility for safeguarding is Ms J Bowen.

In her absence, the authorised member of staff is Mr D Goddard.

KEY SCHOOL STAFF & ROLES

Name	Role	Contact Details
Mr D Goddard	Deputy Headteacher and Designated Safeguarding Lead	0161 230 8039
Mrs S Toke	Attendance and Safeguarding Lead Deputy Designated Safeguarding lead	0161 230 8039
Miss A Buckley	Family Liaison & Safeguarding Officer	0161 230 8039
Miss R Marsden	Family Liaison & Safeguarding Officer	0161 230 8039
Miss B Moules	Assistant Headteacher SENDSCO	0161 230 8039
Mrs N Doran	Assistant SENDSCO	0161 230 8039
Miss J Mulligan	School Health Advisor	0161 230 8039

NAMED GOVERNOR for Safeguarding & Prevent	Contact Email
Sharon Gardner	safeguardinggovernor@temac.co.uk

Parrs Wood 11-18 High School

The Academy Headteacher who has the ultimate responsibility for safeguarding is Mr McElwee.

In their absence, the authorised member of staff is Mrs M Dean.

KEY SCHOOL STAFF & ROLES

Name	Role	ContactDetails
Mrs M Dean	Designated Senior Leadership Safeguarding Lead (SLT DSL)	m.dean@parrswood.manchester.sch.uk
Mrs J Barrens	Delegated Designated Safeguarding Teacher	j.barrens@parrswood.manchester.sch.uk
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Mrs D Gott	SEND Safeguarding (DSP)	d.gott@parrswood.manchester.sch.uk
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Miss R Dockerill	Designated Teacher for Looked After and Post Looked After Children (DSP)	r.dockerill@parrswood.manchester.sch.uk
Miss V Bond	Behaviour & Attendance (Post-16) (DSP)	v.bond@parrswood.manchester.sch.uk
Mrs D Thompson	Safeguarding Administrator (DSP)	d.thompson@parrswood.manchester.sch.uk
Mrs C Doherty	SENDSCO (DSP)	c.doherty@parrswood.manchester.sch.uk
NAMED GOVERNOR for Safeguarding & Prevent	Contact Email	
tbc	safeguardinggovernor@parrswood.manchester.sch.uk	

Other Key members of staff have been trained to the level of DSP to support as and when required.

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

- All adults working in school should report any safeguarding concerns about a child immediately using the CPOMS system
- If a young person is in immediate danger, dial 999 and ask for the police
- You can also directly inform the relevant external agencies via the following numbers Multi-Agency Safeguarding Hub Children's Advice and Guidance Services Helpline: **0161 234 5001**,
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): **0800 800 5000** NSPCC helpline for both children and adults who are victims of sexual abuse in schools. This includes how to contact the police and report crimes if they wish: **0800 136 663**
Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**

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

- To contact the Academy Headteacher directly and immediately via email
- If the allegation is about the Headteacher, contact the Executive Headteacher directly and immediately via email
- If the allegation is about the Executive Headteacher, contact the Chair of the Trust Board directly and immediately via email
- You can also contact directly the Manchester LA Designated Officer (LADO) on **0161 234 1214** or at quality.assurance@manchester.gcsx.gov.uk

The NSPCC Whistleblowing Helpline (08000280285) is available for staff who do not feel able to raise concerns regarding Child Protection failure internally.

Approval History

Approved By:	Date of Approval	Version Approved	Comments
Trust Board	20.10.22	1.0	
JCNC	21.10.22	1.0	

Revision History

Revision Date	Previous Revision Date	Summary of Changes	Owner/Editor

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This policy has been developed to ensure that all adults in our schools and in any off-site provision that has our URN number 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.

The guidance should be read alongside:

- Statutory guidance Working Together to Safeguard Children;
- Departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners; and
- Departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

1.0 PURPOSE OF THE POLICY

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. We are aware that children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We also recognise that students who are non-verbal will need other strategies in order to explore how they think and feel. This has been a particular OFSTED/DfE focus. None of this should prevent staff from having professional curiosity and making referrals if they have concerns about a child.

We ensure a whole school approach to safeguarding ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

Our approach is child-centred and all systems, processes and policies operate with the best interest of the child at their heart.

‘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 professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interest** of the child.’

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.’ (KCSIE September 2022)

See Appendix A, Part 1 of KCSIE 2022, for definitions of significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Children and the court system, Children missing from education, Children with family members in prison, Homelessness, Child Criminal Exploitation: County Lines, Child on Child Abuse, Sexual Violence and Sexual Harassment between children, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, so called Honour-Based 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 health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSIE September 2022)

Under the Education Act 2002 (amended) schools have a duty to safeguard and promote the welfare of their students (aged up to 18) and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education.' (2021). Our policy ensures that we comply with our Statutory Duties (Appendix A & B)

Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)

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)

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

Schools in the Trust strive 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 school is committed to the principles outlined in 'Working Together to Safeguard Children 2018' and 'What to do if you are Worried a Child is Being Abused Advice for Practitioners' implements practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.

The Trust recognises that children with Special Educational Needs and Disabilities, those attending Alternative Provision and those that are ill and not able to attend school, can face additional safeguarding challenges.

Risks [of harm] can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with a member of staff.

The Trust recognises that mental health can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The Trust is 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 Manchester Early Help Strategy is embedded into everyday

practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including mental and emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help students respect the rights of others, particularly those groups who may be considered a minority.

Schools in the Trust will exercise diligence and prevent any organisation or speaker from using the schools' facilities to disseminate extremist views or radicalise students and staff.

2.0 ROLES & RESPONSIBILITIES

It is the responsibility of all staff to immediately report using the school reporting system (CPOMS) any concerns that they have about a child.

Section 175 of the Education Act 2002, and the Education (Independent School Standards) Regulations 2014 place a duty on the boards of maintained school academy trusts to ensure that they:

The Trust will:-

- Carry out their functions with a view to safeguarding and promoting the welfare of all children.
- Ensure there is an appropriately qualified and trained trustee to strategically quality assure safeguarding across the trust.
- Ensure that there is regular communication between the trustee with responsibility for safeguarding and the safeguarding governor from the local academy committee's and the interim executive board.
- Ensure there is a programme of quality assurance that informs and directs the work of the trustees.
- Safeguarding (S/G) Trustee and Governors – role description (appendix F)

Each **Academy Headteacher** will ensure that:

- The policies and procedures adopted by the Academy Committee to safeguard and promote the welfare of students 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 and 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 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 students by making our statutory obligations clear in our prospectus
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' information
- We co-operate fully with MCC and MSCB/Safeguarding Partner multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions including governor quality assurance processes
- 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
- Any staff commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place
- 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 students and staff. All visitors who interact with students at school must complete the Visitors' Safeguarding form, which is checked by the DSL and Academy Headteacher.

Each **Academy Committee or Interim Management Board** will ensure that:

- All policies, procedures and training in our school are effective and comply with the law at all times
- Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training
- The identified Safeguarding governor will provide the academy committee with appropriate information about safeguarding and will liaise with the designated member of staff. Regular safeguarding information is shared with governors
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually by the Trust Executive leadership team, the Deputy Headteachers (Student Wellbeing) from each school and Trustees (policy document)
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. These checks are undertaken by our Human Resources Director and/or the HR Managers.
- As part of the short listing process we will pay due consideration to carrying out appropriate online searches as part of the due diligence for shortlisted candidates.
- At least one senior leader on each recruitment panel has undertaken safer recruitment training
- 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 at induction, through staff briefings and through initial and refresher safeguarding training
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures through cross-Trust and Governor Quality Assurance process

- The Trust board member with responsibility for safeguarding meets with the academy committee members with responsibility for safeguarding every term to give an update on each school's current data and any new and emerging issues.

The Designated Safeguarding Lead (DSL)

The DSL has a central and specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL and deputy DSLs are most likely to have a complete safeguarding picture and will be the most appropriate individual to advise on any safeguarding concerns. The DSL should take lead responsibility for safeguarding and child protection (including on line safety).

The Designated Safeguarding Leads will:

- Act as the first point of contact with regards to all safeguarding matters and have a contextual understanding of safeguarding concerns
- 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 at induction, through initial and refresher training and at staff training events
- Make referrals to Children's Services, Channel and the police as appropriate ensuring such referrals are effective and in line with Safeguarding Partner procedures.
- 'Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process' (KCSIE September 2022)
- Provide supportive engagement with parents and/or carers in safeguarding and child protection issues that children in need are experiencing or have experienced
- Ensuring that the school knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment and maintaining a culture of high expectations for this cohort
- Ensuring child protection files are kept up to date and stored securely and are transferred to a new school or college
- Ensure the school's child protection policies are known, understood and used appropriately as soon as possible
- Understand the importance of information sharing within school and with other schools on transfer and with safeguarding partners, agencies, organisations and practitioners and understand relevant data protection legislation and regulations especially the Data Protection Act 2018 and General Data Protection Regulation
- Hold the knowledge and skills to identify, understand and respond to specific needs that can increase vulnerability of children, as well as specific harms that can put children at risk
- Have the highest expectations of all staff to uphold the culture and ethos of the Trust and the schools which actively promotes, listening to children and taking

- account of their wishes and feelings
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Liaise with the three safeguarding partners and work with other agencies in line with working together to safeguard children
- Refer to NPCC when to call the police for advice on call the police and what to expect when this is done
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures, including early help, the referral process and statutory assessments 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 Academy Headteacher.

All staff

All staff have a responsibility to provide a safe environment in which children can learn. 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 should be prepared to identify children who may benefit from early help.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff will:

- Follow our agreed Code of Conduct
- Attend training sessions/briefings and engage in online training as required to ensure that they are aware of the signs of abuse, neglect, complex safeguarding concerns, school and local referral processes
- 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
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Behaviour Management Policy, Safeguarding, E-Safety

- 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
- 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
- Provide targeted support for individuals and groups of children as required, if appropriate to their role

Staff with teaching responsibilities have a **specific legal duty** to act with concerns about FGM, but all staff should speak to the DSL where there are concerns. Teachers must personally report to the police, cases where they discover that an act of female genital mutilation appears to have been carried out.

3.0 TRAINING AND AWARENESS RAISING

- All new staff and regular volunteers will receive appropriate safeguarding information during induction - including separate section on e-safety
- All staff must ensure that they have read and understood 'KCSIE' (Appendix A)
- All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), CCE, CSE, Mental health, e-safety and child on child abuse and 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
- All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively.
- All governors and trustees will receive appropriate safeguarding and child protection (including online) training at induction. Their training should be regularly updated.
- There must be a named safeguarding governor on each academy committee and on the trust board.
- A supplementary programme on specific aspects of safeguarding will operate across the trust.

4.0 SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 Student Voice

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

There are posters in each school which have photographs of the safeguarding teams.

4.2 Attendance

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

Our attendance procedures identify 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) led by a Lead Professional or a Parenting Contract.

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.

4.3 Exclusions

The DSL will be involved when a suspension 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. The DSL will ensure that suspensions and permanent exclusions are communicated with social workers.

4.4 Vulnerable Groups

- We ensure all key staff work together to safeguard vulnerable children. The Safeguarding team hold weekly meetings to review and update information about students who are being monitored
- 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
 - identifies as LGBTQ+
 - 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 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 substance abuse, adult mental health problems or domestic abuse
 - is at risk due to either their own or a family members mental health checks
 - is an international new arrival, has English as an additional language, refugee or asylum seeker
 - is looked after, has returned home to their family from care; or under a special guardianship order.

We are aware that children with special educational needs and disabilities (**SEND**) and/or physical health issues can face additional safeguarding challenges, both in

relation to their vulnerability to possible abuse and neglect and also in terms of being able to report such incidents.

These challenges, can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges.

We recognise that **pupils in Alternative Provisions** often have complex needs and are aware of the additional risk of harm that these pupils may be vulnerable to.

All staff should be clear as to the school's or college's policy and procedures with regards to child on child abuse – see separate 'Managing Allegations of Child on Child abuse' policy.

4.5 Serious violence

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

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

4.6 Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM), **there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Teaching and support staff should record their concern on CPOMS. Teaching staff should then go in person to the DSL who will support them in making a police report.**

4.7 Mental Health

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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health condition. 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.

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

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the 'mental health and behaviour in schools' guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote 10 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). positive health, wellbeing and resilience among children. 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.

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

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

'All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial harm takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation'. (KCSIE – September 2022)

See 'Managing Allegations of Child on Child Abuse' policy.

Child Criminal Exploitation (CCE)

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

become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in Annex B.

Child Sexual Exploitation (CSE)

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

Risk of radicalisation and PREVENT

The Trust will engage in education programmes as part of the PREVENT offer in Manchester. The Trust will follow guidance from the Department for Education and Manchester City Council. From July 2020 Prevent referrals in Greater Manchester changed. The national Prevent referral form has been created by Counter Terrorism Policing. There is a standard set of prompts and questions that will be used across the country. This will assist anyone who makes a PREVENT referral

The Prevent strategy has three specific objectives:

1. respond to the ideological challenge of terrorism and the threat we face from those who promote it
2. prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
3. work with sectors and institutions where there are risks of radicalisation.

Once the Prevent referral form has been completed, it will carry an Official Sensitive protective marking which will mean that the information will need to be handled with risk appropriate security measures. Once a PREVENT referral has been received the Local Authority will assess if there are any immediate safeguarding concerns of radicalisation. There are three potential outcomes:

- Closed no further action – referrer will be informed and the case will be signposted if necessary.
- Counter terrorism Policing North West (CTPNW) will manage the concerns raised.

- Referral to Channel – for consideration of multi-agency support. The referrer will be contacted as part of the process by the Channel Coordinator.

The Greater Manchester Channel Team will note to prevent referral for monitoring and reporting.

4.9 Elective Home Education (EHE)

Many home-educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. This requirement does not apply where a pupil's name is deleted after they have completed the final year at the school (e.g. Year 6 at a typical primary school) unless the local authority have asked to be informed about such deletions. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

5.0 CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

5.1 Keeping Records

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

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

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

- We keep secure the safeguarding records
- We send a student's child protection or safeguarding file separately from the main file to a new establishment if a student leaves the school and keep a copy of the file in accordance with our transfer of records procedures and LA Guidance (See Appendix F). This action is taken as soon as possible. The DSL will consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file in order for the new school or college to have the appropriate support in place for the student's arrival.

5.2 Recording and Reporting Concerns

- All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix A). If a concern arises all staff, volunteers and visitors must record the concern immediately using our safeguarding recording system (CPOMS)
- Should a concern be raised regarding a member of staff, supply teacher, volunteer or contractor in relation to a student it must be brought to the attention of the Academy Headteacher immediately. In the event that the Academy Headteacher is the subject of the allegation, the concern will be reported to the Executive Headteacher immediately. If the concern is about the Executive Headteacher it should be reported immediately and directly to the Chair of the Trust Board. In some cases, allegations may be so serious that they will require immediate intervention by the policy and/or children's social care services. If the allegation against a teacher or member of staff (including volunteers) meets any of the following criteria, the Academy Headteacher (or other lead person) must report it to the Local Authority Designated Office the same day:
 - They have behaved in a way that has harmed a child, or may have harmed a child
 - They have possibly committed a criminal offence against or related to a child
 - They have behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
 - They have behaved or may have behaved in a way that indicates they may not be suitable to work with children

For other allegations, the Academy Headteacher will decide if further enquiries are required prior to referral to the Local Authority Designated Officer. Where the Headteacher considers that a referral may be warranted under Child Protection Procedures and an allegation appears to meet the criteria, the Academy Headteacher will inform the Local Authority's Designated Officer. The Local Authority's Designated Officer (LADO) must be informed of all allegations that come to the school's attention that meet the criteria, so that he/she can consult the police and social care colleagues as appropriate. The Local Authority Designated Officer should also be informed of any allegations that are made directly to the police or to children's social care. All alleged physical injuries must be investigated by the appropriate external agencies.

5.3 Informing Parents/Carers

- Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details. In line with KCSIE (September 2022) we try to ensure that at least two emergency contact numbers are held for each student
- In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child.
- We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA) where it is felt that this is appropriate
- 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

- We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding safeguarding and or child protection issues
- We will notify Children's Social Care if:
 - a child subject to a child protection plan is at risk of permanent exclusion
 - a child with a social worker receives a suspension
 - there is an unexplained absence of a child who is subject to a child protection plan of more than two days from school
 - it has been agreed as part of any child protection plan or core group plan.

5.5 Confidentiality and Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. As part of meeting a child's needs, it is important for local academy committee's and interim management boards and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

School and college staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. It is important that local academy committees' and interim management boards and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Governing bodies and proprietors should ensure relevant staff have due regard to the

relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. **This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk**
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

Also

- Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role
- Information about children will only be shared with other members of staff on a need to know basis
- All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

5.6 Child Protection (CP), Child in Need (CiN) & Team Around the Child/Family (TAC/TAF) Meetings and Conferences

Following a referral to Social Care, a decision should be made within one working day of the referral. Outcomes can be:

- No Action
- Section 17 Assessment and Management at Child in Need where the child is unlikely to achieve or maintain a reasonable level of health or development without the provision of services
- Section 47 Assessment and Management at Child Protection where the child is suffering or likely to suffer significant harm or
- Child in Need of immediate protection where emergency action is taken by police, social workers, NSPCC etc

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

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

Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. If attendance is not possible, an information update will be shared for the meeting.

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.

5.7 Concerns/Disclosures by Children, Staff and Volunteers

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

All staff and volunteers must pass this information on to the Child Protection team immediately

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

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

5.8 Serious Case Reviews

The Safeguarding Partner 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 DSLs will keep up to date with the findings from Serious Case Reviews in Manchester and share the learning and review our safeguarding procedures if relevant.

6.0 THE CURRICULUM

1. 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. As such, the PSHRE/Personal Development provision in each school is driven by our values and includes healthy relationships, recognition that all children and young people need to understand what a healthy relationship is and be able to recognise when they are in an unhealthy or damaging relationship. They will be taught how to keep themselves safe on line
2. 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

3. The Trust values and those of each school focus on respect and kindness will also drive our curriculum and wider provision. Where young people are vulnerable, staff will work with them in small groups or one to one to support them about specific areas of safeguarding. 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
4. 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 students
5. Personal Social Health and Relationships Education and other additional learning time which is dedicated to this curriculum content, provide the opportunity 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. Opportunities exist throughout the curriculum and in assemblies to teach on-line safety
6. 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, Sexual Harassment and Sexual Violence, Child on Child Abuse, serious violence and abuse in intimate personal relationships.
7. This is not an exhaustive list but gives examples of other learning:
 1. Healthy and respectful relationships
 2. Boundaries and consent
 3. Stereotyping, prejudice and equality
 4. Body confidence and self-esteem
 5. How to recognise an abusive relationship, including coercive and controlling behaviour
 6. What constitutes sexual harassment and sexual violence and why these are always unacceptable
 7. The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM and how to access support, KCSIE – September 2022).

7.0 E-SAFETY

- E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school is to help raise educational standards, promote children's achievement, and support the professional work of staff, as well as enhance

our management information and business administration

- 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
- 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
- We will ensure that all staff undertake regular training with regard to online safety
- We have unacceptable use policies for both staff and children. This covers the use of all technologies used, both on and offsite
- We follow the Safeguarding Partner guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website
- We work with children and parents to promote good practice in keeping children safe online.
- These systems will be regularly reviewed to ensure that they are as effective as possible.

(see e-safety policy)

8.0 SAFER RECRUITMENT & SELECTION OF STAFF

- Our recruitment and selection policies and processes adhere to the DfE guidance 'Keeping Children Safe in Education' (September 2022)
- The Academy Headteacher and academy committee will ensure that all external staff and volunteers (if unaccompanied by DBS checked staff) using our site have been DBS checked
- Written notification will be requested from any agency or third-party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks
- At least one member of each recruitment panel will have attended safer recruitment training
- All relevant staff are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school
- Trainee teachers will be checked either by the school or by the training provider,

from whom written confirmation will be obtained

- The school maintains a single central record of recruitment checks undertaken.
- Checks will be undertaken for any offensive or unlawful activity on social media platforms.

9.0 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- We adhere to DfE guidance 'Keeping Children Safe in Education, Part 3 (September 2022), when dealing with allegations made against staff and volunteers. Concerns about a member of staff must be reported immediately and directly to the Academy Headteacher by email. If the concern is about the Academy Headteacher it must be reported immediately and directly to the Executive Headteacher. If the concern is about the Executive Headteacher it should be reported immediately and directly to the Chair of the Trust Board
- 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
- Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold (see link to guidance in Appendix D)
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team
- We ensure that all staff are aware of how to raise a concern, including anonymously as a whistle-blower – the NSPCC whistleblowing helpline can be reached on 0800 028 0285

Where there is an allegation we will:

- apply common sense and judgement;
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation

Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school or college at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- was there any CCTV footage?

Where an allegation results in an investigation, as part of our duty of care we will endeavour to:

- manage and minimise the stress caused by the allegation;
- inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
- advise the individual to contact their trade union representative, or a colleague for support;
- appoint a named representative to keep the person informed about progress of the case;
- provide access to counselling or medical advice where appropriate. For staff in schools maintained by the local authority this may include support via the local authority's occupational health arrangements; and

Parents or carers of the child or children involved will be:

- formally told about the allegation as soon as possible. We will consult the LADO and where involved children's social care and/or the police on what information can be disclosed;
- kept informed about the progress of the case, only in relation to their child - no information can be shared regarding the staff member; and
- made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act 2002 (see paragraphs 372-380).

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the senior designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as

per behaviour policy.

Concerns which may not meet the threshold

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Concerns of this nature must always be shared with the headteacher.

10.0 SAFETY ON & OFF SITE

- Our sites are secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised
- 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
- We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school or college
- We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities
- We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Our DSL will liaise with the

AP DSL to ensure a consistent approach and that relevant information is shared. Student attendance will be monitored by us in accordance with the School Register

- We will obtain a written statement from the AP provider that they have completed all the vetting and barring checks that are necessary on their staff
- We commission a work experience company to arrange our work experience placement. The company's representatives are appropriately qualified and undertake a series of health and safety checks. School staff maintain close contact with both the students and the placement organisation over the duration of the work experience placement
- All school trips are fully risk assessed and no child will be taken offsite without parental permission
- 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
- We have a Health & Safety policy

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 (2022) - to be read by all staff

Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

- Academy Committees of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs) are asked to ensure that **all staff** in their school or college **read** at least Part one of the guidance.

For ease of reference Part One is set out here as a standalone document.



Department
for Education

Keeping children safe in education 2022

**Statutory guidance for schools and
colleges**

**For information only, this guidance does not
come into force until 1 September 2022**

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Summary

What is the status of this guidance

This is statutory guidance from the Department for Education ('the Department') issued under Section 175 of the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended). Schools and colleges in England **must** have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.

About this guidance

We use the terms "**must**" and "**should**" throughout the guidance. We use the term "**must**" when the person in question is legally required to do something and "**should**" when the advice set out should be followed unless there is good reason not to. The guidance **should** be read alongside:

- statutory guidance [Working Together to Safeguard Children](#), and
- departmental advice [What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#)

Unless otherwise specified:

- '**school**' means: all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools¹ and pupil referral units.
- '**college**' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector.² College also means providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended)³: 16-19 Academies, Special Post-16 institutions and Independent Training Providers. For colleges, the guidance relates to their responsibilities towards children who are receiving education or training at these institutions.

¹ The [Early Years Foundation Stage Framework](#) (EYFS) is mandatory for all early years' providers. It applies to all schools, including maintained nursery schools that have early years provision. Maintained nursery schools, like the other schools listed under 'About this guidance', must have regard to Keeping children safe in education when carrying out duties to safeguard and promote the welfare of children (by virtue of section 175(2) of the Education Act 2002 – see footnote 19 for further detail on this requirement).

² Under section 28 of the Further and Higher Education Act 1992 ('designated institutions'). ³ [Apprenticeships, Skills, Children and Learning Act 2009 \(as amended\)](#)

Victims and alleged perpetrator(s)

For the purposes of this guidance, we, in places, use the term '**victim**'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For the purpose of this advice, we, in places, use the term '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**'. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

Who is this guidance for?

This statutory guidance should be read and followed by:

- governing bodies of maintained schools (including maintained nursery schools) and colleges which includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) : 16-19 Academies, Special Post-16 institutions and Independent Training Providers.
- proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust
- management committees of pupil referral units (PRUs), and
- senior leadership teams

Throughout the guidance, reference to "governing bodies and proprietors" includes management committees unless otherwise stated.

School and college staff

It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Governing bodies and proprietors should ensure that those staff who work directly with children read **at least** Part one of this guidance.

Governing bodies and proprietors, working with their senior leadership teams and especially their designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of this guidance. This is entirely a matter for the school or college and will be based on their assessment of which guidance will be most effective for their staff to safeguard and promote the welfare of children.

Governing bodies and proprietors should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate) of this guidance.

What does this guidance replace?

This guidance replaces Keeping children safe in education 2021. A table of substantive changes is included at Annex F.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the 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 interest** 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 the impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
 - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
7. **All** staff have 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.³ 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.

³ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).⁵ 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.

9. **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in paragraphs 51-67. 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 local authority 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.⁵

What school and college staff need to know

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

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)⁴
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low- level concerns, allegations against staff and whistleblowing
- safeguarding response to children who go missing from education, and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document should be provided to **all** staff at induction.

14. **All** staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, **all** staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

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

⁴ All schools are required to have a behaviour policy (full details are [here](#)). If a college or chooses to have a behaviour policy it should be provided to staff as described above.

16. **All** staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments⁵ under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

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

18. **All** staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

19. **All staff** should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

What school and college staff should look out for

Early help

20. **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 or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation

⁵ Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#)

- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, and
- is persistently absent from education, including persistent absences for part of the school day.

Abuse and neglect

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

22. **All** school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

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

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

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

Indicators of abuse and neglect

26. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not

physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

29. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

Safeguarding issues

31. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos⁶ can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of. **Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B.**

Child-on-child abuse

32. **All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
33. **All** staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
34. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
35. Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence,⁷ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

⁶ Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.

⁷ For further information about sexual violence see Part 5 and Annex B.

- sexual harassment,⁸ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- upskirting,¹² which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

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

Child Criminal Exploitation (CCE)

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

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

39. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals

⁸ For further information about sexual harassment see Part 5 and Annex B. ¹¹ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#) ¹² For further information about 'upskirting' see Annex B.

should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

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

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

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

Domestic Abuse

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

Female Genital Mutilation (FGM)

44. 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**.⁹ If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Mental Health

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

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

⁹ 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).

identify children in need of extra mental health support, this includes working with external agencies.

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

Serious violence

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

Additional information and support

49. 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.

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

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

51. 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.

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

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

54. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes

- undertaking an early help assessment,¹⁰ or
- making a referral to statutory services,¹¹ for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

55. 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 authority 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.

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

57. DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Early help assessment

58. 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 local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

¹⁰ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

¹¹ 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.

Statutory children's social care assessments and services

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

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

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

Children in need

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

Children suffering or likely to suffer significant harm:

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

What will the local authority do?

64. Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- any services are required by the child and family and what type of services
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of [Working Together to Safeguard Children](#) provides details of the assessment process
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of

the Children Act 1989. Chapter one of [Working Together to Safeguard Children](#) provides details of the assessment process, and

- further specialist assessments are required to help the local authority to decide what further action to take.

65. The referrer should follow up if this information is not forthcoming.
66. 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).
67. 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

68. **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

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

Why is all of this important?

70. It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.¹²

Further information about serious case reviews can be found in Chapter four of [Working Together to Safeguard Children](#). Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- failing to re-assess concerns when situations do not improve

¹² An analysis of serious case reviews can be found at [gov.uk/government/publications/analysis-of-seriouscase-reviews-2014-to-2017](https://www.gov.uk/government/publications/analysis-of-seriouscase-reviews-2014-to-2017).

- not sharing information with the right people within and between agencies
- sharing information too slowly, and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member

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

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

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

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

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

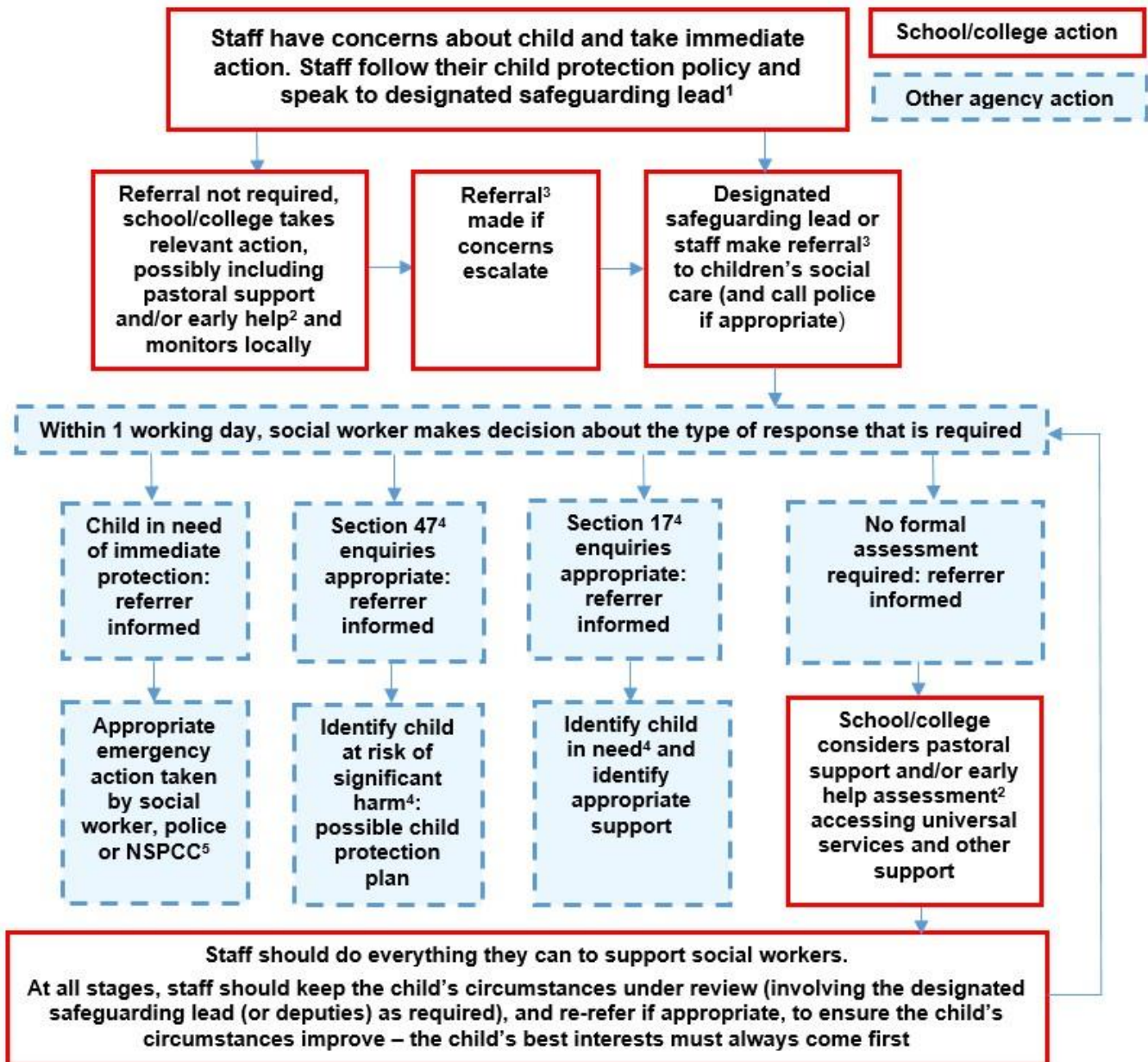
74. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

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

76. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#)
 - the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00AM to 8.00PM, Monday to Friday and email: help@nspcc.org.uk . Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London, EC2A 3NH.

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

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

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

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 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](#). ⁵ This could include applying for an Emergency Protection Order (EPO).

APPENDIX B

Legislation, Statutory Guidance & Ofsted Framework

- The Children's Act 1989 (and 2004 awareness)
- The Education Act 2002
- Keeping Children Safe in Education' - September 2020
- Ofsted Inspection Framework for Schools, May 2019
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' May 2019
- 'Working Together to Safeguard Children' , July 2018
- Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools and Academy Trusts, January 2020
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE Designated Teacher for LAC, and previous LAC Feb 2018
- DFE Supervision of Regulated Activity, Dec 2013
- Alternative Provision, Stat guidance, Aug 2017
- Teachers' Standards, updated June 2013
- Governors' Handbook, Jan 2017
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Health & Safety Legislation
- The Sexual Offences Act 2003
- Teaching online Safety in Schools 2019

APPENDIX C - Non-statutory Guidance

- DFE 'What to do if you are worried a child is being abused - Advice for Practitioners' March 2015
- 'Safer Working Practices', 2019
- DFE National Standards of Excellence for Headteachers, Jan 2015
- DFE 'Use of Reasonable Force in Schools', July 2013
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline
- NPCC When to call the Policy

APPENDIX D - MCC & MSCB/Safeguarding Partner Policies, Procedures & Guidance

Links to:-

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

APPENDIX E - Other Relevant Trust/School Policies/Procedures

- Health and Safety
- CEaIG
- Sex and Relationships Education
- Equal Opportunities
- E-Safety and Social Media
- Behaviour and Antbullying
- Special Educational Needs
- Looked After and Previously Looked After Children
- Supporting Students with Medical Conditions
- Managing Allegations of Child-on-Child Abuse
- Visitor Procedure
- Admissions Policy
- Whistleblowing Policy

APPENDIX F - Safeguarding (S/G) Trustee and Governors – role description

Safeguarding (S/G) Trustee and Governors – role description

This table provides the role descriptor and guidance for Safeguarding Trustees/governors, to support both those colleagues and the school leaders working with them

Trustee	Governor	Both
<ul style="list-style-type: none"> • Co-ordinate and support with the safeguarding governors – arrange regular meetings to ensure that S/G governors all operating to same, appropriate standard and to share best practice • Monitor S/G governor training and ensure it is done • Liaise with Lead HT with responsibility for S/G to review Cross-Trust practice, QI and data etc. and challenge practice and its impact where appropriate • Undertake relevant training • Understand the S/G audits and steps being taken to improve/develop further • Ensure that safeguarding is an agenda item at Board meetings and Trustees are given the opportunity to discuss and question • Direct trustees to relevant training where appropriate • Monitor the Single Central Record (SCR) across the Trust, with the HR Director • Explore the consistency of S/G practice across the Trust 	<ul style="list-style-type: none"> • Meet termly with the Designated S/G Lead (DSL) to work through safeguarding checklist, review case studies and explore inter-agency working • Monitor the safeguarding arrangements for student at off-site provision • Monitor progress against actions in S/G audit and report back to Academy Committee on this • Check the school Single Central Record (SCR) • Act as conduit to Trust Board (via Lead S/G Trustee and Chair of Academy Committee) about any concerns – there is a <u>duty</u> to raise concerns • Ensure that governors understand the components of safeguarding and risks to young people, including via the DSL's reports to the Academy Committee (in the student wellbeing report), and have the opportunity to challenge school leaders on practice and its impact • Ensure that governors have regular S/G training (in whatever format) • Monitor training of designated person for Looked After Children (LAC) • Check that there is sufficient capacity to cover for DSL in their absence 	<ul style="list-style-type: none"> • Keep up-to-date knowledge of Keeping Children Safe in Education (KCSIE) • Review Trust (and thus school) safeguarding policy (incorporating child protection) and behavior/antibullying policy annually • Review key safeguarding related data regularly – including CME, off-site student, exclusions, etc. • Understand that behaviour, site conditions and Health & Safety are also S/G matters and so keep oversight of those • Undertake safer recruitment training and check that at least one panel member in interviews has done this • Monitor provision of staff training and check that it meets statutory expectations • Monitor the degree to which stakeholders voice is heard about S/G matters (feeling safe, behaviour, e-safety) and how this information is used • Understand and monitor the curriculum around keeping yourself safe and its relevance to our young people

In order for Trustees/governors to be able to carry out these roles confidently and effectively, it is incumbent on the schools/Trust leaders to provide them with the necessary information, support and access to training and key colleagues.

APPENDIX G - 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 H - Abbreviations

- AP Alternative Provision
- CiN Child in Need
- CP Child Protection
- CPOMS An electronic record keeping system for reporting CP concerns
- CSC Children's Social Care
- DFE Department for Education
- DO Designated Officer (formerly LADO)
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- LA Local Authority
- LAC Looked After Child
- LAC DP Designated Teacher for LAC
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SEN Special Educational Needs
- SENCO Special Educational Needs Co-ordinator
- SG SEF Safeguarding Self Evaluation Framework
- SOS Signs of safety