# Safeguarding And Child Protection Policy

Ratified: 12th December 2019

Review date: September 2020

| Name | Role |
|---|---|
| BARLOW HALL | |
| Jennifer Holden | *Deputy Headteacher (DSL)LAC DP* |
| Jayne Kennedy | *Headteacher- DSL team* |
| Sonia Peacock | *Assistant Head- UKS2*<br>*DSL team* |
| Alice Corlett | *Assistant Head- LKS2 team* |
| Sophie Kay | *Assistant Head- KS1 team* |
| Evonne Williams | *Assistant Head - EYFS* |
| Sharon Drinkwater | *Parent Support Advisor- EH lead* |
| Debbie Jackson | *Lead Learning Mentor- Specialist support* |
| BROOKBURN | |
| Schelene Ferris | *Headteacher (DSL)* |
| Emily Henderson | *Deputy headteacher (DSL)LAC DP* |
| Natalie Mason | *Dolphins Afer school club Leader (DSL)* |

| **NAMED SAFEGUARDING TRUSTEE** |
|---|
| Sonia Johnson |
| **NAMED ACADEMY COUNCILLOR * for Safeguarding & Prevent** |
| BARLOW HALL - Mike Cowell<br><br>BROOKBURN – Jen Barker |

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

- .If any member of staff, visitor or volunteer have any concerns about a child's welfare they must act on these concerns **immediately**.
- Report the concern to the DSL of the school or in their absence a member of the Designated Safeguarding Team. They will make a decision about what the next steps will be.
- Record the concern as accurately as possible on CPOMs and link the DSL. Volunteers and visitors must complete a 'Safeguarding Concern' form. These are kept in the main office.
- If a disclosure has been made, complete the 'Reported Disclosure' form- Appendix 1. This will be added to CPOMs.
  **Where a child is suffering, or is likely to suffer from harm a referral to children's social care (and if appropriate the police) will be made immediately.** The DSL will contact the Manchester Contact Centre who will connect you to the Specialist Social Care and early help staff..( **0161 234 5001** )
  - The following details must be available for this conversation:
  - The child's presenting needs
  - What you have already done or where you've accessed support
  - Consent from the family to talk to Social care unless this may put the child at risk.
- If Early Help is appropriate, the DSL will lead on liaising with other agencies and set up an assessment as appropriate. The DSL will contact the Early Help Hub for advice if necessary.

  Early Help Hubs:
  North **0161 234 1973, Central 0161 234 1975, South 0161 234 1977**
  National Society for the Prevention of Cruelty to Children (NSPCC)**: 0808 800 5000**
  Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**

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

- This should be referred to the Headteacher of the school.
- Where there are concerns/ allegations about the Headteacher, this should be referred to the chair of the *Academy Council and Trust Board member.*
- The Headteacher/ DSL will confirm that the child/ children are safeguarded
- Obtain a written account which has been prepared by the person whom the allegation was made
- Record details of any potential witnesses
- Record the details of any discussions and the rationale for any decisions that have been made about the child/ member of staff
- Inform the Manchester LA Designated Officer (formerly LADO): **0161 234 1214**
- Make a referral to the Manchester LA Designated Officer within 1 working day if allegation meets MSCB criteria (follow MSCB referral guidance)
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**This policy will be reviewed at annually unless an incident or new legislation or guidance suggests the need for an interim review**

| Review Date | Changes made | By whom |
|---|---|---|
| September 2018 | Policy created | Jennifer Holden /Schelene Ferris |
| November 2018 | Policy reviewed | Jennifer Holden /Schelene Ferris |
| September 2019 | Policy reviewed | Jennifer Holden /Schelene Ferris |
| | | |

**Ratification by Trust Board**

| Academic year | Date of ratification | Chair of Trust Board |
|---|---|---|
| 2018-2019 | 27.09.18 | Lord Bradley |
| **2019-2020** | 12.12.19 | Joan Dean |
| | | |

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**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 Link Learning Trust 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. This policy has been ratified by the Trust Board at its meeting on the 12th December 2019 and will be reviewed and updated in September 2020.

Our approach is child-centred.

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

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)**

**ETHOS**

. Schools in The Trust 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. Our schools are committed to the principles outlined in 'Working Together to Safeguard Children 2018' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff. The UN Convention on the Rights of the Child is at the heart of everything we do at Link Learning Trust.

Our schools are committed to identifying support at the earliest opportunity through the delivery of effective early help using 'The Multi- Agency Levels of Need and Response Framework.' The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills. [SEP]2

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.

Our schools will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

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 2018' 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*).*


## 2. ROLES & RESPONSIBILITIES

## LEADERSHIP & MANAGEMENT

2.1   Our Headteacher will ensure that:-

● The policies and procedures adopted by the Academy Council to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.

● All staff and volunteers understand and comply with our Code of Conduct.

● We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG SEF proforma to the LA as requested

● A Designated Senior Member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.

● Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus.

● The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.

● Child friendly information of how to raise a concern/make a disclosure has been developed through PSHCE, UNICEF Rights Respecting Pupil Council, NSPCC workshops and is accessible to all children. Pupil voice activities are completed regularly to ensure all children know how to raise a concern and who to speak to should they have any worries.

● We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. Feedback is taken following referrals and Academy Councils are informed on a termly basis as to number of referrals made and what further action was taken. This information is collated and shared with the Trust Board safeguarding lead.

● Schools in the trust have signed up to implement the principles and aims of the Encompass Model and recognise the sensitive nature of the information provided. This information is retained in accordance with the principles of data protection.

● We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the

safeguarding and welfare of the children and such concerns are addressed sensitively and effectively.

● Any staff commissioned who are carrying out regulated activities from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.

● We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.

● We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. Visitors are provided with safeguarding and child protection information- see visitor procedures.

2.2   Our **Trust Board/Academy Council** will ensure that:-

● All policies, procedures and training in our school are effective and comply with the law at all times.

● Named members are identified as the designated trustees/academy councillors for Safeguarding and for Prevent and receive appropriate training.

● The identified Safeguarding trustee/academy councillor will provide the trustees and academy council with appropriate information about safeguarding and will liaise with the designated member of staff. (Termly headteacher report and annual Safeguarding report and safeguarding self-evaluation.)

● Our safeguarding policy and our staff Code of Conduct are reviewed at least annually.

● We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. (See LINK LT Safer recruitment policy)

● We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.

● All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. This is monitored by the DSLs

● There is appropriate challenge and QA of the safeguarding policies and procedures. Monitoring by Safeguarding Trustee, Barlow Hall Academy Councillor is an IRO (Independent Reviewing Officer for safeguarding) minutes of LINK LT meetings and QA school partner visits, termly.

2.3 The **Designated Safeguarding Lead (DSL**) is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. He/she takes lead responsibility for Early Help, safeguarding and child protection, although other activities may be delegated if appropriate.

The DSL, together with team as applicable, will:

● Act as the first point of contact with regards to all safeguarding matters.

- Attend specialist DSL training every two years.

- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary

- Provide support and training for staff and volunteers through annual training plan (including on line and face to face training)

- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures. Following a referral being made DSLs will monitor, record and follow up to ensure effective action has been taken.

- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role.

- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.

- Always be available during school hours during term-time, and at other times as designated by the Headteacher. Out of hours or holiday – Headteacher or DSL.

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

All staff will:
- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance

- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Behaviour Management Policy/Positive Handling Policy

- Provide a safe environment where children can learn

- Be approachable to children and respond appropriately to any disclosures

- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child

- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals

- Attend multi-agency meetings as required, if appropriate to their role

- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role

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

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

## 3. TRAINING AND AWARENESS RAISING

3.1 All new staff and regular volunteers will receive appropriate safeguarding information during induction. This is led by the DSL. Online training is also available.

3.2 All staff must ensure that they have read and understood 'KCSIE' (Appendix A). This is included in the Code of Conduct which staff must sign each year to confirm they have read this. L1 safeguarding is followed up with online training through Educate to check understanding.

3.3 Updates are given through annual training, staff meetings and noticeboards.

3.4 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.

3.5 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. These are included in bulletins, staff meetings and e-mail. The DSL will disseminate key information following DSL network meetings

## 4 SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 **PUPIL VOICE- Article 12 (respect for the views of the child)**
Children are encouraged to contribute to the development of policies and share their views via pupil voice, Rights respecting Council, internal classroom procedures, PHSE curriculum.

**4.2 ATTENDANCE- Article 28 (Right to an education)**
4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

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

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

### 4.3  EXCLUSIONS

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

### 4.4 VULNERABLE GROUPS- Article 20 (children unable to live with their family), Article 21 (adoption), Article 22 (refugee children), Article 23 (children with a disability), Article 30 (children from minority or indigenous groups)

4.4.1   We ensure all key staff work together to safeguard vulnerable children. Vulnerable children are discussed through weekly inclusion meetings (RAG rated + scaling are used to measure the impact of support) Regular case review meetings, inclusion meetings, CPOMs and Agenda Items at SLT meetings are also used to protect vulnerable children.

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

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

4.4.2   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 disproportionally impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

### 5    CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

### 5.1   KEEPING RECORDS
All safeguarding/ child protection records are kept on CPOMS. All concerns are logged and followed up with clear action points and the decisions why particular actions were taken. The DSL has overall responsibility for the management of these records.

5.1.1  We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.

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

5.1.3 We keep secure the safeguarding records.

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

## 5.2 RECORDING AND REPORTING CONCERNS

5.2.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (KCSIE Part 1 in Appendix A). If a concern arises all staff, volunteers and visitors must follow the procedures summarised in KCSIE and in this policy:

- 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
  - Internal staff- CPOMs/ Reported Disclosure form (Appendix)
  - Visitors/ volunteers/ external agencies- Reported Disclosure form

## 5.3 INFORMING PARENTS/CARERS- Article 5 (parental guidance and a child's evolving capacities to make their own choices), Article 18 (parental responsibilities and support needed to raise children)

5.3.1 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, including at least 2 emergency contacts.

5.3.2 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).

5.3.3 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.

## 5.4 MULTI-AGENCY WORKING

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

5.4.2 We will notify Children's Social Care 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
- it has been agreed as part of any child protection plan or core group plan.

**5.5    CONFIDENTIALITY & INFORMATION SHARING**

5.5.1    Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.

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

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

5.5.4    We have arrangements in place that set out clearly the processes and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for when and what to share/when and what not to share and systems for recording the reasons for these decisions.

5.5.5    We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure.

**5.6    CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES**

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

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

5.6.3    Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews.

5.6.4    Headteacher, member of DSL team to attend conference during holidays and if not possible a member of the Education team- Senior Officer for Safeguarding Quality Assurance in schools – Liz Rose, will be contacted elizabeth.rose@manchester.gov.uk.

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

**5.7    CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS**

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

5.7.2    All staff and volunteers must be clear with children that they cannot promise to keep secrets.

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

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

5.8  **SERIOUS CASE REVIEWS**

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

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

## 6.  THE CURRICULUM- Article 29 (goals of education)

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

6.1  All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

6.2  This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

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

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

6.5  We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage. See Appendices for guidance and links to further information.

## 7.  E-SAFETY- Article 17 (protection from materials that could harm them)

7.1  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.

7.2  The internet is an essential element in 21$^{st}$ century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

7.4  We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

7.5     We will ensure that children do not misuse their own devices whilst in school by ensuring that all devices are handed in to the school office at the start of the day and not collected until the end of the school day.

7.6     We have separate acceptable use policies (AUPs) for both staff and children.  This covers the use of all technologies used, both on and offsite.  See staff Code of Conduct and in accordance with GDPR 2018.

7.7     We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website..

7.8     We work with children and parents to promote good practice in keeping children safe online. We provide up to date information on our website, run parent workshops, and hold E-Safety week each year. We are also a Rights Respecting School and use our PHSCE curriculum to help to keep our children safe online.


## 8.     SAFER RECRUITMENT & SELECTION OF STAFF

8.1     Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE' 2019.    See LINK LT Safer recruitment policy.

8.2     The Headteacher and governing body will ensure that all external staff and volunteers using our site have been DBS checked.

8.3     Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.

8.4     At least one member of each recruitment panel will have attended safer recruitment training.

8.5     All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. Update given through staff briefing

8.6     Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

8.7     The school maintains a single central record of recruitment checks undertaken.


## 9.     MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

9.1     We adhere to DfE guidance 'KCSIE 2019, Section 4', when dealing with allegations made against staff and volunteers. See Whistleblowing Policy.

9.2     All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

9.3     Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)

9.4     We ensure that all staff are aware of how to raise a concern, including anonymously as a whistle- blower. See Whistleblowing Policy,


## 10.SAFETY ON & OFF SITE

10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.

10.2 All visitors, including visiting speakers, are subject to our safeguarding protocol whilst on site and will be supervised at all times, if no checks have been obtained.

10.3. We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school or college.

10.4 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. This is led by the School Business Manager and any concerns are raised with the DSL.

10.5 We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Their attendance will be monitored by us in accordance with the School Register Regulations

10.6 All school trips are fully risk assessed and no child will be taken offsite without parental permission.

10.7 We have a Health & Safety policy and Critical Incidents procedure eg for contacting parents, and for reporting to the emergency services, including Police & Hospital.

# 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 & Annex A - to be read by all staff

# Keeping children safe in education

Statutory guidance for schools and colleges

# Part one: Information for all school and college staff

# September 2019

## Contents

# Summary

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

•Governing bodies of maintained schools (including maintained nursery schools) and colleges;
•Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
•Management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** in their school or college **read** at least Part one of the guidance.

For ease of reference Part one is set out here as a stand-alone document.

# 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 has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

3.No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

•protecting children from maltreatment;
•preventing impairment of children's health or development;
•ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
•taking action to enable all children to have the best outcomes.

5.Children includes everyone under the age of 18.

## The role of school 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** staff have a responsibility to provide a safe environment in which children can learn.

8.**All** staff should be prepared to identify children who may benefit from early help.[1] Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

9.**Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 35-47. Staff should expect to support social workers and other agencies following any referral.

10.Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11.The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12.The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.[2]

## What school and college staff need to know

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

•child protection policy;

•behaviour policy;[3]

•staff behaviour policy (sometimes called a code of conduct);

•safeguarding response to children who go missing from education; and

•role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

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

14.**All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child

[1]Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.
[2]The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.
[3]All schools are required to have a behaviour policy (full details are here). If a college chooses to have a behaviour policy it should be provided to staff as described above.

protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15.**All** staff should be aware of their local early help[4] process and understand their role in it.

16.**All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.[5]

17.**All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should

never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

# What school and college staff should look out for

## Early help

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

•is disabled and has specific additional needs;
•has special educational needs (whether or not they have a statutory
Education, Health and Care Plan);
•is a young carer;

•is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
•is frequently missing/goes missing from care or from home;
•is at risk of modern slavery, trafficking or exploitation;
•is at risk of being radicalised or exploited;

•is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
•is misusing drugs or alcohol themselves;
•has returned home to their family from care; and
•is a privately fostered child.

4Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.
5More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.

## Abuse and neglect

19.Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

20.**All** school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

## Indicators of abuse and neglect

21.**Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

24.**Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical

contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

25.**Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide

adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Safeguarding issues

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

## Peer on peer abuse

27.**All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

•bullying (including cyberbullying);

•physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

•sexual violence,[6] such as rape, assault by penetration and sexual assault;

•sexual harassment,[7] such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

[6]For further information about sexual violence see Annex A.
[7]For further information about sexual harassment see Annex A.

•upskirting,[8] which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
•sexting (also known as youth produced sexual imagery); and
•initiation/hazing type violence and rituals.

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

## Serious violence

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

also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

30.All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance[9].

## Female Genital Mutilation

31.Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.[10] If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

## Contextual safeguarding

32.Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care

[8]For further information about 'upskirting' see Annex A.
[9]For further information about violent crime see Annex A.
[10]Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding.](#)

## Additional information and support

33.Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff.
The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

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

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

35.Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

36.If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 15 for a flow chart setting out the process for staff when they have concerns about a child.

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

38.Options will then include:

•managing any support for the child internally via the school's or college's own pastoral support processes;
•an early help assessment;11 or
•a referral for statutory services,12 for example as the child might be in need, is in need or suffering or likely to suffer harm.

11Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working Together to Safeguard Children.
12Chapter 1 of Working Together to Safeguard Children sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and

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

40.Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data

Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

## Early help

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

## Statutory assessments

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

## Children in need

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

47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

11

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 enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-

called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

43.The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.

## What will the local authority do?

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

•the child requires immediate protection and urgent action is required;
•the child is in need, and should be assessed under section 17 of the Children Act 1989;
•there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
•any services are required by the child and family and what type of services;
•further specialist assessments are required to help the local authority to decide what further action to take;
•to see the child as soon as possible if the decision is taken that the referral requires further assessment.
45.The referrer should follow up if this information is not forthcoming.

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

47.If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

## Record keeping

48.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?

49.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.[13] Examples of poor practice include:

•failing to act on and refer the early signs of abuse and neglect;
•poor record keeping;
•failing to listen to the views of the child;
•failing to re-assess concerns when situations do not improve;
•not sharing information;
•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 who may pose a risk of harm to children

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

•this should be referred to the headteacher or principal;
•where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
•in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

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

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

51.All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.
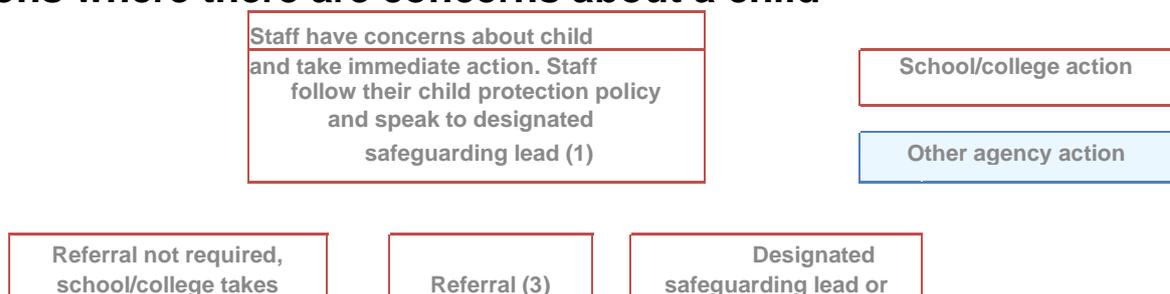
52.Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

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

•general guidance on whistleblowing can be found via: Advice on Whistleblowing; and
•the NSPCC's *what you can do to report abuse* dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028
0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and
email: help@nspcc.org.uk.[14]

[14]Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

# Actions where there are concerns about a child

**Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead (1)**

**School/college action**

**Other agency action**

**Referral not required, school/college takes**

**Referral (3)**

**Designated safeguarding lead or**

| relevant action, possibly including pastoral support and/or early help (2) and monitors locally | made if concerns escalate | staff make referral (3) to children's social care (and call police if appropriate) |
|---|---|---|

**Within 1 working day, social worker makes decision about the type of response that is required**

| Child in need of immediate protection: referrer informed | Section 47 (4) enquiries appropriate: referrer informed | Section 17 (4) enquiries appropriate: referrer informed | No formal assessment required: referrer informed |
|---|---|---|---|
| Appropriate emergency action taken by social worker, police or NSPCC (5) | Identify child at risk of significant harm (4): possible child protection plan | Identify child in need (4) and identify appropriate support | School/college considers pastoral support and/or early help assessment (2) accessing universal services and other support |

**Staff should do everything they can to support social workers.**
**At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first**

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

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

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

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

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

# Annex A: Further information

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

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

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

**Annex A Index**

# Children and the court system

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

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

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

## Children missing from education

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

## Children with family members in prison

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

## Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the

financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

•can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
•can still be abuse even if the sexual activity appears consensual;

•can include both contact (penetrative and non-penetrative acts) and non- contact sexual activity;
•can take place in person or via technology, or a combination of both;

•can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
•may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
•can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
•is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

## Child criminal exploitation: county lines

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[15] 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.

## Domestic abuse

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

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

•psychological;
•physical;
•sexual;
•financial; and
•emotional.

[15]national crime agency human-trafficking.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

•NSPCC- UK domestic-abuse Signs Symptoms Effects

•Refuge what is domestic violence/effects of domestic violence on children
•Safelives: young people and domestic abuse.

# Homelessness

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

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

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

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

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast

ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**[16] that requires a different approach (see following section).

## FGM

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

[16]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).

## FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where

they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.[17] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

## Forced marriage

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges.

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

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

## 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[18] 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[19] 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 the Channel programme.

## The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard[20] to the need to prevent people from being drawn into terrorism".[21] This duty is known as the Prevent duty.

[18]As defined in the Government's Counter Extremism Strategy.
[19]As defined in the Revised Prevent Duty Guidance for England and Wales.
[20]According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.
[21]"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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

### Additional support

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

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

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

### Channel

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

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

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# Peer on peer abuse

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

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

## Context

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

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

Staff should be aware of the importance of:

•making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
•not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
•challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

# What is sexual violence and sexual harassment?

# Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to

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sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003[22] as described below:

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

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or

anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

**What is consent?**[23] Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.[24]

## Sexual harassment

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

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

•sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
•sexual "jokes" or taunting;
•physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be

[22]Legislation.gov.uk
[23]It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: here.
[24]PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

•online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.[25] It may include:

•non-consensual sharing of sexual images and videos;
•sexualised online bullying;

•unwanted sexual comments and messages, including, on social media;
•sexual exploitation; coercion and threats; and
•upskirting.

## Upskirting[26]

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

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

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 36 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

[25]Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment. 26Additional information can be found at GOV.UK.

## Additional advice and support

| Abuse or Safeguarding issue | Link to Guidance/Advice | Source |
|---|---|---|
| Abuse | What to do if you're worried a child is being abused | DfE advice |
| | Domestic abuse: Various Information/Guidance | Home Office |

| | | |
|---|---|---|
| | [Faith based abuse: National Action Plan](#) | DfE advice |
| | [Relationship abuse: disrespect nobody](#) | Home Office website |
| Bullying | [Preventing bullying including cyberbullying](#) | DfE advice |
| Children and the courts | [Advice for 5-11-year olds witnesses in criminal courts](#) | MoJ advice |
| | [Advice for 12-17 year old witnesses in criminal courts](#) | MoJ advice |
| Children missing from education, home or care | [Children missing education](#) | DfE statutory guidance |
| | [Child missing from home or care](#) | DfE statutory guidance |
| | [Children and adults missing strategy](#) | Home Office strategy |
| Children with family members in prison | [National Information Centre on Children of Offenders](#) | Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice |
| Child Exploitation | [County Lines: criminal exploitation of children and vulnerable adults](#) | Home Office guidance |
| | [Child sexual exploitation: guide for practitioners](#) | DfE |
| | [Trafficking: safeguarding children](#) | DfE and HO guidance |
| Drugs | [Drugs: advice for schools](#) | DfE and ACPO advice |
| | [Drug strategy 2017](#) | Home Office strategy |
| | [Information and advice on drugs](#) | Talk to Frank website |
| | [ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention](#) | Website developed by Mentor UK |
| "Honour Based Violence" (so called) | [Female genital mutilation: information and resources](#) | Home Office |
| | [Female genital mutilation: multi agency statutory guidance](#) | DfE, DH, and HO statutory guidance |
| | [Forced marriage: statutory guidance and government advice](#) | Foreign Commonwealth Office and Home Office |

| | | |
|---|---|---|
| Health and Well-being | [Fabricated or induced illness: safeguarding children](#) | DfE, Department for Health and Home Office |
| | [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) | Public Health England resources |
| | [Medical-conditions: supporting pupils at school](#) | DfE statutory guidance |

| | | |
|---|---|---|
| | Mental health and behaviour | DfE advice |
| Homelessness | Homelessness: How local authorities should exercise their functions | MHCLG |
| Online | Sexting: responding to incidents and safeuarding children | UK Council for Child Internet Safety |
| Private fostering | Private fostering: local authorities | DfE - statutory guidance |
| Radicalisation | Prevent duty guidance | Home Office guidance |
| | Prevent duty advice for schools | DfE advice |
| | Educate Against Hate Website | DfE and Home Office |
| Violence | Gangs and youth violence: for schools and colleges | Home Office advice |
| | Ending violence against women and girls 2016-2020 strategy | Home Office strategy |
| | Violence against women and girls: national statement of expectations for victims | Home Office guidance |
| | Sexual violence and sexual harassment between children in schools and colleges | DfE advice |
| | Serious violence strategy | Home Office Strategy |

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# APPENDIX B - Legislation, Statutory Guidance & Ofsted Framework

- **Keeping Children Safe in Education' - latest update, September 2019**
- **Ofsted Education Inspection Framework and School Inspection Handbook, September 2019,**
- **Inspecting Safeguarding in Early Years, Schools & Skills Settings' September 2019**
- **'Working Together to Safeguard Children', July 2018**
- **Prevent Duty, Section 26 Counter Terrorism & Security Act 2015**
- **FGM Duty, Multi-agency Statutory Guidance on FGM 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 The Designated teacher for looked after and previously looked after children, Stat guidance, Feb 2018**
- **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' 2015

- '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:-

- MSCB Policies, including Greater Manchester Policies and Guidance
- MSCB Multi-agency Levels of Need & Response Framework
- 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

Please note, this section will need to be updated when the new multi-agency partnership which will be replacing MSCB, is operational.

# 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 permanent exclusions
- Trips and Visits
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After (And previously Looked After)Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Information Sharing & Retention Schedule

## 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, 2017 (in process of review)
- 'Safeguarding' model policy, 2018
- 'Safer Recruitment' model policy, 2015 (in process of review)
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- 'A Good Safeguarding School'

# APPENDIX G - Abbreviations

- AP                              Alternative Provision

- CiN                Child in Need
- CP                Child Protection
- CPOMS          One of a number of electronic record keeping systems used in many schools in Manchester

- CSC               Children's Social Care
- 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/SENDCO    SEN Co-ordinator
- SG SEF          Safeguarding Self Evaluation Framework
- SOS             Signs of Safety