

# Alex Park Democratic School



## Safeguarding Policy

**Date: October 2019**

**Review date: October 2020**

**Named staff with specific responsibility for Child Protection:**

**Designated Senior Person : Effie Delphinus**

**Deputy DSP: Susana Lopez Penedo**

**DSP trained Staff: Charlotte Braithwaite**

**Manchester LADO: Jackie Shaw. Contact number: 0161 2341214**

If we have a concern about the welfare or safeguarding of a child our procedure is to:

1. Member of staff or volunteer will be expected to discuss their concerns with one of the designated safeguarding lead as soon as practicable and a decision will be made to submit a request for further support or conduct as Early Help Assessment.
2. Staff are able to obtain advice from the below external agencies prior to submitting the request for support.
  - Multi-Agency Safeguarding Hub (MASH) Helpline: 0161 219 2895.
  - Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
  - National Society for the Prevention of Cruelty to Children (NSPCC): 0808 800 5000
  - Local Authority (LA) Safeguarding Education Team: 0161 245 7171

Safe recruitment practices are vital whenever someone is recruited to work with children- however, this is not the end of the matter. Schools are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the children is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported.

Initial actions following an allegation:

- The person who has received an allegation, or witnessed an event will immediately inform the Headteacher or a member of the Parents Advisory Board if the allegation is against the Headteacher, and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc, this should then be signed and dated.
- The Headteacher where appropriate will take steps to secure the immediate safety of children and urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headteacher may need to clarify any information regarding the allegation< no person will be interviewed at this stage.

Some allegation will be so serious as to require immediate intervention by Children's Social care and/or police. The Headteacher or member of the Parents Advisory Board (in the case of an allegation against the Headteacher) should immediately discuss the allegation with the Local Designated Officer (LADO). This should take place within one working day. The discussion will consider the nature, content and context of the allegation and agree a course of action. Consideration will be given to the support and information needs of pupils, parents and staff. If consideration needs to be given to the individual's employment, advice will be sought from the school's HR lawyers.

## 1. INTRODUCTION

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

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

Our approach is child-centred.

**‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (Keeping Children Safe In Education. Statutory Guidance for Schools and Colleges. September 2019)**

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

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

‘Safeguarding and promoting the welfare of children is defined as:-

**‘protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.’ (KCSIE September 2019)**

1.1 Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in ‘Working Together to Safeguard Children 2015’ and ‘Keeping Children Safe in Education.’ Our policy ensures that we comply with our Statutory Duties (Appendix A & B)

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

1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices D & F).

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

Alex Park Democratic School recognises that Safeguarding can furthermore involve the following potential issues, which pertain to the wider domain and are not explicitly school-related:

- Physical Abuse
- Emotional Abuse including Domestic Abuse
- Neglect
- Sexual Abuse
- Child Sexual Exploitation (see Appendix 1 and Section 1 of Keeping Children Safe in Education)
- Sexting
- Trafficking
- Bullying, including text messages, prejudice-based bullying, e.g. cyber, racist,
- Homophobic, gender-related (including upskirting), peer on peer abuse (see our anti bullying policy)
- Racist and Homophobic or Transphobic abuse
- Extremist Behaviour
- Radicalisation
- Faith Abuse
- Gender-based violence – violence against women and girls (VAWG)
- Issues which may be specific to a local area or population (Gang Activity, Youth Violence)
- Domestic Violence (DV)
- Female Genital Mutilation (FGM)
- Forced Marriage (FM)
- Fabricated or Induced Illness
- Mental Health

- Private Fostering
- Substance Misuse
- Children Missing Education

**NB:** this list is not exhaustive

### Vulnerable Children

We recognise that some children will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- Disabled or have special educational needs.
- Living in a known domestic abuse situation.
- Affected by known parental substance (drugs and/or alcohol) misuse.
- Asylum seekers/refugees.
- From new communities.
- Living away from home, including private fostering arrangements.
- Vulnerable to being bullied, or engaging in bullying.
- Go missing from school, particularly on repeat occasions.
- Living in temporary accommodation.
- Living transient lifestyles.
- Living in chaotic, neglectful and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality.
- Are at risk of sexual exploitation.
- Young carers.
- Looked After Children (LAC).
- Do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services involvement when needed. The SEND Team receive regular training on

keeping vulnerable children safe and apply relevant procedures e.g. risk assessments which are reviewed regularly to ensure the safety of these children.

## **2. Policy Aims**

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to and valued.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop and promote effective working relationships with other agencies, especially the Police, Social Care, Health and Education Case Workers.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit. This is in accordance to safer recruitment procedures .
- To support children who have been abused, in accordance with his/her agreed Child Protection plan.

## **3. Staff Responsibilities**

### All Staff

We recognise that because of the day-to-day contact with children, **all** staff are well placed to observe the outward signs of any incidents of harm. We also recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. A child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

**All Staff across all areas of Alex Park Democratic School** will therefore:

Establish and maintain an environment where children feel secure. Children are encouraged to talk, are listened to and know that their wishes and feelings will be taken on board.

Be vigilant, particularly in the case of the most vulnerable children, as to the potential of any safeguarding issues arising.

Ensure children know that there are adults in Alex Park Democratic School whom they can approach if they are worried. This will be done via:

- Class teachers regularly speaking to Classes e.g. in assemblies and circle time sessions.
- Referring children to the Safeguarding Team.
- To ensure Pupil voice is collated across the school regularly on issues such as keeping safe, SEAL themes and before/after safeguarding concerns and throughout pastoral interventions.
- Reminders in assemblies.

Encourage self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

Include opportunities in the PSHEE curriculum for children to develop the skills they need to recognise harm and stay safe from it.

Refer any serious bullying concerns to the DSLO and appropriate action will be taken. Alex Park Democratic School policies on Bullying, e-safety and Internet, E-mail and Social Media Acceptable Use are to be read in conjunction with the Safeguarding Policy.

Maintain strong links with parents and keep them updated regarding potential safeguarding issues pertaining to their child, unless to do so may place the child at risk.

Read and sign to say that they have read and understood Keeping Children Safe in Education part one: safeguarding information for all staff (2019).

Receive safeguarding training which is regularly updated so they are equipped with the knowledge and skills to keep children safe.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the school which support safeguarding. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), the name of the Designated Safeguarding Lead (DSL) and the role of the designated safeguarding lead (DSL). We will engender the principle that safeguarding is 'everyone's responsibility'.

### Safeguarding as part of the Curriculum

Through PSHEE and ESafety lessons and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within PSHEE and in the wider curriculum;

Bullying, including cyber-bullying

Drug and alcohol use/ abuse

E safety

Road, fire and water safety

Inter-personal relationships and domestic violence

Child sexual exploitation (CSE), online and offline

### Designated Safeguarding Lead Officer (DSLO)

Alex Park Democratic School has a DSLO Effie Delphinus, assisted by Susana Lopez Penedo and Charlotte Braithwaite who deal with any concerns about the protection of children.

The designated DSLO is responsible for:

- Referring a child if there are concerns about possible abuse or other safeguarding issues, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the MSCB proforma.
- Keeping written records of concerns about a child, even if there is no need to make an immediate referral.

- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensuring that all the children with safeguarding files are known to the relevant staff (such as the Head Teacher, the safeguarding team and the teachers in the child's classroom).
- Ensuring that, in the case of a child leaving our school for another, there is a secure transit and a confirmation of receipt obtained.
- Ensuring that, where a pupil is subject to a Child Protection Plan, their information is transferred to the new school immediately and that the child's social worker is informed.
- Liaising with other agencies and professionals e.g. local Children's Social Care, the Police, as appropriate.
- Ensuring that either they or a deputy DSLO attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents. Alex Park Democratic School is committed to multiagency partnership working.
- Organising Child Protection induction, and update training every 3 years, for all school staff .
- Ensuring parents are aware of the school's role in Safeguarding and that referrals may be made.
- Recognising how to identify signs of abuse and knowing which outside Child Protection agency to contact in the event of a Child Protection matter coming to his/her attention.
- Keeping up-dated with the latest developments in Safeguarding and Child protection via the DSCB and Government publications .
- Acting as a source of advice and expertise and keeping relevant people within the school informed about any action taken and any further action required.
- Reassuring and encouraging staff within their responsibilities towards Safeguarding and Child Protection.
- Being available to talk to children in need as and when necessary.
- Promoting Safeguarding and Child Protection issues in school.
- Keeping the Headteacher and the other members of the safeguarding team updated on any significant issues

- Ensuring that Pupil Voice is a key feature of the school's ethos
- Leading meetings with any relevant staff, where any concerns regarding a student may be raised

It is important that the DSLO does not work in isolation. He/she therefore works closely with a team of appropriately trained senior staff.

All members of the Senior Leadership Team understand and fulfil their responsibilities, namely to ensure that:

*Whole school*

- There is a Safeguarding and Child Protection policy together with a Staff Code of Conduct policy.
- All other staff have Safeguarding training updated as appropriate.
- All members of staff and volunteers are provided with Child Protection awareness information at induction, including in their arrival pack; they will have the school safeguarding statement so that they know who to discuss a concern with.
- All staff read Part One of "Keeping Children Safe in Education" during safeguarding training workshop (to be held twice a year) and that relevant documentation is signed to prove this.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- All other staff have Child Protection awareness training, updated by the DSLO as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff and volunteers know how to respond to a pupil who discloses abuse.
- Through regular staff training, in line with advice from the Manchester Safeguarding Children's Board (MSCB), we will foster a culture of mutual respect between pupils and members of staff, with adults modelling good practice in this context.

DSLO

A Senior Leader has Designated Safeguarding Lead Officer (DSLO) role.

On appointment, the DSLO undertakes interagency training and also undertakes DSLO 'new to role' and an 'update' course every 2 years.

The DSLO who is involved in recruitment and the Head Teacher will also complete Safer Recruitment training (currently on-line on the DfE website) to be renewed every 5 years

### Senior Leadership Team

Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.

Any weaknesses in Safeguarding and Child Protection are remedied immediately.

All parents/carers are made aware of the responsibilities of staff members with regard to Child Protection procedures through publication of the school's Child Protection Policy.

### Staff recruitment, checking and referrals

The School operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

Safer recruitment practices are always followed, including an enhanced criminal record check from the Disclosure and Barring Service (DBS) and pre-appointment checks on volunteers, contractors and other individuals as set out in 'Keeping Children Safe in Education (2019)' .

Alex Park Democratic School has procedures for dealing with allegations of abuse against staff and volunteers and that a referral is made to the DBS within one month, if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

We consider making a referral to the National College for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. Further guidance is available on the National College for Teaching and Leadership website.

We notify OFSTED within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at Alex Park Democratic School (whether the abuse took place either at school or elsewhere)

Child Protection-type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

We carry out appropriate checks on staff with a different employer looking after the school's pupils on a site other than the school.

#### **4. Training and raising awareness**

All new staff and regular volunteers will receive appropriate safeguarding information during induction. Effie Delphinus, our Safeguarding Designated Officer, delivers training to all new members of staff upon appointment. DSL's also hosts a number of training event throughout the year for our reading volunteers and after school provisions.

All staff must ensure that they have read and understood 'KCSIE' (Appendix A). All staff have been provided a copy of the document and they have signed a disclaimer to confirm they have read the content . All members of staff are expected to refresh their knowledge and as and when required.

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), 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. Effie Delphinus provides yearly training of all members of staff. The impact of the training is monitored through the number of referrals received.

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.

#### **5. Procedure for reporting concerns**

Staff could have their suspicion or concern raised in a number of ways, the most likely of which are:

- a. The conduct of a member of staff.
- b. A child, parent or member of staff "disclosing" abuse.
- c. Any behaviour's, often unusual, which give rise to suspicions that a child may have suffered harm.
- d. Bruising or evidence of physical hurt in a way which is not readily attributable to the normal knocks or scrapes received in play.
- e. Any explanation given which appears inconsistent or suspicious.

- f. Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- g. Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- h. Any significant changes in a child's presentation, including non-attendance.
- i. Any hint or disclosure of abuse about or by a child / young person.
- j. Any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present.
- k. Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- l. Any concerns that a child is at risk.

Key points to remember for taking action are;

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSLO or their deputy as soon as you can and by the end of the day at the latest.
- If the DSLO or their deputy is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Children's Social Care.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a record of the concerns.
- Seek support for yourself if you are distressed.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (or another senior member of staff in the absence of the designated lead) prior to any discussion with parents. If you suspect a child has emerging, complex/serious needs or there are child protection concerns, information about abuse and neglect can be found in Appendix 1.

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The child's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns and share them with the DSLO. If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section 'What to do if a child discloses'. There is an inescapable, personal and professional responsibility by all staff for the protection of children from harm. Staff should always maintain an attitude of "it could happen here".

All staff have an obligation to report all suspicions of abuse to the DSLO, (or the Deputy DSLO in their absence), who will then inform the Head Teacher.

**NB1:** ALL STAFF MAY RAISE CONCERNS REGARDING A CHILD DIRECTLY WITH CHILDREN'S SOCIAL CARE SERVICES AND ARE ENTITLED TO RE-REFER IF THEY ARE UNSATISFIED WITH THE OUTCOME

**NB2:** ANY SAFEGUARDING CONCERNS ABOUT ADULTS IN THE SCHOOL SHOULD BE MADE TO THE DSLO OR TO THE HEADTEACHER.

## **6. What to do if a child discloses**

### **a. Staff receiving a disclosure**

The following information is intended to assist members of staff if they become involved in a potential Child Protection situation when a child or young person makes a disclosure:

- Listen; allow the child to finish without directly questioning or stopping them. Let them tell you what they want to and no more. They may need to disclose to a specialist later and too much detail now may interfere with later investigation
- Do not ask leading questions. If questioning is relevant it must be of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did 'x' hit you?'
- When the child has finished, make sure they feel secure. **REASSURE THE CHILD.** Tell them it is not their fault, you are glad they told you, etc.
- Stay calm; convey this through word and action.

- Try not to transmit your anger, shock, distress, or embarrassment to the child - either verbally or through body language.
- Do not express feelings or judgements regarding any person alleged to have harmed the student
- ACT AS THOUGH YOU BELIEVE IN THE CHILD – you are taking them seriously.
- Explain sensitively to the child that you have a responsibility to refer the information to the DSLO , whose job it is to help and protect children, and that they will want to talk to the child; but offer to stay with the child and support them.
- Explain that only those who ‘need to know’ will be told.
- Avoid making any physical contact with the child, even if it is well-intentioned; this could be misconstrued and place you in a vulnerable situation.

Once the child has gone:

- Write down notes, including date and time of the interview and sign the notes. Record as much as you can remember, as soon as possible afterwards (preferably immediately), using the pupil’s own words.
- REPORT THE INCIDENT IMMEDIATELY TO THE DSLO, or in their absence, the Deputy DSLO or Head teacher.
- MAKE IT CLEAR TO THE STUDENT THAT THIS INFORMATION WILL HAVE TO BE PASSED ON

TO Effie.

DSLO action following receipt of a concern or disclosure from a member of staff following any information raising a concern or disclosure, the DSLO will consider:

- Any urgent medical needs of the child.
- Check whether the child is currently subject to a child protection plan, or has previously been subject to a plan, is looked after, has child in need plan or an early help assessment (EHA) or is known by the Manchester Multi-Agency Safeguarding Team (MASH) or known to another agency.
- Confirm whether any previous concerns have been raised by staff.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. Social Care.
- The child’s wishes.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a student at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a Child Protection referral to Social Care because a student is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately if further monitoring is necessary.
- If it would be appropriate to undertake an assessment (e.g. EHA) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

#### Action following referral

The DSLO or other appropriate member of staff will:

Follow up the referral in writing within 24 hours using any existing assessment i.e. early help assessment or the child referral form.

Maintain contact with the allocated Social Worker.

Contribute to the strategy discussion or meetings.

Provide a report for, attend and contribute to any initial and reviewing child protection conferences.

Share the content of this report with the parent and if appropriate the child, prior to the meeting.

Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.

Where a child on a child protection plan, child in need plan or is looked after moves from the school or goes missing, immediately inform the key worker in Social Care.

If the child's situation does not appear to be improving the DSLO should press for reconsideration .

#### Getting help for the child

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school; it may be useful to undertake an EHA to clarify the child's needs/strengths and the supports required and/or make a referral for other services.

Full written records of the information that the DSLO received, detailing the actions taken or not taken and the reasons for these will be made.

### Using the Early Help Assessment (EHA)

Where parents, carers or children tell us that they require support, or school staff identify that there may be emerging needs and that services might be required, an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents / carers and child about the support and services that might help and agree how they would be accessed.

### Low-level needs

Where the school and another service, may be able to meet the needs, take swift action and prevent needs escalating, the EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

### Emerging needs

Where the child or parents are likely to require co-ordinated support from a range of early help services, or where there are concerns for a child's well-being or a child's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and /or their parents or carers. Where a multi-agency response is needed, a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the child's needs.

For more information about the early help assessment process see <https://manchester.fsd.org.uk/kb5/manchester/directory/directory.page?directorychannel=1-10>

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Children's Social Care will be made. See below.

## **SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES**

### PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Pupil voice forms an integral element of everything we do across school. Every policy is

discussed with the children in the daily meetings and they decide what elements need to be integrated in the school book of rules.

## **7. ATTENDANCE**

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

7.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. This may form part of an Early Help Assessment (EHA) or a Parenting Contract.

7.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

## **8. EXCLUSIONS**

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

## **9. VULNERABLE GROUPS**

We ensure all key staff work together to safeguard vulnerable children. Designated Safeguarding Leads meet on a regular basis to share information and review open cases. Lisa Cameron our Family and Children's Support Coordinator is responsible for monitoring all safeguarding concerns on CPOMS. Lisa is responsible for speaking to the individual concerned, assessing their risk and sharing information with partnership agencies to ensure the child/family is not at risk of significant harm.

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

is disabled and has specific additional needs;

- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum seeker
- is looked after, previously looked after or under a special guardianship order.

**Children with special educational needs (SEN)** and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

## 10. REPORTING FGM CASES

Staff should report known cases of **Female genital mutilation**. Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons.

**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 (see Keeping Children Safe in Education, September 2019).**

**Type 1 FGM : Clitoridectomy:** partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).

**Type 2 FGM: Excision:** partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina).

**Type 3 FGM: Infibulation:** narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and sewing over the outer, labia, with or without removal of the clitoris or inner labia.

**Type 4 FGM Other:** all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping, stretching and cauterising the genital area.

## **11. CONFIDENTIALITY, RECORD KEEPING AND STUDENT INFORMATION**

### Confidentiality

1. The management of confidentiality is an essential factor in all issues relating to Safeguarding and Child Protection.
2. The Headteacher or DSLO will disclose relevant information about a child or to other members of staff on a need to know basis only.
3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
4. Staff should never give pupils or adults an absolute guarantee of confidentiality, but must ensure that the information is disclosed only to the people who need to know. Make sure that this is clear early on, not sprung on the pupil at the end.
5. It should be explained to children and young people that secrets cannot and should not be kept if keeping them means that they, or others, will continue to be harmed.

### Record keeping

Records of concerns and other written information are stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information is stored separately from the child's school file.

Copies of these records will be securely sent to any school to which the child transfers and a confirmation of receipt obtained.

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 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 pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with our Transfer of Record Policy (see Appendix E) and LA Guidance (See Appendix F).

### Student Information

Our school will endeavour to keep up-to-date and accurate information in order to keep students safe and provide appropriate care for them, including:

- Names and contact details of persons with whom the student normally lives.
- Names and contact details of all persons with parental responsibility.
- Emergency contact details.
- Details of any persons authorised to collect the student from school.
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc).
- If the child is or has been on the Child Protection List or subject to a care plan.
- Any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information in compliance with Data Protection and confidentiality best practice.

## **12. CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING**

### KEEPING RECORDS

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 pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) and LA Guidance (See Appendix F)

## 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:

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system

## 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 most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency unless it is believed that doing so would put the child at risk, eg in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

## MULTI-AGENCY WORKING

We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding 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.
- 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.

### CONFIDENTIALITY & INFORMATION SHARING

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.

### CHILD PROTECTION (CP), CHILD IN NEED (CIN) & TEAM AROUND THE CHILD /FAMILY (TAC/TAF) MEETINGS AND CONFERENCES

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

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. We have designed safeguarding leads who are contracted to work all year and they are available during the holidays and outside of school hours.

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.

### CONCERNS/DISCLOSURES BY CHILDREN, STAFF & 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.

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.

### SERIOUS CASE REVIEWS

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

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

## **13. THE CURRICULUM**

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

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.

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.

There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.

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.

## **14. E-SAFETY**

E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote 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 have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite. Current legislation is reflected also in the Staff Code of Conduct.

We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. We are currently working towards 360 Accreditation, as recommended by the LA Audit Team.

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

## **15. CHILDREN MISSING FROM EDUCATION**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local

authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

**All** schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools

comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

**All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)**

## **16. STAFF CODE OF CONDUCT**

We have very high expectations for students in all aspect of their work; their appearance and their routines on a daily basis As a staff, we should apply the same high expectations to ourselves. We should be role models and maintain the moral high ground in our dealings with students. At Alex Park Democratic School we have developed a separate code of conduct policy for our staff. The staff code of conduct and acceptable use policy is in place for the use of technology, mobiles phone, social media etc.

### Allegations against teachers and other staff (including volunteers) - Whistleblowing

Safe recruitment practices are vital whenever someone is recruited to work with children – however, this is not the end of the matter. Schools are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

An allegation may be made against a teacher or member of staff (including volunteers) if they have:

Behaved in a way that has harmed a child, or may have harmed a child;

Possibly committed a criminal offence against or related to a child; or

Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Alex Park Democratic School will always comply with Manchester's Safeguarding Policy and Procedures

#### If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported.

#### Initial actions following an allegation

The person who has received an allegation, or witnessed an event will immediately inform the Headteacher and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated .

The Headteacher where appropriate will take steps to secure the immediate safety of children and urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.

The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or police. The Safeguarding Designated Lead Officer should immediately discuss the allegation with the Local Authority Designated Officer (LADO). The discussion will consider the nature, content and context of the allegation and agree a course of action. The Headteacher will inform the Directors of any allegation. Consideration will be given throughout

to the support and information needs of pupils, parents and staff. If consideration needs to be given to the individual's employment, advice will be sought for HR.

## **17. RECRUITMENT AND SELECTION**

### Safer Recruitment and Selection

The school pays full regard to current DfE guidance 'Keeping Children Safe in Education' (September 2019). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate is not included in the Children's Barred List.

In line with statutory changes, underpinned by regulations, the following will apply:

A DBS Enhanced Disclosure is obtained for all new appointments to Alex Park School workforce.

A DBS Enhanced Disclosure is obtained for all volunteers.

A DBS Enhanced Disclosure is obtained for the Directors.

Alex Park Democratic School is committed to keeping an up-to-date Single Central Record detailing a range of checks carried out on our staff (records kept in the Director's office.)

All new appointments to Alex Park Democratic School workforce who have lived outside the UK will be subject to additional checks as appropriate.

Alex Park Democratic School ensures that supply staff have undergone the necessary checks and will be made aware of this policy.

Susana Lopez and Effie Delphinus have taken training on Safer Recruitment by Virtual College.

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

### Single Central Record of Recruitment and Vetting Checks

In addition to the various staff records which are kept as part of normal business, Alex Park Democratic School keeps and maintains a Single Central Record of recruitment and vetting checks.

Alex Park Democratic School has a record of the following people:

- All staff who are employed to work at the school.
- All staff who are employed as supply staff.

The record should also include all others who have been chosen by the school to work in regular contact with students. This will cover volunteers and people brought into the school to provide additional teaching or instruction for students but who are not staff members, e.g. specialist sports coach, gardening teacher or artist.

The Single Central Record must indicate whether or not the following have been completed:

Identity checks

Qualification checks for any qualifications legally required for the job e.g. those posts where a person must have QTS, NPQH, or in FE Colleges, another accepted qualification such as PGCE, Cert Ed. Additionally, for those applying for teaching posts, registration check with the TA (Teaching Agency) where appropriate.

Checks of right to work in the United Kingdom.

DBS Enhanced Disclosure.

Prohibition from Teaching check.

Further overseas records checks where appropriate for advice on staff who have lived outside the United Kingdom. The record must also show the date on which each check was completed or the relevant certificate obtained, and should show who carried out the check.

## **18. SERIOUS CASE REVIEWS**

Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

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

d. If required Alex Park Democratic School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

## **19. MONITORING AND EVALUATION**

Our Safeguarding and Child Protection Policy and Procedures will be monitored and evaluated by:

Directors visits to the school

DSL 'drop ins' and discussions with children and staff

Pupil voice and questionnaires

Scrutiny of Attendance data

Scrutiny of range of risk assessments

Logs of bullying/racist/behaviour incidents for DSL and Directors to monitor

Review of parental concerns and parent questionnaires

## **20. GDPR**

**The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.**

**To effectively share information:**

- all practitioners should be confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role. Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal.
- where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent .

- information can be shared legally without consent, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
- relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

## 21. CONTACT DETAILS FOR REFERRALS

**Manchester City Council Safeguarding in Education Team: 0161 245 717.**

**Safeguarding in Education Lead:** Jenny Patterson. 07717527750

**Manchester Local Authority Designated Officer (LADO):** Majella O’Hagan and Jackie Shaw. Majella.o’hagan@manchester.gov.uk.

Telephone: 0161 203 2393

**Manchester Social Services:** 0161 234 5001.

<b>Manchester</b>	<b>Safeguarding</b>	<b>Children</b>	<b>Board</b>	<b>Website</b>
<a href="http://www.manchestersafeguardingboards.co.uk">http://www.manchestersafeguardingboards.co.uk</a>				

### **Consultation line:**

- Clear referral? Continue to telephone the Contact Centre (0161 234-5001).Contact Centre manned by trained officers
- Advice needed? Use the consultation line (0161 219-2895.)Consultation Line manned by senior social workers

### **Early Help**

Early Help is about intervening early and as soon as possible to tackle problems emerging for children, young people and their families. The [Early Help Assessment and Guidance](#) will support to undertake conversations with them about what’s working well and what could be better, and what the next actions are to get things going well again.

**Please send completed Early Help Assessments to be registered by email:**  
[www.manchester.gov.uk/earlyhelppractitioner](http://www.manchester.gov.uk/earlyhelppractitioner)

[eha@manchester.gov.uk](mailto:eha@manchester.gov.uk), or via gcsx secure system at [eha@manchester.gcsx.gov.uk](mailto:eha@manchester.gcsx.gov.uk)

**Contact the appropriate Early Help Hub :**

North – 0161 234 1973

e-mail – [earlyhelpnorth@manchester.gov.uk](mailto:earlyhelpnorth@manchester.gov.uk)

Central – 0161 234 1975

e-mail – [earlyhelpcentral@manchester.gov.uk](mailto:earlyhelpcentral@manchester.gov.uk)

South – 0161 234 1977

e-mail – [earlyhelpsouth@manchester.gov.uk](mailto:earlyhelpsouth@manchester.gov.uk)

**If you believe a child is at risk of immediate harm, please contact the Police by dialling 999.**

Date – October 2019

Signed Headteacher –

Review – October 2020

Signed Director –

## **APPENDICES**

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

### **APPENDIX A**

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

'Keeping Children Safe in Education' Part one: Safeguarding information for all staff - What school and college staff should know and do

A child centred and coordinated approach to safeguarding

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

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. All school and college staff have a responsibility to provide a safe environment in which children can learn.
8. All school and college staff should be prepared to identify children who may benefit from early help.
9. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-35. Staff may be required to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>3</sup>

What school and college staff need to know

12. All staff members 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;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

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

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

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

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

16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- and/or has returned home to their family from care.

18. All school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 42-51 of this guidance.

19. Departmental advice *What to do if you are worried a child is being abused - Advice for practitioners* provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

20. Staff members 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 members should always act in the best interests of the child.

21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead (or deputy).

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

22. If staff members have any concerns about a child's welfare, they will need to decide what action to take. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

23. If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe. *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* supports school and college staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

24. Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy) who will help staff decide what to do next. Options include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment;<sup>5</sup> or
- a referral for statutory services,<sup>6</sup> for example as the child is in need or suffering or likely to suffer harm.

25. If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

#### Early help

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

#### Statutory assessments

27. If a child is in need or is suffering, or likely to suffer from harm then a referral should be made to local children's social care to consider a statutory assessment.

#### Children in need

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

Children suffering or likely to suffer significant harm.

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

28. In both cases, referrals should be made in accordance with local criteria for action7 and follow the local authority's referral process.

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

30. The online tool Report child abuse to local council directs to the relevant local children's social care contact number.

31. The local authority should make a decision, within one working day of a referral being made, about what course of action it is taking and should let the referrer know the outcome.

This will include determining whether:

- child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- 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;
- any services required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

32. Staff should follow up on a referral should this information not be forthcoming.

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

34. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

35. If a teacher<sup>8</sup>, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex H for further details.

#### Record keeping

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

#### Why is all of this important?

37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this 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; 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 concerns about another staff member?

38. If staff members have concerns about another staff member, then:

- this should be referred to the headteacher or principal;
- where there are concerns 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 allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

Staff may consider discussing any concerns with the school's designated safeguarding lead (or deputy) and make any referral via them. Full details can be found in Part four of this guidance.

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

39. 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.

40. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

41. Detailed information on early help can be found in Chapter 1 of *Working together to safeguard children*.

42. 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.

43. Detailed information on statutory assessments can be found in Chapter 1 of *Working together to safeguard children*.

44. Local agencies including the three safeguarding partners should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Further information on early help assessments, provision of

early help services and accessing services is in Chapter 1 of Working together to safeguard children.

45. Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter one of Working together to safeguard children).

46. Chapter 1 of Working together to safeguard children.

47. 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).

48. An analysis of serious case reviews can be found at Serious case reviews, 2011 to 2014.

49. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, Curtain, Road, London EC2A 3N

## **APPENDIX B**

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

- Keeping Children Safe in Education' - latest update, currently September 2018
- Ofsted Section 5 Inspection Framework for Schools, August 2016
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2016
- '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, Sept 2014,
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE Designated Teacher for LAC Guidance, Nov 2009
- DFE Supervision of Regulated Activity, Jan 2013
- Alternative Provision, Stat guidance, Jan 2013
- Teachers' Standards, updated June 2013

- Governors' Handbook, Jan 2017
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Health & Safety Legislation

## **APPENDIX C**

### **Non-statutory Guidance**

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

## **APPENDIX D**

### **MCC & MSCB Policies, Procedures & Guidance**

Links to:-

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

## **APPENDIX E**

### **Links to Other Relevant School/EY Setting/College Policies/Procedures**

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

## **APPENDIX F**

### **Other Relevant Education Department Policies/Guidance**

All these are available on the Manchester Schools Hub Website.

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

## **APPENDIX G**

### **Abbreviations**

- AP Alternative Provision
- CiN Child in Need
- CP Child Protection
- CPOMS Child Protection Online Monitoring System
- CSC Children's Social Care
- DFE Department for Education
- DO Designate 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 SEN Co-ordinator
- SG SEF Safeguarding Self Evaluation Framework
- SOS Signs of Safety

## **APPENDIX H**

### **Specific Safeguarding issues**

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify

the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

### Domestic Abuse

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### **Child Sexual Exploitation**

A form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and/or education at some point.

Some of the following signs may be indicators of sexual exploitation where children:

- Appear with unexplained gifts or new possessions.
- Associate with other young people involved in exploitation.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections or become pregnant.
- Suffer from changes in emotional well-being or menstrual problems.
- Misuse drugs and alcohol.

- Go missing for periods of time or regularly come home late.
- Regularly miss school or don't take part in education.

### **Child Criminal Exploitation**

County lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>15</sup> should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

### **Female Genital Mutilation (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. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or have already suffered FGM. Section 5B of the Female Genital Mutilation Act 2003 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 will face disciplinary sanctions.

FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries, including the UK. Victims of FGM are likely to come from a community that is known to practice FGM and signs that may indicate a child has undergone FGM include:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from their group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

### **Forced Marriage**

Forcing a person into 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, and/or emotional and/or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning disabilities). Some communities use religion and culture as a way to coerce a person into marriage. Schools have a duty to report cases of Forced Marriage to the police (Forced Marriage Unit).

### **Honour Based Violence**

So-called “honour based” violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as

such. If any member of staff have any concerns at all regarding HBV they must speak to the DSL/DDSL. 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, or having already suffered, HBV.

### **Self-Injury**

Self-injury describes a wide range of things children do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury can involve:

- Cutting, often to the arms, using razor blades, broken glass, scissors or a pair of compasses (can include scratching, picking, biting or scraping).
- Burning using cigarettes or caustic agents.
- Punching and bruising.
- Inserting or swallowing sharp objects or harmful substances.
- Head banging (hitting themselves against objects).
- Pulling out hair, including eyelashes and/or eye brows.
- Restrictive or binge eating.
- Overdosing.
- Self-neglect.
- Alcohol abuse.
- Taking personal risks.
- Sleep deprivation.

### **Witchcraft**

Witchcraft is known by many terms; black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah or child sorcerers. All link to a genuine belief held by the family or carers (and in some cases, even the children themselves) that a child is able to use an evil force to harm others.

While these beliefs are not confined to any particular countries, cultures or religions, one message is clear; child abuse is never acceptable in any community or culture, under any circumstances.

## **Breast ironing**

Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing or flattening . As with Female Genital Mutilation (FGM), breast ironing or flattening is classified as physical abuse.

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely.

In some families, large stones, a hammer or spatula that have been heated over scorching coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts so as to prevent them from growing.

Breast flattening usually starts with the first signs of puberty, which can be as young as nine years old and is usually carried out by female relatives under the 'misguided intention' of protecting her from rape and sexual harassment.

As well as extreme pain and psychological damage, the practice puts the young women at increased risk of developing cysts, infections and even cancer.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or identity, and this may also cause health problems.

There is no specific law banning breast ironing in the UK and no-one has ever been prosecuted for carrying out the practice. However, offenders can be prosecuted for a range of crimes, including common assault, child cruelty and grievous bodily harm.

Professionals may be reluctant to tackle the issue because of 'cultural sensitivities' – the words 'culture', 'tradition' or 'religion' might come up when trying to explain this harmful practice, but as in the case of female genital mutilation (FGM), breast ironing is a ritualised form of child abuse.

## **Adverse childhood experiences - ACE**

The term ACE is used to describe a wide range of stressful or traumatic experiences that children can be exposed to whilst growing up. ACEs range from experiences that directly harm a child (such as suffering physical, verbal or sexual abuse, and physical or emotional neglect) to those that affect the environment in which a child grows up (including parental separation, domestic violence, mental illness, alcohol abuse, drug use or incarceration).

The [Commons Select Committee report: Evidence-based early years intervention](#) published in November 2018 cited that whilst there is no universally agreed definition of an adverse childhood experience (ACE) studies addressing the issue have mostly converged on a similar set of experiences falling under this term and listed the following experiences:

- verbal abuse
- physical abuse
- sexual abuse
- physical neglect
- emotional neglect
- parental separation
- household mental illness
- household domestic violence
- household alcohol abuse
- household drug abuse
- incarceration of a household member.

## **Peer-on-Peer Abuse**

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative support strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as a 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys subjected to initiation/hazing type violence (KCSIE 206).

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is likely to include, but may not be limited to;

- Physical abuse (biting, hitting, kicking, shaking, hair pulling or otherwise causing physical harm)
- Sexually harmful behaviours/sexual abuse/sexual harassment/sexual violence
- Bullying (physical, name calling, homophobic)
- Cyber Bullying
- Sexting/sexual imagery. Upskirting
- Initiation/Hazing
- Prejudice behaviour

Any form of peer-on-peer abuse, like any other abuse, should be treated seriously and not tolerated.

Staff are trained on how to recognise peer on peer abuse and the processes to follow should they have any concerns. All staff are expected to speak with the DSL or deputy if they suspect if abuse is taking place or upon receiving a disclosure from a child. All children will be supported throughout the investigation and will receive help from the pastoral team.

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a disastrous effect on a child's wellbeing and, in very rare cases, has been a feature in suicide. The school's Anti-Bullying Policy should be referred to in all instances where bullying is suspected.

### **Children with Sexually Harmful Behaviour**

Children may be harmed by other children or young people and there will be occasions when a pupil's behaviour warrants a different response. Research suggests that up to thirty per cent of child sexual abuse is committed by someone under the age of 18.

The management of children with sexually harmful behaviour is complex and our school will work with other relevant agencies to maintain the safety of their whole school community. Children who display such behaviour may be victims of abuse themselves and the child protection procedures should be followed for both victim and perpetrator.

Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to their DSL/DDSL as soon as possible.

### **Homelessness**

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.

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

### **Preventing radicalisation**

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

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.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends

may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

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

### **The Prevent duty**

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