

Greater Manchester Education Trust

SAFEGUARDING POLICY

V1.2

Whalley Range 11-18 High School

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

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
Ms H Kaira	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
Tracy Knowles	School Health Nurse	tracey.knowles@mft.nhs.uk 07980062904

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
Miss D Johnson	Co-Headteacher and Designated Safeguarding Lead	0161 224 4625
Mrs L Schofield	Senior Child Protection Officer Deputy Designated Safeguarding Lead	0161 224 4625 Ext 2223
*	Child Protection Officer	0161 224 4625 Ext 2242
Miss L Dooley	SENCO/Assistant Headteacher	0161 224 4625 Ext 2211
Mrs J Reid	Student Services	0161 224 4625 Ext 2212
Ms.Sanna Hussain	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 Ms G Houghton.

KEY SCHOOL STAFF & ROLES

Name	Role	Contact Details
Ms G Houghton	Deputy Headteacher and 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 SENDCO	0161 230 8039
Mrs N Doran	Assistant SENDCO	0161 230 8039
Miss J Mulligan	School Health Advisor	0161 230 8039

NAMED GOVERNOR for Safeguarding & Prevent	Contact Email
Fiona O'Sullivan	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@pwhs.co.uk
Mrs J Mannion	Designated Safeguarding Lead	j.mannion@pwhs.co.uk
Mrs D Gott	Designated Safeguarding Lead	d.gott@pwhs.co.uk
Mr K Brereton	Pupil Support Manager (DSP)	k.brereton@pwhs.co.uk
Miss O Axon	Designated Teacher for Looked After and Post Looked After Children (DSP)	o.axon@pwhs.co.uk
Miss V Bond	Behaviour & Attendance (Post-16) (DSP)	v.bond@pwhs.co.uk
Mrs A Botfield	Safeguarding Administrator (DSP)	a.botfield@pwhs.co.uk
Mrs C Doherty	SENDSCO (DSP)	c.doherty@pwhs.co.uk
NAMED GOVERNOR for Safeguarding & Prevent	Contact Email	
Mr P Allen	safeguardinggovernor@pwhs.co.uk	

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

GMET Safeguarding Trustee: Mr T McDonald

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): **0808 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 at d.owen@gmetrust.org
- If the allegation is about the Executive Headteacher, contact the Chair of the Trust Board directly and immediately via email at cllr.suzannah.reeves@manchester.gov.uk
- 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
17/10/2023		Page 2 - School Health Nurse name and contact change for WRHS	Gemma Davies, WRHS
09/09/2024		Contacts for each academy updated and KCSIE Part 1, 2024 added as an appendix	Bernie Gallagher, LHS

CONTENTS

1. Purpose of the Policy	9
2. Roles and Responsibilities.....	11
3. Training and Awareness Raising	15
4. Safeguarding/Child Protection Policy and Procedures	16
5. Case Management, Record Keeping and Multi-agency Working	21
6. The Curriculum	25
7. E-Safety.....	26
8. Safer Recruitment.....	27
9. Managing Allegations	27
10. Safety On and Off Site.....	29

Appendices

A – Part 1 of Keeping Children Safe in Education (KCSIE), statutory guidance to be read by all staff	32
B – Legislation, Statutory Guidance and Ofsted Framework	75
C – Non-statutory Guidance	75
D – Manchester City Council (MCC) & Manchester Safeguarding Partner Policies and Procedures	76
E – Other Relevant Trust/School Policies and Procedures	76
F – Safeguarding (S/G) Trustee and Governors – role description.....	77
G – Other Relevant MCC Education Department Polices/Guidance	78
H – Abbreviations.....	78

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 2024)

See Appendix A, Part 1 of KCSIE 2024, 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:-

Providing help and support to meet the needs of children, as soon as problems emerge, 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 2024) There should always be an emphasis on early intervention, protection from harm (both online and offline) and promoting the best outcomes for young people.

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.' (2024). 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 LGBTQ+ 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 recognise that children you are young carers, often face additional pressures that may put them at further risk of exploitation.

The Trust recognise that there may be an impact on children of their parental circumstances, whether that be financial, poor physical, emotional or mental health or other reasons that may make it more difficult for the child to access their education, hence making them vulnerable.

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 extracurricular 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.
- 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 2024)
- 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 be aware of systems within their school to support safeguarding, including the behaviour policy and staff code of conduct.

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 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. They will be supported by a DSL to make this call.

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 Part 1 of '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 recognise that children absent from education may be for a range of issues and that this does not always mean that they are missing from education.

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 and suspensions

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)
 - has a mental health need
 - is a young carer
 - is misusing alcohol and other drugs themselves
 - is showing signs of being drawn in to anti-social or criminal behaviour,

- including gang involvement and association with organised crime groups
- has experienced multiple suspensions and or is at risk of being permanently excluded
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of so called 'honour' based abuse such as Female Genital Mutilation or Forced Marriage
- is at risk of being radicalised or exploited
- has a parent/carer in custody or is affected by parental offending
- 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 Provision** often have complex needs and are aware of the additional risk of harm that these pupils may be vulnerable to. Schools are responsible for the safeguarding of children in alternative provision, with an emphasis on providing additional pastoral support with special educational needs and disabilities.

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 2024)
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 2024) 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 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 Child Practice Reviews

The Safeguarding Partner will always give consideration to undertake a child practice 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 child practice review 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 2023).

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 2023)
- 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 2024), 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 or report 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 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 always supervised, 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 collect safeguarding policies and training information for any organisations that use our site.
- 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 (2024) - 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 2024

**Statutory guidance for schools and
colleges**

**Part one: Information for all school
and college staff**

September 2024

Contents

Summary	3
About this guidance	3
Part one: Safeguarding information for all staff	4
What school and college staff should know and do	4
A child centred and co-ordinated approach to safeguarding	4
The role of school and college staff	4
What school and college staff need to know	5
What school and college staff should look out for	7
Safeguarding issues	10
What school and college staff should do if they have concerns about a child	14
Early help assessment	15
Statutory children’s social care assessments and services	16
Record keeping	17
Why is all of this important?	18
What school and college staff should do if they have a safeguarding concern or an allegation about another staff member	18
What school or college staff should do if they have concerns about safeguarding practices within the school or college	19
Actions where there are concerns about a child	20
Annex: Further information	21

Summary

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

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 the 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 the full version of the document. 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.

The full version of KCSIE can be found here: [Keeping children safe in education - GOV.UK](#)

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.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and co-ordinated 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. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - Providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing the impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes

The role of school and college staff

4. 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.
5. All staff have a responsibility to provide a safe environment in which children can learn.

6. All staff should be prepared to identify children who may benefit from early help.¹ 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.
7. Any staff member who has any concerns about a child's welfare should follow the processes set out in paragraphs 49-55. Staff should expect to support social workers and other agencies following any referral.
8. 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.
9. 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.
10. 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.²

What school and college staff need to know

11. 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).³
 - staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing

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

² 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.

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

- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- 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.

12. All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see paragraph 140 of KCSIE for further information) 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.

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

14. All staff should be aware of the process for making referrals to local authority children’s social care and for statutory assessments.⁴ 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.

15. 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.

16. 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

⁴ Detailed information on statutory assessments can be found in [Working Together to Safeguard Children](#)

abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

17. 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 are 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 designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

What school and college staff should look out for

Early help

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, 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
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

- is a privately fostered child.

Abuse, neglect and exploitation

19. All staff should be aware of the indicators of abuse, neglect and exploitation (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.

20. All school and college staff should be aware that abuse, neglect, exploitation, 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.

21. 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.

22. 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.

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

Indicators of abuse and neglect

24. **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, including where they see, hear or experience its effects. 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.

25. **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.

26. **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.

27. **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.

28. **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 caregivers); 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

29. 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, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos.⁵ 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 the Annex.

Child-on-child abuse

30. 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 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.

31. 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 abuse is not being reported. As such it is important that when staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

32. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. 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.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)

⁵ 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.

- 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 violence⁶ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment⁷ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸ (also known as sexting or youth produced sexual imagery)
- upskirting⁹ 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 criminal exploitation (CCE) and child sexual exploitation (CSE)

34. Both CCE and CSE 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 criminal or sexual activity. It may involve an 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. CCE and CSE 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.

⁶ For further information about sexual violence see Part 5 of KCSIE and the annex.

⁷ For further information about sexual harassment see Part 5 of KCSIE and the annex.

⁸ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

⁹ For further information about 'upskirting' see annex.

Child criminal exploitation (CCE)¹⁰

35. 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.

36. 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.

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

Child sexual exploitation (CSE)

38. 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 non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact 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.

39. 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.

40. 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.

¹⁰ See information on CCE definition on page 48 of [Home Office's Serious Violence Strategy](#).

Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic abuse

41. 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)

42. Whilst **all** staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.¹¹ If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See page 34 for further information.

Mental health

43. **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.

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

45. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.

¹¹ 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).

Serious violence

46. 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 educational 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

47. Departmental advice [What to do if you're 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 that 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.

48. **The annex contains important additional information about specific forms of abuse, exploitation 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

49. 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.

50. If staff have **any concerns** about a child's welfare, they should act on them **immediately**. See page 20 for a flow chart setting out the process for staff when they have concerns about a child.

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

52. Options will then include:

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

- undertaking an early help assessment.¹² or
- making a referral to statutory services.¹³ for example as the child could be in need, is in need or is suffering, or likely to suffer harm.

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

54. 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).

55. **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

56. If early help is appropriate, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency

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

¹³ [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.

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. Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

57. **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,** (see [when to call the police: guidance for schools and colleges \(npcc.police.uk\)](#)) **is made immediately.** Referrals should follow the local referral process.

58. Local authority children's social care assessments should consider where children are being harmed in contexts outside of the home¹⁴, 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](#).

59. The online tool [Report child abuse to your local council](#) directs to the relevant local authority children's social care contact details.

Children in need

60. 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:

61. 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

¹⁴ See [working together](#) for further information about extra-familial harms and environments outside the family home

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, neglect and exploitation.

What will the local authority do?

62. 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. [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. [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.

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

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

65. 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

66. 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.

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

Why is all of this important?

68. 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 local child safeguarding practice reviews have repeatedly shown the dangers of failing to take effective action.¹⁵ Further information about local child safeguarding practice can be found in [Working Together to Safeguard Children](#). Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- failing to re-assess concerns when situations do not improve
- not sharing information with the right people within and between agencies
- sharing information too slowly, and
- a lack of challenge to those who appear not to be taking action.

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

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

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

- this should be referred to the headteacher or principal

¹⁵An analysis of serious case reviews can be found at [gov.uk/government/publications/serious-case-reviews-analysis-lessons-and-challenges](https://www.gov.uk/government/publications/serious-case-reviews-analysis-lessons-and-challenges)

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

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

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

72. 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 provision and know that such concerns will be taken seriously by the senior leadership team.

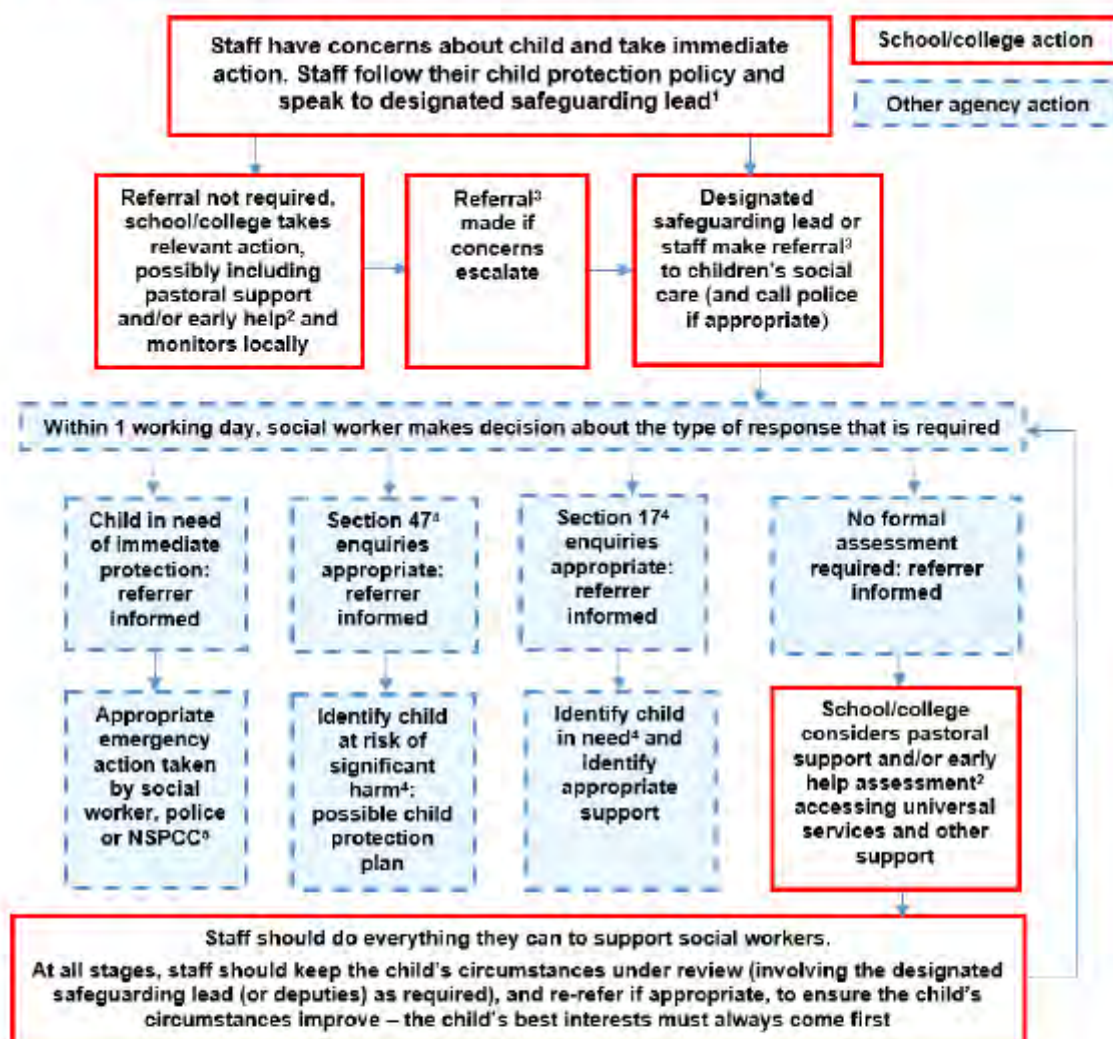
73. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school or college's senior leadership team.

74. 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 advice on whistleblowing can be found at [whistleblowing for employees](#)
- the [NSPCC Whistleblowing Advice Line](#) 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 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk¹⁶

¹⁶ 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 the full version of KCSIE.

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. [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. See [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 [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Annex: Further information

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

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

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.

Table of contents

Child abduction and community safety incidents	22
Child criminal exploitation (CCE) and Child sexual exploitation (CSE)	22
County lines	23
Children and the court system	24
Children missing from education	24
Children with family members in prison	25
Cybercrime	25
Domestic abuse	26
Homelessness	27
Mental health	28
Modern slavery and the National Referral Mechanism	28
Preventing radicalisation	29
The Prevent duty	30
Channel	30
Sexual violence and sexual harassment between children in schools and colleges	31
Serious violence	32
So-called 'honour'-based abuse (including female genital mutilation and forced marriage)	33
FGM mandatory reporting duty for teachers	34
Forced marriage	35
Additional advice and support	35

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being

- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from

- their home
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime)
 - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
 - are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
 - are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
 - owe a 'debt bond' to their exploiters
 - have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#).

Children and the court system

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

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

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

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of

a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

Children with family members in prison

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

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](#).

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can

enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

Homelessness

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

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

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

Mental health

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, attendance and progress at school.

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 England¹⁷ has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Every Mind Matters](#) for links to all materials and lesson plans.

Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

¹⁷Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

Preventing radicalisation

Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

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

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation¹⁸ is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism¹⁹ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

¹⁸ As defined in the [Government's Prevent](#) Duty Guidance for England and Wales.

¹⁹ As defined in the Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard²⁰ to the need to prevent people from becoming terrorists or supporting terrorism”.²¹ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

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

²⁰ [Counter-Terrorism and Security Act 2015 \(legislation.gov.uk\)](#)

²¹ “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Statutory guidance on Channel is available at: [Channel guidance](#) and [Channel training from the Home Office](#).

Additional support

[The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

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

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

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

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

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of the full version of KCSIE.

Serious violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors 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.

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. The [Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

[Police, Crime, Sentencing and Courts Act 2022](#) introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including female genital mutilation and forced marriage)

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

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken

place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**²² that requires a different approach (see below).

FGM

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

FGM mandatory reporting duty for teachers

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.²³ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or a deputy) and involve local authority children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

²² 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).

²³ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Forced marriage

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

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdof.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

[Supporting practice in tackling child sexual abuse](#) – CSA Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

[What to do if you're worried a child is being abused](#) – DfE advice

[Domestic abuse: Various Information/Guidance](#) – Home Office advice

[Faith based abuse: National Action Plan](#) – DfE advice

[Forced marriage resource pack](#)

[Disrespect NoBody campaign](#) – GOV.UK – Home Office website

[Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper

[Together we can stop child sexual abuse](#) – HM Government campaign

Bullying

[Preventing bullying including cyberbullying](#) – DfE advice

Children missing from education, home or care

[Children missing education](#) – DfE statutory guidance

[Children who run away or go missing from home or care](#) – DfE statutory guidance

[Missing Children and Adults strategy](#) – Home Office strategy

Children with family members in prison

[National Information Centre on Children of Offenders](#) – Barnardo's in partnership with HM Prison and Probation Service

Child exploitation

[Safeguarding children who may have been trafficked](#) – DfE and Home Office guidance

[Care of unaccompanied migrant children and child victims of modern slavery](#) – DfE statutory guidance

[Modern slavery: how to identify and support victims](#) – HO statutory guidance

[Child exploitation disruption toolkit](#) – HO statutory guidance

[County Lines Toolkit For Professionals](#) – The Children's Society in partnership with Victim Support and National Police Chiefs' Council

[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Confidentiality

[Gillick competency Fraser guidelines](#) – Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

[From harm to hope: A 10-year drugs plan to cut crime and save lives](#) – Home Office strategy

[Honest information about drugs](#) – Talk to Frank website

[Drug and Alcohol education – teacher guidance & evidence review](#) – PSHE Association

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

[Female genital mutilation: information and resources](#) – Home Office guidance

[Female genital mutilation: multi agency statutory guidance](#) – DfE, Department for Health, and Home Office

[Forced marriage](#) – Forced Marriage Unit (FMU) resources

[Forced marriage](#) – Government multi-agency practice guidelines and multi-agency statutory guidance

[FGM resource pack](#) – HM Government guidance

Health and well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England

[Supporting pupils at schools with medical conditions](#) – DfE statutory guidance

[Mental health and behaviour in schools](#) – DfE advice

[Overview - Fabricated or induced illness](#) – NHS advice

Homelessness

[Homelessness code of guidance for local authorities](#) – Department for Levelling Up, Housing and Communities guidance

Information sharing

[Government information sharing advice](#) – Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#) – Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety advice

[Childnet](#) – Provides guidance for schools on cyberbullying

[Educateagainsthate](#) – Provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) – Provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium](#) – 'Guidance for safe working practice', which may help ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) – Departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) – A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) – From UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

[Online safety guidance if you own or manage an online platform](#) – DCMS advice

[A business guide for protecting children on your online platform](#) – DCMS advice

[UK Safer Internet Centre](#) – Provides tips, advice, guides and other resources to help keep children safe online

Online safety relating to remote education, virtual lessons and live streaming

[Guidance Get help with remote education](#) – Resources and support for teachers and school leaders on educating pupils and students

[Departmental guidance on safeguarding and remote education](#) – Including planning remote education strategies and teaching remotely

[London Grid for Learning](#) – Guidance, including platform-specific advice

[National Cyber Security Centre](#) – Guidance on choosing, configuring and deploying video conferencing

[UK Safer Internet Centre](#) – Guidance on safe remote learning

Online safety – support for children

[Childline](#) – For free and confidential advice

[UK Safer Internet Centre](#) – To report and remove harmful online content

[CEOP](#) – For advice on making a report about online abuse

Online safety- parental support

[Childnet](#) – Offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

[Commonsensemedia](#) – Provides independent reviews, age ratings, & other information about all types of media for children and their parents

[Government advice](#) – About protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) – Provides age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

[How Can I Help My Child?](#) – Marie Collins Foundation – Sexual abuse online

[London Grid for Learning](#) – Provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) – Can be used by parents and carers who are concerned about someone’s behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

[National Crime Agency/CEOP Thinkuknow](#) – Provides support for parents and carers to keep their children safe online

[Parentzone](#) – Provides help for parents and carers on how to keep their children safe online

[Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children’s Commissioner’s parental guide on talking to their children about online sexual harassment

Private fostering

[Private fostering: local authorities](#) – DfE statutory guidance

Radicalisation

[Prevent duty guidance](#) – Home Office guidance

[Prevent duty: additional advice for schools and childcare providers](#) – DfE advice

[Educate Against Hate website](#) – DfE and Home Office guidance

[Prevent for FE and Training](#) – Education and Training Foundation (ETF)

[Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning

[Managing risk of radicalisation in your education setting](#) – DfE advice

Serious violence

[Serious violence strategy](#) – Home Office strategy

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office

[Gangs and youth violence: for schools and colleges](#) – Home Office advice

[Tackling violence against women and girls strategy](#) – Home Office strategy

[Violence against women and girls: national statement of expectations for victims](#) – Home Office guidance

Sexual violence and sexual harassment

Specialist organisations

[Barnardo's](#) – UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

[Lucy Faithfull Foundation](#) – UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

[Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

[NSPCC](#) – Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

[Rape Crisis](#) – National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[UK Safer Internet Centre](#) – Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

[Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) – For information, advice, and details of local specialist sexual violence organisations.

[NICE guidance](#) – Contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

[HSB toolkit](#) – The Lucy Faithfull Foundation – designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

The Lucy Faithfull Foundation also run [shorespace.org.uk](#) which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours.

[NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#) – Free and independent advice about HSB.

[Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) – Provides a school self-assessment toolkit and guidance for addressing HSB in schools.

[Preventing harmful sexual behaviour in children - Stop It Now](#) – Provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for victims

[Anti-Bullying Alliance](#) – Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

[Rape Crisis](#) – Provides and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

[The Survivors Trust](#) – UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

[Victim Support](#) – Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

[Childline](#) – Provides free and confidential advice for children and young people.

Toolkits

[NSPCC](#) – Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

[NSPCC](#) – Resources which help adults respond to children disclosing abuse.

NSPCC also provide free and independent advice about HSB: [NSPCC - Harmful sexual behaviour framework](#)

[Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) – Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

[Contextual Safeguarding Network](#) – Self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools.

[Childnet - STAR SEND Toolkit](#) – Equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND).

[Childnet - Just a joke?](#) – Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.

[Childnet - Step Up, Speak Up](#) – A practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

[NSPCC - Harmful sexual behaviour framework](#) – An evidence-informed framework for children and young people displaying HSB.

Farrer & Co: [Addressing child on child abuse: a resource for schools and colleges](#) – This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

[London Grid for Learning-collection of advice](#) – Various information and resources dealing with the sharing of nudes and semi-nudes.

[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) – Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

National Crime Agency's [CEOP Education Programme](#) – Provides information for parents and carers to help protect their child from online child sexual abuse, including

[#AskTheAwkward - help to talk with your children about online relationships](#)
thinkuknow.co.uk – Guidance on how to talk to their children about online relationships



© Crown copyright 2024

This publication is licensed under the terms of the Open Government Licence v3.0, except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3.

Where we have identified any third-party copyright information, you will need to obtain permission from the copyright holders concerned.

About this publication:

enquiries <https://www.gov.uk/contact-dfe>
download www.gov.uk/government/publications

Follow us on Twitter: [@educationgovuk](https://twitter.com/educationgovuk)

Connect with us on Facebook: facebook.com/educationgovuk

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 Antibullying
- 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