



**Lady Barn  
House School**

Discovery | Opportunity | Success

## Safeguarding Policy

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<b>Other relevant policies:</b>	<b>Attendance &amp; Registration Policy</b> <b>Anti-bullying and Anti-cyberbullying Policy</b> <b>Anti-racism Policy</b> <b>Behaviour Policy</b> <b>Equal Opportunities for Pupils Policy</b> <b>Online Safety Policy</b> <b>Low-level Concerns Policy</b> <b>Missing Uncollected Child Policy</b> <b>PSHE Policy</b> <b>Responsible Use of IT Policy</b> <b>RHSE Policy</b> <b>Safer Recruitment Policy</b> <b>SEND Policy</b> <b>Staff Code of Conduct</b> <b>Use of Images of Children Policy</b> <b>Use of Devices Policy</b> <b>Use of Reasonable Force Policy</b> <b>Visiting Speaker Policy</b> <b>Whistleblowing Policy</b> <b>Work Experience Policy</b>
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*This policy is also applicable to the Early Years Department, Before and After School Care and the LBHS Holiday Club.*

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## I. INTRODUCTION

The school will safeguard and promote the welfare of children who are pupils at the school. These documents are written with regard to; -

- After-school clubs, community activities, and tuition Safeguarding Guidance for providers (2020 updated 2023)
- Behaviour in Schools: advice for headteachers and school staff (2024)
- Children Missing Education (2024)
- Children's Social Care National Framework (December 2023)
- Disqualification under the Childcare Act 2006 (updated August 2018)
- Early years foundation stage statutory framework for group and school-based providers (2024)
- Greater Manchester Safeguarding Children Procedures
- Guidance for safer working practice for those working with children and young people in education settings Safer Recruitment Consortium (2022)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)
- Keeping Children Safe in Education (2025) [KCSIE]

- KCSIE also provides links to various toolkits and additional advice and support on: abuse; bullying; children missing from education; home or care; children with family members in prison; child exploitation; drugs; so-called 'honour-based abuse' including FGM and forced marriage; health and well-being; homelessness; private fostering; radicalisation and violence.
- Managing the risk of radicalisation in your educational setting (October 2022, updated Sept 2023)
- Meeting digital and technology standards in schools and colleges (2022, updated Mar 2025)
- New definition of extremism (2024)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people UKCIS (2020)
- Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated 2025)
- Prevent Duty Guidance: for England and Wales (2023, updated March 2024) (Prevent)
- The Prevent Duty: Departmental advice for schools and childcare providers (June 2015)
- The Prevent duty: an introduction for those with safeguarding responsibilities (October 2022, updated Sept 2023)
- The Prevent Duty: safeguarding learners vulnerable to radicalisation (2022 updated Sept 2023). Prevent is supplemented by non-statutory advice and a briefing note.
- The Use of Social Media for Online Radicalisation (July 2015)
- Understanding and identifying radicalisation in your educational setting (October 2022, updated Sept 2023)
- When to Call the Police: Guidance for Schools and Colleges NPCC (2020)
- Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities (2024)
- Working together to Safeguard Children (2023) (WT)
- What to do if you are worried a child is being abused (March 2015)

The Safeguarding Policy applies to the Early Years (including Before and After School Care (BSC and ASC), Infant and Junior Departments, and the LBHS Holiday Club.

All children, without exception, have the right to protection from abuse regardless of disability, sex, gender reassignment, race, religion or belief, or sexual orientation (Equality Act 2010).

The Human Rights Act 1998 (HRA) contains the Articles and protocols of the European Convention on Human Rights (the Convention) that are deemed to apply in the UK. Being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all these rights, depending on the nature of the conduct and the circumstances.

### **Definition of Safeguarding**

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcome

### **Keeping Children Safe**

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

Everyone in the school shares an objective to help keep children and young people safe by: -

- considering, always, what is in the best interests of the child
- creating and maintaining a safe learning environment, promoting safe practice and eliminating any unsafe practice
- preventing unsuitable people from working with children and young people
- identifying where there are child welfare concerns, taking action to address these in partnership with other agencies if required
- contributing to effective partnership between all those involved with providing services for children
- developing children's understanding, awareness, and resilience
- preventing children from being subjected to radicalism of any sort

- identifying pupils affected by political indoctrination

The governing body, teaching and support staff and volunteers take all concerns and allegations most seriously and will respond appropriately. This will normally involve an immediate, informal and confidential referral in line with local multi-agency safeguarding arrangements. In emergencies, and in cases involving suspected FGM, the Police will be contacted. In cases where it is suspected that pupils have been exposed to being radicalised the local authority Prevent contact will be informed immediately and their advice acted upon. In the case of allegations of abuse against teachers and other staff, the Local Authority Designated Officer will be contacted.

### **Safeguarding Policies**

This Safeguarding Policy forms part of a set of documents and policies, which relate to the safeguarding responsibilities of the school. There are links with: -

- Allegations of Abuse and Concerns Against Staff Policy
- Anti-Bullying and Anti-cyberbullying Policy
- Anti-racism policy
- Attendance and registration policy
- Behaviour Policy
- Early Years Policy
- Equal Opportunities for Pupils Policy
- Health and Safety Policy
- Low-level Concerns Policy
- Online Safety Policy
- PSHE Policy
- Responsible Use of IT Policies
- RSHE Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Use of Devices Policy
- Use of Images of Children Policy

- Use of Reasonable Force Policy
- Visiting Speakers Policy
- Whistleblowing Policy

The implementation and effectiveness of the Safeguarding Policy are reviewed and endorsed annually by the governing body. It applies to all staff and volunteers. Parents are informed of the policy and procedures through the website, and the annual provision of information letter. Policies are available in hard copy on request to the school office. The Safeguarding Policy is also reviewed regularly by the DSL and SLT and updated as required

### **Safer Recruitment**

The school is committed to the Safer Recruitment, including the selection and vetting, of all staff and volunteers. The school takes all possible steps to ensure that unsuitable people are prevented from working with children through its recruitment practices, Disclosure and Barring Service [DBS] checks and induction procedures (see Safer Recruitment Policy). This adheres to the 2009, 2012, 2013 and March 2015 legislation regarding referrals to the Disclosure and Barring Service [DBS] [formally the Independent Safeguarding Authority]. Safer Recruitment practice also includes the requirement to check that all those employed as teachers, headteachers or senior managers from April 2014 are not subject to the appropriate prohibition order issued by the Secretary of State. From August 2015 onwards, appointments for senior posts, from Head of Department upwards will be offered, subject to a Prohibition from Management check.

### **Corporal Punishment**

The School does not use corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. If a member of staff acts physically to restrain a pupil a log is made on CPOMS, which can be viewed by the Deputy Head (Pastoral). Please refer to the Staff Code of Conduct.

### **Psychological Harm**

On no account should any member of staff inflict psychological harm on a child.

### **Early Years**

In the Early Years, the school aims to provide particularly strong care and nurture, recognising the needs and vulnerability of our youngest pupils. As a result, we set out to offer appropriate physical contact when this is

judged necessary by our professional and experienced staff. This guidance has been written to help ensure that behaviour and actions do not place pupils or staff at risk of harm or of allegations of harm.

### **Local Multi-Agency Safeguarding Arrangements**

The school follows the procedures set in line with local multi-agency safeguarding arrangements. Safeguarding Partners include Stockport Metropolitan Borough Council, NHS Stockport Integrated Care System and Greater Manchester Police.

### **Safeguarding Principles**

Safeguarding children and young people and promoting their wellbeing is more than just child protection. To safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose. Safeguarding encompasses the need to provide security, safety and the enablement of the physical, moral, social and emotional well-being of the whole school community.

The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and for some, a sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support all its pupils through: -

- The provision of a curriculum that assists pupils to make good choices about safe and healthy lifestyles and informs them who to approach if their health or safety is threatened.
- The Aims and Ethos of the school and the promotion of a positive, supportive, secure environment. It gives pupils a sense of being valued and helps all to fulfil their potential, regardless of their background or circumstances.
- The guiding of pupils to gain the skills and knowledge to become effective citizens who are not influenced by indoctrination of any kind.
- A safe learning environment where pupils are listened to, feel safe and secure; do not experience bullying, racism, homophobia or other types of discrimination and where medical needs are met.
- The early identification of pupils with additional needs, liaison and intervention with other agencies such as Children's Services, Child and Adolescent Mental Health Services, the Education Welfare Service and the Educational Psychology Service.
- The school behaviour policy that supports all pupils.

- Ensuring that when a pupil who is the subject of a Child Protection Plan (formerly referred to as the child protection register) leaves, their details are transferred to the new school immediately and the child's social worker is informed.
- The school's pastoral care system. This ensures pupils' self-awareness of safeguarding and welfare matters are developed at levels appropriate to their maturity, through curricular and extra-curricular events. These may include, for example, RHSE, PSHEE, circle times, form times, school councils and house meetings, where a trusting climate is established, and pupils talk and share their thoughts and feelings.
- The provision of guidance on the safe use of electronic equipment, including access to the Internet.
- The raising pupils' awareness of the dangers of the Internet and social media as a vehicle through which they can be contacted and subjected to radicalisation and grooming.
- Encouraging amongst all staff a culture of listening to children and taking account of their wishes and feelings.
- Developing positive partnerships and nurturing a commitment to open and honest relationships with parents and carers at all stages of a pupils' education.

**Mobile phones, cameras and devices and other electronic devices with imaging and sharing capabilities.**

In line with the school's Use of Images of Children Policy and Use of Devices Policy, staff may take photographs and make videos of pupils in the course of their daily work. Having made and used these records, in accordance with the professional discharge of their duties and responsibilities, they must delete them from any personal records, retaining them for the minimum time necessary. Should it be appropriate to make a permanent record, for example, of a dramatic performance, these should be retained centrally on the school's own database.

Information and guidance on the use of mobile phones, cameras and devices and other electronic devices with imaging and sharing capabilities are contained in separate policies. Mobile phones and other electronic devices with imaging and sharing capabilities should not be in use (unless prior permission has been granted by the Head) and should be kept in a safe place during lesson times in EYFS and the rest of the school. **A member of staff should never use their own personal internet-enabled device to photograph or make any form of recording of a pupil(s) in EYFS or elsewhere in the school unless prior permission has been received from a member of the SLT.**

## **2. SCHOOL SAFEGUARDING PERSONNEL**

- The Designated Safeguarding Lead. (DSL) is Richard Kingdom. The Deputy Designated Safeguarding Leads (DDSL) are Louise Higson, Niki Jennings, Dan Slade, Emma Beer, Janine Nesbitt and Harry Earnshaw.
- The Designated Safeguarding Lead for Early Years [EY] & Before School Care [BSC] and After School Care [ASC] is Richard Kingdom
- The Designated Teacher for Looked After Children is Richard Kingdom.
- The Designated Safeguarding Leads for Holiday Club are Sarah Collinson and Rosie-May Cowgill. There is also a DSL member of SLT on duty each day.
- The Designated Safeguarding Governor is Shelley Perry
- The Local Authority Designated Officer are Jill Moore and Fiona Batchelor Tel: 0161 474 5657
- Children's Services (including out of hours)
  - Stockport Social Care (website)
  - Stockport 0161 217 6028 (Out of hours 0161 718 2118)
  - Trafford 0161 912 5125
  - Manchester 0161 255 8250
  - Cheshire East – 0300 123 5012

Contacts when advice, support and guidance is required concerning radicalisation and extremism: -

- The Aspire Team (Stockport Family complex Safeguarding Team) – includes guidance on radicalisation and extremism – via MASSH. Tel 0161 271 6028
- The local police force, 101 (the non-emergency number) and 999 (emergency)
- The DfE dedicated telephone helpline and mailbox for non-emergencies 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).
- The LA/ Health contact when Female Genital Mutilation (FGM) is suspected Jill Moore 0161 474 5657.

This policy and its associated procedures address the Independent Schools' Standards Requirements (ISSRs) Part 3 and are in accordance with locally agreed inter-agency procedures.

### **3. THE GOVERNING BODY**

The Governing Body has overall responsibility for ensuring that the Safeguarding Policy and procedures meet

legal and regulatory requirements and that pupils are suitably safeguarded at all times. The Governors monitor the discharge of all statutory responsibilities regularly and robustly.

The Governing Body ensures that:

1. An effective Safeguarding Policy is in place and such arrangements are implemented fully in practice.
2. The school follows Safer Recruitment procedures (see Safer Recruitment Policy) and the Single Central Register of staff is in order, ensuring provision meets statutory requirements and advice.
3. The school Safeguarding Policy is up to date and risks assessed at regular intervals. Areas requiring action are dealt with immediately and any deficiencies or weaknesses are remedied without delay.
4. The DSL is of suitable 'status and authority' to take responsibility and carry out the role.
5. The DSL will receive higher level local authority training in the Prevent Duty procedures, as required.
6. Staff /volunteers attend relevant child protection training that is in line with local authority procedures, including training in line with Prevent Duty procedures.
7. Staff know and understand how children can be radicalised, are aware of how to recognise changes in pupils' behaviour that could indicate such and know what to do if this happens.
8. Staff understand Female Genital Mutilation and know what to do if they suspect this may have taken place.
9. Allegations are managed swiftly, correctly and safely.
10. Any information required by the local authority regarding safeguarding is passed to them swiftly.
11. The Chair of the Governing Body is nominated to be responsible in the event of an allegation of abuse being made against the Head.
12. Safeguarding matters are placed on Governors' Agendas to ensure they are constantly informed of changes and concerns by the Head, the DSL and the nominated Governor.
13. The Safeguarding Governor meets regularly with the DSL and Head and conducts an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This review involves the scrutiny of the training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution the school has made to multi-agency working. Governing body meeting minutes record the form and findings of the review fully.
14. Staff follow requirements of the Code of Conduct.

#### **4. STAFF TRAINING**

## **Training for the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL)**

The DSL/DDSL will receive appropriate training, in line with local multi-agency safeguarding arrangements. The training will be repeated at least every two years. The training will ensure the DSL/DDSL will: -

- understand the assessment process for providing early help and intervention
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- receive higher level training in the 'Prevent' strategy in line with local multi-agency safeguarding arrangements to be able to assess the risk of children being radicalised and drawn into support for the extremist ideas that are part of terrorist ideology and to identify pupils at risk of radicalisation.
- be conversant with local inter-agency working protocols and training regarding Prevent duties.
- sharing an understanding with local partners of the potential risks of radicalism and terrorism in the local area
- be aware of, and support, any pupils at risk of radicalisation
- ensure all staff are informed of any updates the DfE makes to KCSIE
- be skilled in contributing to inter-agency procedures
- be able to attend and contribute to the above effectively when required to
- know how to contact a range of local agencies and how to work with them in resolving issues
- be alert to the specific needs of children in need, those with special educational needs and young carers
- understand how to maintain detailed, accurate, secure written records of concerns and referrals
- know how to access a range of resources
- attend any relevant or refresher training courses
- encourage staff to increase their skill in listening to children and taking account of their wishes and feelings
- ensure that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years.
- ensure that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils.
- ensure that all staff and volunteers are aware of the published local multi-agency Child Protection

## Procedures

- ensure that, should the school have a pupil placed in it who is looked after by a local authority, staff have the skills, knowledge and understanding to keep such a child safe.
- ensure that induction training for all staff, including temporary staff and volunteers includes:
  - the school's Safeguarding Policy
  - the Staff Code of Conduct
  - the identity of the designated lead and deputies
  - a copy of Parts 1 and 5 of KCSIE and Annex B (where appropriate) and a linked pro forma signed by all staff
- ensure, in consultation with senior managers, that no areas of the curriculum contain any forms of political indoctrination.

## Training for all staff

- All staff training will be in line with local multi-agency safeguarding arrangements.
- All staff, irrespective of their date of appointment, will be provided with, read and be familiar with at least Parts 1 and 5 of KCSIE and Annex B and the details on 'specific safeguarding issues' given in KCSIE. The school will ensure any staff who have difficulties with English will receive assistance to ensure they fully understand the text.
- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.
- All staff will receive training on the Code of Conduct and Whistleblowing policies.
- All staff will receive regular training with the timing, content and level of such being in line with local multi-agency safeguarding arrangements.
- All staff will receive Safeguarding and Child Protection updates (for example, via e-mail, e-bulletins and staff meetings) as required, but at least annually.
- All staff will be updated of changes in safeguarding requirements, as and when they arise, by the DSL.
- All staff will be given details of where full local procedures are available (on the Safeguarding Children in Stockport website [www.safeguardingchildreninstockport.org.uk](http://www.safeguardingchildreninstockport.org.uk)).

- All staff will receive 'Prevent' awareness training, in line with local multi-agency safeguarding arrangements, to give them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know to whom they refer children and young people for further help.
- All staff will be informed of any updates in KCSIE as soon as they occur.
- All staff will understand how to identify risks to pupils regarding female genital mutilation and terrorism and know what actions to take immediately they suspect any instance of such. The school will always inform the police in this instance.
- All staff will be trained in Online Safety, which will include applicable roles and responsibilities in relation to filtering and monitoring.

All new members of staff, including part-timers, temporary, volunteers, visiting and contract staff working in school, receive induction training that includes basic information on: -

- Responsibilities regarding safeguarding children.
- Safeguarding Policy
- Staff Code of Conduct
- Behaviour Policy
- Low-level Concerns Policy
- Whistleblowing Policy
- Responsible Use of IT Policy
- Online Safety, which will include applicable roles and responsibilities in relation to filtering and monitoring.
- The safeguarding response to children who go missing from education
- The roles of the safeguarding lead and deputies – and their names.
- Parts 1 and 5 of KCSIE and Annex B.

In addition, training for all new staff, including part-time and supply staff, incorporates: -

- how to recognise the signs of abuse and bullying
- identifying signs of radicalism and how to report them
- the procedures for recording and referring any concerns to the DSL

- information about online safety

New members of staff, Governors and volunteers have access to electronic copies of the school's policy on Safeguarding Children and related policies (including Use of Reasonable Force Policy, Low Level Concerns Policy, PSHEE Policy, Behaviour Policy, Pastoral Care Policy, Anti-Bullying and Anti-cyberbullying Policy and Equal Opportunities for Pupils Policies and Procedures, Safer Recruitment Policy, Health & Safety Policies and Online Safety Policy). Thorough discussion of the procedures set out in these documents forms a vital part of our induction procedures.

All staff, including new appointees, indicate, via the staff HR portal that they have received, read and understood the document 'Keeping Children Safe in Education, Parts 1 and 5 and Annex B (where appropriate).

### **Training for Volunteers**

Volunteers will receive induction training that includes basic information on:

- Responsibilities regarding safeguarding children.
- Safeguarding Policy
- Staff Code of Conduct
- Behaviour Policy
- Low-level Concerns Policy
- Whistleblowing Policy
- Responsible Use of IT Policy,
- The safeguarding response to children who go missing from education
- The roles of the safeguarding lead and deputies – and their names
- Parts 1 and 5 of KCSIE and Annex B

In addition, training for all new volunteers incorporates: -

- how to recognise the signs of abuse and bullying
- identifying signs of radicalism and how to report them
- the procedures for recording and referring any concerns to the DSL
- information about online safety

### Training for Regular Contractors

Regular contractors will be informed that they have a duty to pass on safeguarding concerns. They will be introduced to the DSL.

### Recent school training

Date	Name	Training
	Richard Kingdom	Video update to all staff at INSET Day
	Richard Kingdom	Induction for new staff
	Richard Kingdom	Induction and update for all catering staff
	Richard Kingdom	CPOMS training videos issued to new staff
	Richard Kingdom	Safeguarding policies and related documents made available on HR Portal for all staff
	Richard Kingdom	Induction and update for all cleaning staff
5.9.22	All Staff	Stockport Safeguarding Basic Safeguarding Awareness Training
15.9.22	Richard Kingdom	Optimus Leading Safeguarding Conference
29.9.22	Richard Kingdom	Safeguarding Network
6.10.22	Richard Kingdom	DSL Refresher
6.10.22	Dan Slade	DSL Refresher
18.10.22	Harry Earnshaw	DSL Initial Training
20.10.22	Beth McPhee	Safer Recruitment Training
8.12.22	Richard Kingdom	Beat Schools Professionals Online Training Eating Disorders Module 1
25.1.23	Richard Kingdom	Safeguarding Network
26.1.23	Richard Kingdom	Optimus Safeguarding Strategies: Online Safety Conference Module 1
9.2.23	Richard Kingdom	Optimus Safeguarding Strategies: Online Safety Conference Module 2
9.2.23	Louise Higson	DSL Refresher
9.2.23	Emma Beer	DSL Refresher
20.4.23	Richard Kingdom	Safeguarding Network
8.5.23	Louise Higson	SSS Appropriate Adult Training
9.5.23	Richard Kingdom	SSS Appropriate Adult Training
14.6.23	Richard Kingdom	Optimus Safeguarding Strategies
16.6.23	Richard Kingdom Harry Earnshaw	Securly Filter
20.6.23	Niki Jennings	DSL Refresher
20.6.23	Sarah Collinson	DSL Refresher
6.7.23	Richard Kingdom Harry Earnshaw	Securly Monitor
5.7.23	Richard Kingdom	Safeguarding Network

<b>Date</b>	<b>Name</b>	<b>Training</b>
1.9.23	Richard Kingdom	Induction for new staff
5.9.23	Richard Kingdom	Induction and update for all catering staff
4.9.23	Richard Kingdom	CPOMS training videos issued to new staff
4.9.23	Richard Kingdom	Safeguarding policies and related documents made available on HR Portal for all staff
13.9.23	Richard Kingdom	Induction and update for all cleaning staff
4.9.23	All Staff	Stockport Safeguarding Basic Safeguarding Awareness Training
12.9.23	Richard Kingdom	Safeguarding Network
26.9.23	Richard Kingdom	Optimus Leading Safeguarding Conference
5.10.23	Richard Kingdom	DSL Refresher
5.10.23	Dan Slade	DSL Refresher
16.10.23	Richard Kingdom	DfE Prevent Referrals Course
28.11.23	Richard Kingdom	Every Cybersecurity Awareness Training
17.1.24	Richard Kingdom	Safeguarding Network
24.1.24	Laura Butt	Initial DSL Training
7.2.24	Richard Kingdom	MASSH Stockport
21.2.24	Louise Higson	DSL Refresher
21.2.24	Emma Beer	DSL Refresher
21.2.24	Harry Earnshaw	DSL Refresher
21.2.24	Julie Flynn	DSL Refresher
15.4.24	All Staff	Stockport Safeguarding Prevent Strategy Training
17.4.24	Richard Kingdom	Safeguarding Network
13.6.24	Richard Kingdom	Optimus Safeguarding Strategies Conference
20.6.24	Sarah Collinson Janine Nesbitt Niki Jennings	DSL Refresher
2.7.24	Richard Kingdom	Safeguarding Network

- Date of last Safeguarding Governor review – Summer Term 2025
- Date of DSL report to Governors – Summer Term 2025
- Date of next Safeguarding Governor review – Autumn Term 2025

## **5. RECOGNITION OF ABUSE**

Child abuse can and does occur both within a child's family and in institutional or community settings. School staff are in contact with children all day and are in a strong position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have

'reasonable suspicion' and under the Children Act 1989, this definition has been extended to include 'or may suffer in future'.

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as in day-to-day life. In many cases, abuse will take place concurrently via online channels and in daily life.

All staff need to note that generally, in an abusive relationship the child may begin to: -

- Appear frightened of the parent/s or other household members e.g., siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

A pupil who is in danger of being radicalised may: -

- Detach themselves from their peers
- Become very secretive
- Remote themselves from any social activities in the school
- Use language reflecting indoctrination or radicalisation
- Be constantly on the internet or social media

### **What is child abuse, neglect and exploitation?**

Abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition. In most cases, multiple issues will overlap with one another. Neglect, physical abuse, sexual abuse or emotional abuse can be inflicted or knowingly not prevented, usually by adults towards children. In most cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

**Neglect** is where the child's basic needs of food, clothing, hygiene, shelter, emotional, health care or education are not met by the adults who look after the child. It includes children unable to look after themselves; perhaps due to their age and level of development they are left unsupervised to fend for themselves. As a result, the

child may be at danger whether in their own home or elsewhere. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

**Physical abuse** can include physical harm caused by hitting, shaking, burning, biting, suffocating or drowning, poisoning or giving a child alcohol or drugs without care and consideration for the child's health. It can also include not acting to prevent injuries, by intentionally putting the child at risk or by not paying reasonable attention to the child's care and safety. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Sexual abuse** involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. It can involve engaging a child in all forms of sexual activities or making a child watch sexual activities. Sexual abuse can take place online and is not necessarily solely perpetrated by adult males.

**Female Genital Mutilation**-whenever a teacher or member of staff suspects this to have been carried out it is mandatory for them to report such to the police and DSL immediately who will involve children's social care.

**Emotional abuse** may involve being told frequently that you are a bad person, worthless, can't do anything right, or not loved. In households where domestic violence takes place studies have shown that there can be a detrimental effect on children who can be as upset by observing the violence taking place as being hit themselves. Abuse can take place wholly online or technically may be used to facilitate offline abuse. Bullying is another type of behaviour that could in certain circumstances may be considered as a form of abuse. Bullying is deliberate, hurtful behaviour, usually repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can be verbal, electronic, written and/or physical. See the school's anti-bullying policy.

### **Preventing pupils from being targeted to participate in radicalism or terrorism**

The school will, in response to Section 26 of the Counter-Terrorism and Security Act 2015, have due regard to the need to prevent pupils and staff from being drawn into terrorism. This is known, in brief, as the Prevent Duty. The school takes the following actions;

Each year the DSL, DDSLs, Governor responsible for safeguarding and senior managers, in partnership with the Designated Officer, assess the influences and risks to which pupils may be exposed within the school, the locality, the social media, the internet and their homes. The results of the risk assessment will be recorded by the DSL.

If any risks or influences are discovered the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately.

Staff receive training in how to identify signs of radicalism in pupils through observing changes in behaviour etc. Staff are advised on actions to take should they identify such (reporting to DSL immediately).

The DSL and senior managers ensure the school PSHEE policy and programme incorporates specific sections that assist the pupils to understand the dangers of extremist arguments.

The DSL and senior managers ensure the school IT and Online Safety policies have safety procedures in place to block any possible route for pupils to be targeted online or through the internet where they may be susceptible to terrorist or extremist material.

The Head of Computing is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access pupils.

The Head ensures parents are continually warned of the dangers of their children being targeted through the internet on home computers.

If the DSL suspects a pupil is being radicalised, they may discuss the matter with parents. If the DSL considers the child to be at risk of significant harm, they may contact the Designated Officer immediately without informing the parents, and then act accordingly.

Visiting speakers are subject to the requirements of the Visiting Speaker Policy. This ensures clear protocols for any visiting speakers exist to determine they are suitable and make sure they are appropriately supervised.

## **6. SCHOOL SAFEGUARDING PROCEDURES**

### **Concerns about a child**

Local multi-agency safeguarding arrangements are set out by three partners including Stockport Metropolitan Borough Council. Normal referral processes are also available when there are concerns about children who may be drawn into terrorism. The DSL will consider the level of risk in order to identify the most appropriate referral, which could include Channel or Children's Social Care.

Members of staff can access the full procedures at the website [www.safeguardingchildreninstockport.org.uk](http://www.safeguardingchildreninstockport.org.uk).

- It is our aim that all pupils receive the right help at the right time. It is important to act upon early concerns swiftly so that they do not escalate. We consider it vital to keep clear and full records, to listen actively to pupils' views, to reassess the situation regularly and take further actions when required.
- All staff must be always alert to possible signs of abuse. If any member of staff is concerned about a child, he or she must question behaviour, ask for help and inform the school's DSL or in their absence the Deputy DSLs immediately.
- The member of staff must record information regarding the concerns on the same day using CPOMS. Records should include: -
  - a clear and comprehensive summary of the concern

- details of how the concern was followed up and resolved
  - a note of any action taken, decisions reached and the outcome
- The DSL will contact the relevant Social Care Department (or Designated Officer) without delay. The DSL will then, under the guidance of the Designated Officer or the Social Care Department, decide what action will be taken, including whether a formal referral should be made. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse. If a crime has been committed, then the DSL will inform the Police.
- If it is decided to make a formal referral this will be done under advice from the relevant Social Care Department (or Designated Officer) and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm.
- Children who have, or are likely to, suffer significant harm are reported to Children’s Social Care team immediately.
- Children who need additional support from one or more agencies will be reported to the relevant Social Care Department (or Designated Officer) for inter-agency assessment using local processes, including use of The Common Assessment Framework and Team Around the Child approaches (TAC). Whilst the decision to seek support for a pupil will normally involve consultation with parents, parental consent is not required if the school believes a pupil to be at risk of significant harm.
- All staff know how to pass on any concerns no matter how ‘small or low level’ they seem. In accordance with local and national guidance, all staff receive regular training and updates to help them identify when a child is vulnerable. The School ensures that the most appropriate referrals are made in a timely manner. The School seeks to work in a transparent way with families and where appropriate will share our concerns directly with parents and indicate possible routes of support – and actively supports multi-agency approaches when supporting children and families. This is based on an awareness that early help and intervention can prevent future escalation of any presenting issues. Information is provided from the child’s point of view in the context of their lived experience as evidenced by observations or information provided. Where staff have concerns, they will always alert the DSL.
- Although the school has certain procedures in place, staff should be aware that anyone can make a referral if necessary.
- The school acts to ensure children receive the right help at the right time to prevent issues escalating.
- The school prefers to act speedily upon any report of the early signs of abuse, neglect or exploitation. Clear records of the report are kept as are records of the views of the child.

- Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept.
- All absences will be checked speedily and any concerns over repeated absence or other unusual absences will be followed up and reported to children's local authority personnel.
- The school recognises children missing education as a safeguarding issue, particularly when a child leaves with no known destination. Staff from the School Office will inform the DSL when absences have been unexplained, which will then be fully investigated.
- Where reasonably possible the school will hold more than one emergency contact number for each pupil.
- Where there is a safeguarding concern, the school will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems will be in place, and will be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Local Authority to which referrals are made is the authority relevant to where the child lives. (See Appendix 2 'Action to be taken when concerned about a child'-a summary.)

### **Early help**

In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is acting on and referring early signs of abuse and neglect and radicalization including support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse • is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

### **Children who are lesbian, gay, bi, or trans (LGBT)**

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT can be just as vulnerable as children who identify as LGBT.

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

### **Children with special educational needs and disabilities or health issues**

While all children should be protected, the School recognises that some groups of children are potentially at greater risk of harm. Additional barriers can exist when recognising abuse, neglect, and exploitation in children with special educational needs and / or disabilities.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges

### **Children who need a social worker**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect, exploitation and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **Mental health**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse, neglect, and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. These children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

### **One-to-one Teaching**

The safeguarding arrangements where children are engaged in close one-to-one teaching are as below: -

- All rooms that are used by peripatetic music teachers have a visibility panel that must not be covered

- The peripatetic music teachers attend annual basic safeguarding awareness training and read the school safeguarding policies each year. They undertake Prevent training at least every 5 years.

### **Serious violence**

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

Further details are provided in KCSIE. All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 6 for details**. All staff, especially the DSL, should be considering the context within which safeguarding incidents and behaviours occur.

### **When to be concerned**

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

## **7. SPECIFIC FORMS OF ABUSE AND SAFEGUARDING ISSUES**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. 8 can be signs that children are at risk.

### **Child abduction and community safety incidents**

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

community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers

### **Children who are absent from education**

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

### **Children with family members in prison**

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

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant. Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioner

## **County lines**

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

sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
  - have been the victim or perpetrator of serious violence (e.g. knife crime)
  - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
  - are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
  - are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
  - owe a 'debt bond' to their exploiters
  - have their bank accounts used to facilitate drug dealing.
- Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professional Modern Slavery and the National

### **Referral Mechanism**

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

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

### **Cybercrime**

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

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded

- ‘Denial of Service’ (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests. 146 Note that Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, ‘NPCC- When to call the Police’ and National Cyber Security Centre - NCSC.GOV.UK

### **Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory

definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

### **Operation Encompass**

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available (see KCSIE).

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is

homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

### **Mental health**

Where children have suffered abuse, neglect, and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school. More information can be found in the Mental health and behaviour in schools guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Every Mind Matters for links to all materials and lesson plans.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

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

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often

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

### **Actions**

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

### **FGM**

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

### **FGM mandatory reporting duty for teachers**

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

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual

evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage) School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufcdo.gov.uk](mailto:fmufcdo.gov.uk)

### **Preventing radicalisation**

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

## **The Prevent duty**

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools 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. The school’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided. The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme and have that support in place for when the child arrives.

## **Serious Violence**

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

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

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy. Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence. Advice for schools is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence. Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum. The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area. The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

### **Child-on-child/ child on child abuse**

Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school’s policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

## **8. SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS**

### **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. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

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. Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Staff should be aware of the importance of:

- understanding that there is a zero-tolerance approach to sexual violence and sexual harassment at the school
- 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 staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/04 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?** 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.

### **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 should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 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**

'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 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 regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online should not be downplayed and should be treated seriously. 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 or their experience minimised. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and to which they will react. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have **any** concerns about a child, they should act immediately.

If staff have any concern about a child or a child makes a report to them, they should make a referral using CPOMS. 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). Details on how to respond to a report of sexual violence or sexual harassment are given in 89.

### **Risk assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

### **Action following a report of sexual violence and/or sexual harassment**

The DSL will advise on the School's initial response. Important considerations will include: -

- The wishes of the victim in terms of how they want to proceed;
- The nature of the alleged incident(s);
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children;

- If the alleged incident is a one-off or a sustained pattern of abuse;
- That sexual violence and sexual harassment can take place within intimate personal relationships between the children;
- The importance of understanding intra familial harms and any necessary support for siblings following incidents;
- Are there ongoing risks to the victim, other children or school staff; and
- Any links to child sexual exploitation and child criminal exploitation.

The school will consider every report on a case-by-case basis. There are four likely scenarios for the school to consider when managing reports of sexual violence and/or sexual harassment.

### **Manage internally**

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and by providing pastoral support.

### **Early help**

The school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence

### **Referrals to children's social care**

Where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to local children's social care.

### **Reporting to the Police**

Any report to the police will generally be in parallel with a referral to children's social care. The DSL (and their deputies) will follow local process for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under

ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

### **Unsubstantiated, unfounded, false or malicious reports**

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

### **Safeguarding and supporting the victim**

The following principles should help shape any decisions regarding safeguarding and supporting the victim.

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems.

### **Safeguarding and supporting the alleged perpetrator(s)**

The following principles should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- The school will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

•Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

## **9. CHILD-ON-CHILD ABUSE**

### **Disclosure of abuse from one or more pupils against another**

If one pupil makes a disclosure about another pupil the general principles of listening and reporting to the DSL remain the same. At all stages school and local multi-agency safeguarding arrangements must be followed.

Children are encouraged to report abuse by speaking to a trusted adult (which may be the form teacher or teaching assistant or school nurse or other member of staff) or - through the listening box system.

The school has a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. It is more likely that girls will be victims and boys perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.

It is recognised that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

Child-on-child abuse can take different forms, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.

Examples of child-on-child abuse may include the girls being sexually assaulted/touched or boys being subject to initiation/hazing type violence and rituals.

If an incident of sharing nudes and semi-nude images and/or videos comes to the attention of a member of staff, it should be reported to the DSL immediately. Members of staff should follow the guidance outlined in included in this policy below.

The following steps will be undertaken by the DSL;

- The DSL will hold an initial review meeting with the appropriate school staff.
- Subsequent interviews with the young people involved will be held if appropriate.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern that a young person has been harmed or is at risk of harm a referral will be made to children's social care or the police immediately.
- At each stage, a detailed record will be made using the appropriate forms. All concerns, discussions, decisions and reasons for decisions will be recorded.
- The DSL will consider carefully the ages of children concerned, their developmental stage. Any power imbalance, ongoing risks, any patterns of abuse and related issues and wider context including environmental factors and factors outside the school (contextual safeguarding).

### **Procedures to minimize the risk of child-on-child abuse**

Staff will be made aware of the need to;

- make clear that child-on-child abuse is unacceptable,
- not tolerate sexual violence or sexual harassment as 'banter', 'boys being boys', or 'just having a laugh',
- challenging behaviours such as lifting skirts or grabbing bottoms,
- pupils are taught about safeguarding in planned Relationships Education and PSHEE programmes,
- pupils will be made aware of how they are expected to behave and how to raise concerns with staff,
- robust risk assessments will be written for pupils identified as posing a potential risk,
- appropriate targeted work will be undertaken with pupils that are identified as being at a potential risk.

### **Supporting victims, perpetrators and any other children affected by child-on-child abuse**

The DSL will make an immediate risk and needs assessment when there has been a report of sexual violence. Where there has been a report of sexual harassment the need for a risk assessment will be considered on a

case-by-case basis. The risk and needs assessment will consider;

- the victim, especially their protection and support,
- the alleged perpetrator(s),
- all the other children, especially actions to protect them.

The wishes of the victim will be considered carefully. Victims will be given as much control as reasonably possible over decisions regarding how an investigation will be progressed and any support they will be offered.

The proximity of the victim and perpetrator(s) will be considered immediately. The alleged perpetrator(s) will be removed from any classes they share with the victim. The school will consider how to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises including transport and school clubs.

Victims will never be made to feel they are the problem for making the report.

Where it is clear that ongoing support is needed, the victim will be asked if they would find it helpful to have a designated trusted adult.

Plans will be made to support the victim for a long time, if necessary. The school will do all it reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media.

Consideration will be given to likely stress that an alleged perpetrator(s) is likely to experience as a result of being the subject of allegations and negative reactions of peers. Unmet needs in the alleged perpetrator(s) will be considered. Advice from external agencies will be taken, if necessary.

Consideration will be given to other related issues and wider context, including child sexual exploitation and child criminal exploitation.

The DSL will ensure that if the alleged perpetrator(s) moves to another educational establishment, it is made aware of ongoing support needs and potential risks to others.

### **Actions to be taken**

If a child discloses that he or she has been abused in some way, including sharing nudes and semi-nude images and/or videos, the member of staff / volunteer should:

- use CPOMS to record disclosures
- make no contact with the parents
- listen to what is being said without displaying shock or disbelief
- accept what is being said and allow the child to talk freely

- Do not downplay abuse that has happened online
- reassure the child, but not make promises which it might not be possible to keep
- not promise confidentiality – it might be necessary to refer to others who will be able to help
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell
- listen, rather than ask direct, or leading, questions
- allow the child to continue at her/his own pace
- ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer
- use the child's own words when recording what was said – noting the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- also record any noticeable non-verbal behaviour
- record statements and observations rather than interpretations or assumptions
- draw a diagram to indicate the position of any bruising or other injury
- do not criticise the alleged perpetrator(s)
- explain to the child what has to be done next and who has to be told
- pass all records to the DSL immediately. No copies should be retained by the member of staff or volunteer. This includes the original notes as these constitute prima facie evidence and may be needed by a court. Records should be kept by the DSL in a secure, designated file separate from the child's academic record
- seek the advice of the appropriate Children's Social Care Department (or Designated Officer) and consider when the DSL communicates with the individual and the parents involved.
- in the case of 'sharing nudes and semi-nude images and/or videos' the school will follow screening and confiscation advice from the DfE and guidance from the Child Exploitation Online Protection Centre (CEOP) on 'sharing nudes and semi-nude images and/or videos'.
- If possible, manage reports with two members of staff present (preferably the DSL)
- Follow advice on managing report (see Appendix 8)

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for

deciding whether abuse has occurred. That is a task for the professional team of DSL and child protection agencies, following a referral from the DSL.

### **Support for staff**

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead.

## **10. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS**

**If staff have safeguarding concerns about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:**

- **this should be referred to the Head**
- **where there are concerns about the Head, this should be referred to the Chair of Governors**

If any allegation of abuse is made against a member of staff, a volunteer or the member[s] of staff responsible for safeguarding, the procedures in line with multi-agency safeguarding arrangements will be followed and the Head will be informed without delay. All unnecessary delays will be eradicated. The school will not undertake its own investigations of an allegation without prior consultation with the local authority Designated Officer or team of officers or, in the most serious case, the police, so as not to jeopardise statutory investigations. In the case of serious harm, the police should be informed from the outset. The DSL will be involved in these discussions.

The school will have regard to the guidance given in Part 4 of KCSIE. In the Head's absence the Chair of Governors will be informed. If the allegation should involve the Head, the Chair should be informed directly.

Allegations will be resolved speedily. All discussions held will be recorded in writing. The school must decide the action to take and, whether this be suspension or otherwise, decisions will be made together with the Designated Officer. The advice of the Designated Officer will also be considered when communicating with the individual and the parents involved. In borderline cases, discussion with the Designated Officer(s) can be held informally and without naming the school or the individual.

The school will take all care to ensure confidentiality during the process and will avoid publicity. Confidentiality will be maintained until the person involved is charged or the DfE/The Teaching Regulation Agency (TRA) publish details about the investigations as part of disciplinary procedures.

Whenever it is alleged that a member of staff/volunteer who has contact with a child in their personal, professional or community life may have:

- behaved in a way that has harmed a child or may harm a child

- possibly committed a criminal offence against a child
- behaved towards a child or children in a way that indicates that he or she may pose a risk of harm to children
- behaved in a way that indicates that they may not be suitable to work with children

**Then:**

- the person to whom the allegation is first reported must inform the Head immediately
- If the concerns are about the Head, then the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head first
- if the Head is absent, the allegation should be passed to the Chair of Governors
- the Chair of Governors is Julie Flynn, who may be contacted via the Clerk to the Governors.
- the Head/ DSL/ Chair of Governors will contact the Designated Officer immediately and at the latest within one working day of allegations being reported
- in the most serious of circumstances the Head/DSL/Chair of Governors will contact the police
- discussions with the Designated Officer will be recorded in writing
- the DSL and Head will not investigate the allegation itself, or take written or detailed statements, before consulting the Designated Officer, to assess the situation and agree the next steps
- the Head and DSL will, as soon as possible, and following briefing from the Designated Officer, inform the subject of the allegation, providing as much information as possible at the time
- where a strategy discussion is needed or police, or social care services need to be involved, the DSL and Head will not do that until those agencies have been consulted and agreed what information can be disclosed to the accused
- all options to avoid suspension should be considered prior to taking that step
- the recipient of the allegation must take the matter seriously and keep an open mind
- they must not investigate nor ask leading questions if seeking clarification
- they must not make assumptions
- confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only
- the recipient of an allegation should make a written record of the allegation using the informant's words

- including time, date and place where the alleged incident took place, what was said and anyone else present

- the written record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the Head
- if the Head is absent, the written report should be passed to the Chair of Governors
- the recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

In all allegations the school, working with the relevant authorities, will decide upon whether the allegation is:

**Substantiated:** there is sufficient evidence to prove the allegation;

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

**False:** there is sufficient evidence to disprove the allegation;

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the Head, DSL, and the Designated Officer will consider the appropriate course of action e.g., a joint evaluation meeting or an internal investigation. The Head will as soon as possible, following briefing from the Designated Officer, inform the subject of the allegation. The Chair of Governors will be kept informed at each stage.

In the case of the allegation being against the Head, the Chair of Governors, together with the Designated Officer, will inform the Head of the allegation and of the actions to be taken, the time scales involved, and the persons involved.

If it is decided that the allegation is substantiated and meets the threshold for further action, the Head must follow the guidance given by the Designated Officer. In response to an allegation, suspension will not be the default option. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Head may, after discussion with the Chair of Governors, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the school. The school will follow, as appropriate, the Disciplinary & Dismissal Policy and Procedures

Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in employer references. Pupils found to

have made malicious or false allegations may have breached the LBHS's Code of Conduct. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed.

If an allegation is found to be malicious or false, every effort will be made to restore the good name of the member of staff. Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration may be required. If an allegation is determined to be unsubstantiated, false or malicious the safeguarding lead may, in liaison with the Designated Officer, refer the matter to the children's social care services to determine whether the child concerned needs services, or may have been abused by someone else. In extreme cases the Head, again in consultation with the Chair of Governors, may be required to take action in line with the School's Pupil Exclusion Policy.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the child who has made the false allegation.

If the allegation is substantiated and the member of staff is dismissed or the school no longer uses his/her services, then the Disclosure and Barring Service (DBS) and The Teaching Regulation Agency (TRA) may be informed. The school has a requirement to report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the address for referrals is PO Box 181, Darlington DL1 9FA (tel: 01325 953 795).

During the reporting and investigation of allegations the school will make every effort to maintain confidentiality and to guard against unwanted publicity. This will continue until the point where an accused person is charged with an offence, or the DfE/The Teaching Regulation Agency (TRA) publishes information about an investigation or decision in a disciplinary case.

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Clear guidance is given in the DfE document on dealing with [allegations of abuse teachers and other-staff](#)

The school can consider making a referral to The Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Ceasing to use a person's services includes dismissal; non-renewal of a fixed-term contract; no longer

engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the register of independent schools. The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise agreements cannot apply in this connection. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

### **Concerns made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors that do not meet the harm threshold.**

The School has policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out in KCSIE. Concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is important to have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children. Further details can be found in the Low-level concerns policy.

### **Supply teachers**

In some circumstances Lady Barn House School will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply; for example, supply teachers provided by an employment agency or business.

While Lady Barn House School is not the employer of supply teachers, it should ensure allegations are dealt with properly. In no circumstances should the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the designated officer to determine a suitable outcome. The Head will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation. Agencies should be fully involved and co-operate with any enquiries from the designated officer, police and/or children's social services. Lady Barn House School will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is

made, nor do they have all the relevant information required by the designated officer as part of the referral process. Supply teachers, whilst not employed by Lady Barn House School, are under the supervision, direction and control of the governing body when working in a school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the designated officer should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

### **Support for Staff**

The school has a duty of care to its employees. The school hopes to create a caring environment where staff feel able to raise concerns and feel supported in doing so. If staff should experience a situation that is an emergency or extremely urgent, they may make a direct referral to external agencies.

Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. The school will act to minimise the stress inherent in allegations and disciplinary investigations and processes.

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual may be advised to contact their trade union representative, if they have one, or a colleague for support. They may also be given access to welfare counselling or medical advice if considered appropriate.

## **11. CONFIDENTIALITY**

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools. All staff, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Social Care and the Police). The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## **12. COMMUNICATION WITH PARENTS**

The school's DSL will ensure that parents or carers of pupils understand the responsibilities placed on the school and staff for safeguarding children. This will generally be carried out through information given prior to pupils commencing at the school.

Where a strategy discussion is required, or police or children's social care services need to be involved, the DSL or Head will not contact parents until all agencies have been consulted and have agreed what information can be disclosed. Parental consent is not required for a referral where the DSL believes a pupil is at risk of significant harm.

Parents or carers will be informed about the progress of the case where appropriate and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

The only members of staff to contact parents in any instance of abuse are:

- the DSL and Head if dealing with the abuse of a child by another child, and if the case involves the pupils' safety, then the Designated Officer may be involved
- the DSL, Head, Chair of Governors and Designated Officer and in certain instances, the police, if allegations are made against a member of staff or the Head.

## **13. LISTENING TO CHILDREN AND TEACHING CHILDREN HOW TO KEEP SAFE**

Many school policies deal with ensuring pupils of all ages learn how to keep themselves safe in the school, the local community and the world around them. Specific attention is paid to developing pupil's knowledge and ability to adjust their behaviours in order to reduce risks and build resilience, especially to radicalisation.

Pupils are helped to identify and understand the risks from adults or young people, posing to be friends, who use the internet and social media to bully, groom, abuse or radicalise other people, especially young people and vulnerable adults. Internet safety is integral to the school's Computing curriculum and is also embedded in PSHEE. The Head of Computing runs a series of lessons for pupils from Reception to Prep Six that build skills and knowledge in keeping safe online. The pupils consider case studies and discuss videos designed to raise issues of Online Safety. The Head of Computing will listen carefully to the children's responses.

In addition, the NSPCC assemblies are shown to the infants and juniors, each year. The 'Speak Out Stay Safe' campaign helps children to recognise inappropriate behaviour online. From 2021-22, the programme has been led by teachers using the NSPCC materials. In addition, volunteers from the NSPCC are invited to lead sessions for certain year groups every two years.

The school marks Safer Internet Day by having a special assembly and by providing activities in PSHEE sessions. In PSHEE and Relationships Education lessons, teachers discuss Online Safety matters with and listen to children, and in addition to planned lessons, they will cover Online Safety issues with individuals and year groups in response to particular incidents.

The children are introduced to the children's safeguarding policy, 'How to stay safe – a guide from your school.' They are shown a video to introduce the children's version of the safeguarding policy. The form teacher then presents the policy to the children and listens to their comments.

The children are regularly encouraged to talk to a trusted adult if they feel upset or unsafe. In addition, the school council consider aspects of feeling safe at their meetings.

By actively promoting the understanding of democracy and British lifestyle and the respect of all cultures the school encourages pupils to be responsible citizens. The main school policies promoting discussion on safety are;

- The Online Safety Policy
- The Pastoral Care Policy
- The Health and Safety Policy
- The PSHEE programme

Useful web links are as follows: -

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

<https://www.saferinternet.org.uk/>

<https://www.thinkuknow.co.uk/>

#### **14. REVIEWING POLICY AND PROCEDURE**

The DSL is responsible for updating and reviewing safeguarding procedures and their implementation annually. The DSL works in collaboration with the Safeguarding Governor, reporting to Governors on issues with individual children, referrals, themes which have emerged in the school and details of how the school has handled such, together with all supporting written information.

The Safeguarding Governor checks annually to ensure the school contributes to local inter-agency working and cooperates with various local agencies. The Safeguarding Governor undertakes an annual review of staff understanding and implementation of school safeguarding procedures. All procedures, including written reports and training records that are part of the annual review are recorded in detail and then considered by the full Governors' Meeting. See the front page for up-to-date details of reviews.

#### **15. DISQUALIFICATION UNDER THE CHILDCARE ACT 2006**

*Keeping Children Safe in Education* incorporates the statutory guidance, *Disqualification under the Childcare Act 2006*. It relates to staff working in the early years and those involved in childcare for children under the age of eight in before and after school settings. It concerns how people can be disqualified under the Childcare Act 2006. The key requirement on schools is that they must not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they themselves are directly 'disqualified' from childcare.

Early years childcare means education, care (excepting health care) and any supervised activity for a child from birth until 1 September following their fifth birthday. It applies to all early years provision during school hours, including in school nursery and reception classes, after-school clubs and wrap-around childcare. Later years childcare means childcare (but not education, health care or co-curricular activities) for children under the age of 8. For children who are older than 'early years' but under the age of 8, the normal school day, after-school co-curricular educational clubs and health care are, therefore, not within scope of the regulations. This

essentially means that only wrap-around childcare (crèche-like facilities before and after school) and holiday care constitutes later years childcare.

Where people are within the scope of the guidance, schools must either check whether they are disqualified from childcare or ensure that others have done so (e.g., their own employer or training provider).

The grounds for disqualification include, in summary:

- Being on the DBS Children's Barred List;
- Being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Any offence involving death or injury to a child (even if not specifically listed in guidance);
- Being the subject of certain other orders relating to the care of children;
- Refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering.

In order to fulfil their duty to have regard to the guidance, schools must inform relevant people of the legislation and keep a record of the date the information was provided. Lady Barn House School will inform people through the staff portal or via email. The date that the information was provided will be recorded by the DSL.

## **16. USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES**

Appropriate arrangements will be made to keep children safe when the school hires or rents out facilities or premises to organisations or individuals such as sports associations or service providers. The school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place. In addition, the school will liaise with the organisation or individual through the designated safeguarding lead, on these matters where appropriate. Safeguarding requirements will be included in any transfer of control agreement, as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement. Control agreements will be administered by the bursar and the head of human resources.

If the School receives an allegation relating to an incident that happened when an individual or organisation was

using the school premises for the purposes of running activities for children, the School will follow their safeguarding policies and procedures, including informing the designated officer.

## **17. THE HOLIDAY CLUB SAFEGUARDING ARRANGEMENTS**

The Holiday Club Designated Safeguarding Lead (Holiday Club DSL) will be trained to the level of the School's Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs). The Holiday Club DSL will have appropriate authority and will be responsible for dealing with safeguarding issues, providing advice and support to other staff, and the DSL and DDSLs for the School. During the holidays there is a member of SLT on duty every day and a DSL/DDSL on duty every day.

A rota of the School Safeguarding Team members, who will be on call to give advice to the Holiday Club DSL, will cover all times that holiday club is taking place.

Parents of children who attend the holiday club will be provided with the name of the Holiday Club DSL (and Local Authority and NSPCC Contacts) together with an explanation of how safeguarding at the holiday club fits into the wider approach to safeguarding at the School. These parents will all be given access to a link to the safeguarding policy.

## 18. APPENDIX I – THE MANAGEMENT OF SAFEGUARDING

The designated safeguarding lead is expected to refer cases of suspected abuse, neglect, and exploitation to the local authority children's social care as required and support staff who make referrals to local authority children's social care

- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.

### Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCO's) and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:

o ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and

o supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

### **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs coordinators (SENCO's), are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

### **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and

procedures, especially new and part-time staff

- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse, neglect or exploitation may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

### **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements<sup>153</sup>
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers<sup>154</sup>
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and can provide

advice and support to staff on protecting children from the risk of radicalisation

- can understand the unique risks associated with Online Safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer

including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

### **Online Safety**

Online Safety is the responsibility of the DSL. This includes understanding the filtering and monitoring systems and processes in place.

The work of the DSL will be reviewed annually by the Safeguarding Governor.

### **The role of the Deputy Designated Safeguarding Lead (DDSL);**

- the DDSL will be trained to the same level as the DSL
- the DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Person, including all matters appertaining to the Early Years
- the DDSL will be available to support the designated safeguarding person in whatever capacity is required
- the DDSL will have the knowledge and skill to perform the duties of the DSL when requested
- the DDSL will assume the role of DSL whenever requested and when the DSL is not on the premises
- the DDSL will attend training in line with local authority requirements at least every two years. They will be trained to the same standard as the DSL.
- the DDSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse
- the DDSL will assist the DSL in producing reports for senior managers and Governors
- the DDSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences

- the DDSL will support the DSL in attending child protection and case conferences
- in the absence of the DSL the DDSL will be responsible for dealing with all matters appertaining to safeguarding and will follow the school procedures accurately
- the DDSL will share information on all matters brought to his/her notice with the Head and, should matters involve child protection, with the local authority Designated Officer immediately, for advice
- if relevant, the DDSL will share any concerns that are reported and involve the Head with the Chair of Governors as well as the Designated Officer.
- the DDSL will support staff at all levels in their implementation of the school's child protection procedures
- the DDSL should be observant and a good communicator.

#### **The role and responsibilities of the LAC (looked after children) designated teacher;**

- the designated teacher should have responsibility for helping school staff understand what affects how 'looked after children' and previously 'looked after children' learn and achieve
- the designated teacher should promote a culture of high expectations and aspirations for how 'looked after children' and previously 'looked after children' learn
- the designated teacher should make sure the young person has a voice in setting learning targets
- the designated teacher should ensure that, where appropriate, 'looked after children' and previously 'looked after children' are prioritised in one-to-one tuition arrangements
- the designated teacher should ensure that carers understand the importance of supporting learning at home
- the designated teacher should have lead responsibility for the development and implementation of the 'looked after' child's individual or personal education plan (IEP)(PEP) within the school.

#### **The role and responsibilities of the Safeguarding Governor;**

Whilst the Governors delegate a member of the Governing Body to be the designated Safeguarding Governor it must be remembered that safeguarding duties remain the responsibility of the Governing Body as a whole. They will:

- be familiar with local authority and national policy relating to Safeguarding and Child Protection and associated issues

- attend training for the nominated Safeguarding and Child Protection Governor
- attend training for general safeguarding issues that are in line with local authority requirements
- ensure a correct record of all safeguarding training, including that of Governor training is maintained by the DSL
- be familiar with the most recent ISI regulations regarding safeguarding, including Safer Recruitment of staff and the requirements re the Central Register of Staff
- be fully conversant with the need to check EYFS staff regarding the Disqualification by Association requirement
- be aware that the school must report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and who meets the DBS referral criteria. Ensure this is done promptly
- be aware of occasions when a referral to The Teaching Regulation (TRA) Teacher Services is required when a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”
- where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a Teaching Regulation Agency (TRA) Teacher Services referral
- be aware of the requirements of the Prevent Duty guidance and ensure it is implemented effectively throughout the school
- be aware of the Prohibition from Teaching and Prohibition from Management duties (Aug 2015).

**When ensuring school provision meets requirements the Safeguarding Governor will;**

- ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met
- monitor appropriate policies, including the safeguarding and all attached policies, ensuring the Safeguarding Policy contains at least the following and is in line with locally agreed inter-agency procedures
- ensure the school meets requirements advised by Keeping Children Safe in Education and the ISI regulations regarding safeguarding
- regularly check the school’s arrangements for handling allegations of abuse against members of staff,

volunteers and the Head

- direct staff on what to do if they have a concern about a child or where one child is abusing another child
- ensure the school has up-to-date information on how to recognise abuse
- monitor the school's staff Code of Conduct and recruitment procedures
- review the management of safeguarding including the appointment of the DSL and the job description of the designated personnel
- monitor the training of the designated person, staff, volunteers and the Head
- make arrangements for reviewing the school's child protection policies and procedures annually
- check the school's arrangements to fulfil other safeguarding and welfare responsibilities
- ensure the DSL who has responsibility for responding to and overseeing safeguarding issues is suitably qualified and trained
- ensure there is at least one DDSL who has responsibility for responding to and overseeing safeguarding issues as delegated by the DSL, and who is also suitably qualified and trained
- where appropriate, ensure there is at least one DSL or DDSL to be responsible for the Early Years
- ensure that the DSL supervises and supports the work, development and training of the DDSL
- ensure that there are clear lines of accountability regarding safeguarding procedures
- Ensure all staff know;
  - who are the Designated Safeguarding personnel
  - what the Safeguarding Policy covers
  - how to identify a child protection concern
  - what they do if they have any child protection concern
- ensure the system for recording, storing and reviewing child welfare concerns is robust and secure
- liaise with the Head about general child protection and broader safeguarding issues within the school
- meet regularly with the DSL in order to monitor the effectiveness of the implementation of the Governing Body's Safeguarding and Child Protection Policy. It is recommended that this is at least a termly meeting
- provide reports to the governing body in respect of issues within the school to enable adequate oversight, understanding and development of solutions
- ensure that the training of all staff is up to date

- recommend the Governors for safeguarding attend appropriate safeguarding training either arranged internally by the school or externally to include, for relevant Governors, training in respect of allegations against staff
- recommend at least one Governor, who may be called to sit on the recruitment and selection panel for staff, has successfully completed accredited Safer Recruitment training or any future training that replaces this
- ensure interview panels are convened appropriately and Safer Recruitment practices are followed
- have oversight of the Single Central Record, inspect it regularly and ensure it is up to date and maintained in line with guidance
- take account of how safe pupils feel when in school
- ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into the school ethos
- ensure the school maintains regular communication and good relationships with external agencies available to support children and families
- monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit
- ensure the school implements its procedures to prevent radicalisation effectively.

Following a full annual audit of provision, the Safeguarding Governor should ensure that the Governing Body receives a report on the implementation of the school's Safeguarding Policy and procedures including:

- the date, time and way the annual audit was completed
- the arrangements that are in place for ensuring that the school's Safeguarding Policy is communicated to, understood and implemented by all staff and how effective they are in practice
- judgement upon the time and resources allocated by the school to the designated member of staff with lead responsibility for Safeguarding.
- information on the training attended by the DSL and DDSL over the year
- information on the training in safeguarding undertaken by all staff, including lunch time staff, administrative staff, catering, maintenance, and medical staff over the year
- information on the effectiveness of the child protection procedures in the induction programme for all new people and volunteers in the school
- the effectiveness of the arrangements for ensuring Safer Recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time

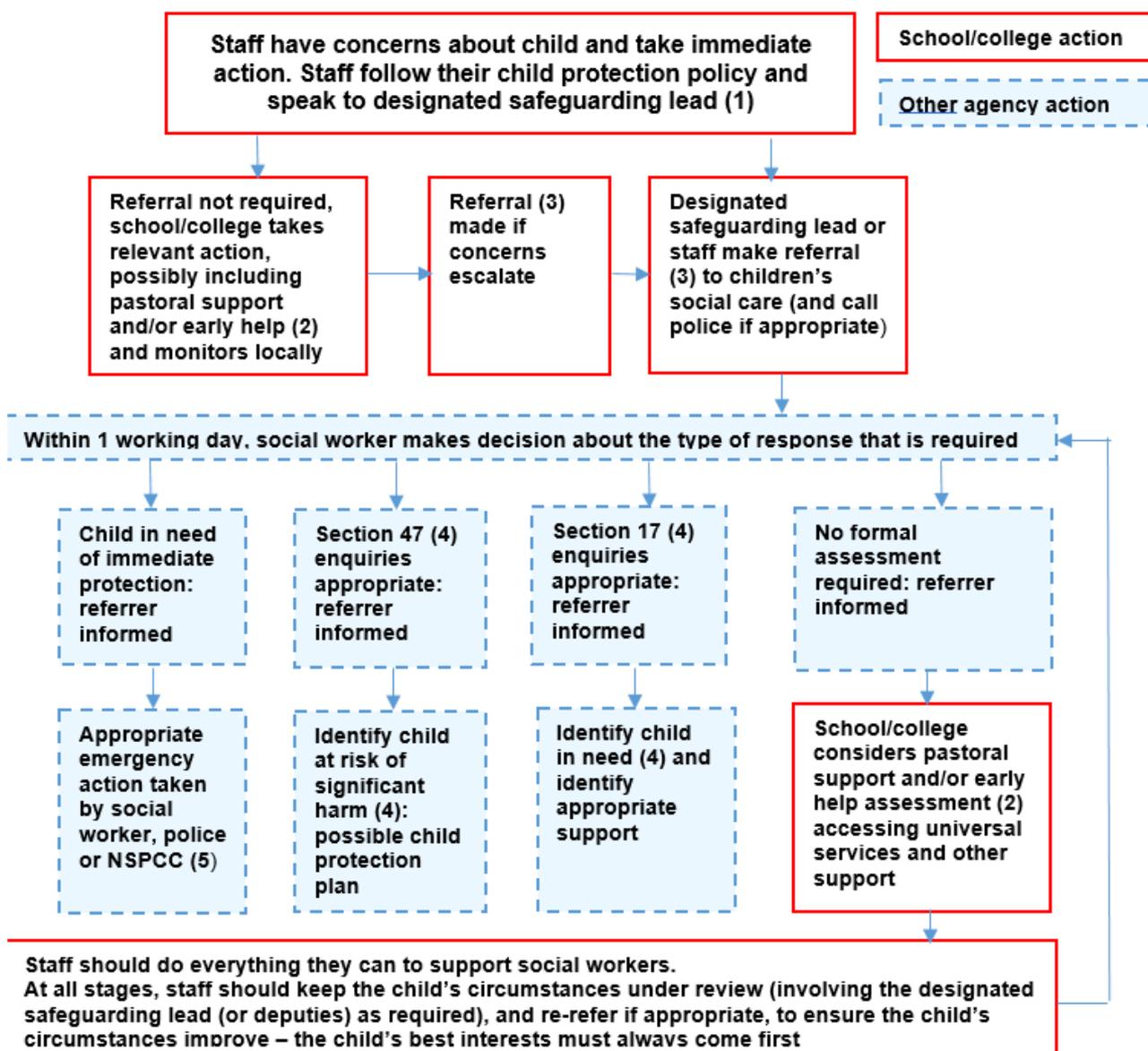
- the number of pupils currently on the Child Protection register
- how effectively any issues linked to Safeguarding and Child Protection have been dealt with
- information on how well child protection issues are addressed through the curriculum
- the accuracy of the Single Central Register regarding the most recent regulation.

## 19. APPENDIX 2 – ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

The DSL will always share the reported concern with the Designated Officer before taking any further action.

### Actions where there are concerns about a child



- In most circumstances regarding abuse the DSL will immediately report to the Designated Officer, on occasion this may be informal for advice, however, in a serious case, it will be for agreement on the next steps.
- If children run away or go missing staff must inform the school secretary, Head and DSL immediately providing all details. Senior managers will then take over.
- If a member of staff believes that Female Genital Mutilation (FGM) appears to have taken place in regards to a pupil he, or she, must contact the Police
- If a member of staff suspects Child Sexual Exploitation of any kind the DSL or DDSL must be informed immediately and reasons for the suspicion given. The DSL or DDSL will then take over
- If staff suspect a pupil has been exposed to radicalisation of any kind the DSL or DDSL must be informed immediately, and reasons given. The DSL or DDSL will then take over.
- The DSL will remain alert for pupils who are absent often ensure the relevant authorities are informed of such absences.

## 20. APPENDIX 3 – WHAT TO DO IF YOU ARE CONCERNED THAT A CHILD/YOUNG PERSON IS BEING ABUSED

### INFORMATION YOU MAY BE ASKED TO PROVIDE

When you make a referral to Social Care (Children's Services) or to the police, you should provide as much of the following information as possible:

- **Child's name, date of birth, address, telephone number and ethnic origin;**
- **Family details** - who lives in the home - and any other significant adults;
- What is causing concern and the **evidence** that you have gathered to support your concerns;
- Any **special needs** the child and/or family may have including language, disability and communication;
- Clarification of discussion with any family members if a discussion has been appropriate;
- Clarification of any ongoing assistance that you are giving to the family;
- Your name, workplace and contact telephone number.

All Child Protection referral phone calls made to the Contact Centre to secure a response from Social Care must be supported with written documentation. In Stockport this is the Child Protection Referral form. This should be sent to the Contact Centre via secure e-mail, or as a password protected attachment to [cyp@stockport.gov.uk](mailto:cyp@stockport.gov.uk). CAF's that are used to support Child Protection referrals can remain unsigned by the parent/carer.

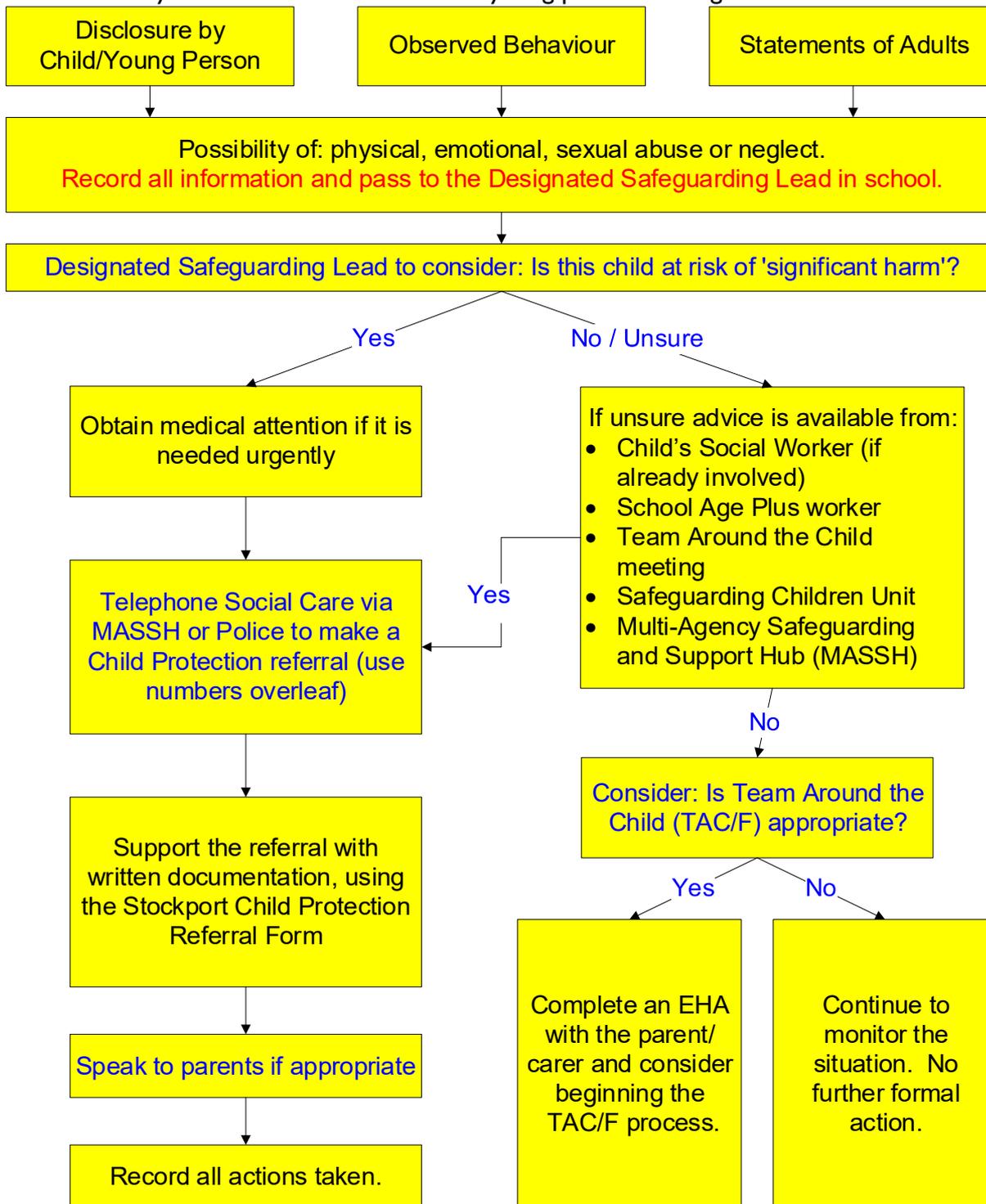
**Remember- Anyone can make a referral**

### TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

Children's Services- child protection referral

- The Multi –agency Safeguarding and Support Hub (MASSH) Monday to Thursday 8.30am to 5.00pm, Friday 8.30am to 4.30pm. Tel. (0161) 217 6028 or 6024. Out of hours referrals and advice tel: (0161) 718-2118
- Greater Manchester Police Tel:101 (non- emergency) 999 emergency Advice
- Safeguarding Children Unit Tel. (0161) 474-5657
- The Multi –agency Safeguarding and Support Hub (MASSH) Monday to Thursday 8.30am to 5.00pm, Friday 8.30am to 4.30pm. Tel. (0161) 217 6028 or 6024
- Senior Adviser for Safeguarding in Education Tel. (0161) 474-5657

What to do if you are concerned that a child/young person is being abused



**REMEMBER:** It is not the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.

## 21. APPENDIX 4 - SAFEGUARDING CHILDREN – QUICK REFERENCE GUIDE

### **When to be concerned**

When you become aware of information that leads you to be concerned about the physical, emotional or sexual wellbeing of a child. The information you have may not be enough on its own for a child protection referral. However, it will help your **Designated Safeguarding Lead** to build a picture of a child at risk

### **You may see physical signs**

### **You may hear worrying accounts**

### **You may notice emotional distress**

### **You may notice changes in the child's behaviour or presentation**

### **Someone may disclose to you.**

### **Harm can be caused by**

- A parent or carer
- A family member or friend
- Another child
- A stranger
- A member of staff or volunteer

### **What must I do?**

- Regardless of the source of harm you **MUST** report your concern.
- If your concern is about a staff member you must report this to the Head. If your concern is about the Head, you must report this to the Chair of Governors (Julie Flynn). The Chair of Governors can be contacted via the school office.

### **Who is the school's Designated Safeguarding Lead?**

- The DSL is Mr R Kingdom (ext. 223)
- The DSL for Early Years is Mr R Kingdom (ext. 234)
- Deputy DSLs are Mrs E Beer (ext 225), Mrs J Nesbitt (ext. 236) Mr D Slade (ext. 233) Mr Earnshaw (241), Ms L Higson (ext 222)
- Make a written record and sign it

- Pass the record on to the DSL or DDSL

### **Dealing with a disclosure**

#### **LISTEN**

- Listen carefully to what is said to you
- Don't interrupt or ask leading questions

#### **REASSURE**

- Be calm, attentive and non-judgemental
- Don't promise to keep what is said secret
- It is wise to say that the law obliges you to share things with responsible, caring people.

#### **RESPOND**

- Delays in reporting your concerns could cause the child greater harm
- School staff are often the first people to see a child after they have been abused
- Not all abuse has physical signs
- If in doubt, talk to your DSL - safeguarding of a child must be your priority.

If a pupil's actions or behaviour lead to suspicion of radicalisation or extremism of any kind this must be reported immediately to the DSL or DDSL. The DSL or DDSL will take over immediately and contact the relevant people without delay.

Any suspicion of Female Genital Mutilation (FGM) must be reported at once to the police and to the DSL or DDSL who will take over and communicate with the relevant personnel immediately.


## 22. APPENDIX 5 – WORKING TO ELIMINATE RISK

### **SAFEGUARDING- how we aim to provide a secure environment and work to eliminate risk**

All members of staff and all Governors have been checked and cleared by the DBS in line with the school Staff Recruitment Policy.

All governors will receive appropriate safeguarding training at induction. The training will be regularly updated.

The DSL receives regular training from the Local Authority (at least once every two years) and attends relevant courses run by other recognised bodies to ensure the school procedures meet legal requirements and keep children safe.

The DSL receives Prevent Duty training at a higher level from the local authority.

All staff are required to read the Safeguarding Policy and KCSIE 2025 Part One, Five and Annex B (where relevant) and sign a form to say they have read and understood its contents.

Staff receive specific Prevent Duty training.

New members of staff receive comprehensive Induction Training re Child Protection (see Induction Training Checklist) and Prevent Duty.

ChildLine posters are on display throughout the school.

The school operates an effective Anti-Bullying Policy, which includes the risks involved in Cyber- Bullying. See Anti-Bullying policy.

PSHEE and Relationships Education lessons offer opportunities to discuss matters such as personal relationships and safety, bullying, personal and cyber safety.

The school's internet access is filtered, and pupils and parents are made aware of the dangers of the Internet. See Online Safety Policy.

The school has clear policies and procedures regarding health, first aid and the giving of medication. There is a medical room with a fully trained nurse and/or first aiders on site at all times. See Medical Policies. One of the School Nurses is on hand to give advice, support and guidance if required.

The school has clear policies and procedures regarding checking safety concerns when taking pupils on school visits. See Educational Visits Procedure.

The school has comprehensive Risk Assessments for different areas and activities.

The school has clear Health and Safety policies and procedures. The school buildings are secured with keypads on doors. (See Health and Safety Policy.)

- The school has a Missing and Uncollected Child Policy.
- The school has clear procedures in the case of fire, and regular fire drills are undertaken. See Fire Prevention Procedure.

- All visitors report to reception upon arrival, sign in and are issued with an appropriate identity badge.
- All visitors have the school's fire procedure and basic safeguarding procedures explained to them.
- All visitors are shown the appropriate access to toilets allocated for their use.
- Visitors do not spend time alone with any child (unless authorised) and must report immediately any incidents in which they and the children are involved.
- Any visitor involved in work that involves dangerous machinery or substances must observe any necessary safety precautions and/or stop work when children come into proximity.
- Visitors deemed to have contravened these guidelines and/or whose presence is considered detrimental to the safety and well-being of any of the school community will be told to leave.
- Smoking is not allowed – this is a no-smoking school.

## 23. APPENDIX 6 – INDICATORS OF HARM

### A. PHYSICAL ABUSE

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

#### Indicators in the child

##### **Bruising**

- Commonly on the head but also on the ear or neck or soft areas – the abdomen, back and buttocks
- Defensive wounds commonly on the forearm, upper arm, back of the leg, hand or feet
- Clusters of bruises on the upper arm, outside of the thigh or on the body
- Bruises with dots of blood under the skin
- A bruised scalp and swollen eyes from hair being pulled violently
- Bruises in the shape of a hand or object

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- bruising in or around the mouth
- two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- variation in colour possibly indicating injuries caused at different times
- the outline of an object used e.g., belt marks, handprints or a hairbrush
- linear bruising at any site, particularly on the buttocks, back or face
- bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- bruising around the face
- grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

##### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain

on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent
- there are associated old fractures
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

### **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

### **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 years is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

### **Fabricated or Induced Illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- discrepancies between reported and observed medical conditions, such as the incidence of fits
- attendance at various hospitals, in different geographical areas
- development of feeding / eating disorders, as a result of unpleasant feeding interactions
- the child developing abnormal attitudes to their own health
- nonorganic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- speech, language or motor developmental delays
- dislike of close physical contact
- attachment disorders
- low self esteem
- poor quality or no relationships with peers because social interactions are restricted
- poor attendance at school and under-achievement.

### **Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are

more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

### Burns and Scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape of an implement for example, a circular cigarette burn
- multiple burns or scalds.

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious: circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- a responsible adult checks the temperature of the bath before the child gets in
- a child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet
- a child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

### Scars

Many scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

### Behavioural presentation

Refusal to discuss injuries. Admission of punishment which appears excessive. Fear of parents being contacted and fear of returning home. Withdrawal from physical contact. Arms and legs kept covered in hot weather. Fear of medical help. Aggression towards others. Frequently absent from school. An explanation which is inconsistent with an injury. Several different explanations provided for an injury.

### Indicators in the parent

May have injuries themselves that suggest domestic violence. Not seeking medical help/unexplained delay in seeking treatment. Reluctant to give information or mention previous injuries. Absent without good reason when their child is presented for treatment. Disinterested or undisturbed by accident or injury. Aggressive towards child or others. Unauthorised attempts to administer medication. Tries to draw the child into their

own illness. History of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault. Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids. Observed to be intensely involved with their children, never taking a much-needed break nor allowing anyone else to undertake their child's care. May appear unusually concerned about the results of investigations which may indicate physical illness in the child.

Wider parenting difficulties may (or may not) be associated with this form of abuse. Parent/carer has convictions for violent crimes.

### **Indicators in the family/environment**

Marginalised or isolated by the community. History of mental health, alcohol or drug misuse or domestic violence. History of unexplained death, illness or multiple surgery in parents and/or siblings of the family. History of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

## **B. EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **I. Indicators in the child**

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate or no attachment.
- Aggressive behaviour towards others.
- Child scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a 'loner' - difficulty relating to others.
- Over-reaction to mistakes.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking). Self-harm.
- Fear of parents being contacted.

- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Chronic running away.
- Compulsive stealing.
- Low self-esteem. Air of detachment – ‘don’t care’ attitude.
- Social isolation – does not join in and has few friends.
- Depression, withdrawal.
- Behavioural problems e.g., aggression, attention seeking, hyperactivity, poor attention.
- Low self-esteem, lack of confidence, fearful, distressed, anxious.
- Poor peer relationships including withdrawn or isolated behaviour.

## **2. Indicators in the parent**

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse. Abnormal attachment to child e.g., overly anxious or disinterest in the child. Scapegoats one child in the family. Imposes inappropriate expectations on the child e.g., prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.

Wider parenting difficulties may (or may not) be associated with this form of abuse.

Parents may;

- be emotionally unavailable, because they're not around or too tired
- forget to offer praise and encouragement
- expect a child to take on too much responsibility for their age, for example caring for other family members
- be over-protective, limiting opportunities to explore, learn and make friends
- expect a child to meet their own emotional needs
- take out their anger and frustration on their child.

If a parent had a bad experience when they were a child or has bad role models around them now then this can affect the way they look after their own children.

Some parents may find it difficult to understand why their child is behaving in a certain way, and they can react badly. For example, they might think that their baby is crying to annoy them.

## **3. Indicators of in the family/environment**

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.
- History of childhood abuse, self-harm, or false allegations of physical or sexual assault or a culture of physical chastisement.

### **C. NEGLECT**

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **Indicators in the child**

##### **Neglected children may**

- be smelly or dirty
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money
- have frequent and untreated nappy rash in infants.

##### **Physical presentation**

- Failure to thrive or, in older children, short stature.
- Underweight. Frequent hunger. Dirty, unkempt condition. Inadequately clothed, clothing in a poor state of repair.
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold.
- Swollen limbs with sores that are slow to heal, usually associated with cold injury.
- Abnormal voracious appetite.
- Dry, sparse hair.
- Recurrent / untreated infections or skin conditions e.g., severe nappy rash, eczema or

persistent head lice / scabies/ diarrhoea.

- Unmanaged / untreated health / medical conditions including poor dental health. Frequent accidents or injuries.

### **Development**

General delay, especially speech and language delay. Inadequate social skills and poor socialisation.

### **Emotional/behavioural presentation**

- Attachment disorders.
- Absence of normal social responsiveness.
- Indiscriminate behaviour in relationships with adults.
- Emotionally needy. Compulsive stealing. Constant tiredness.
- Frequently absent or late at school. Poor self-esteem. Destructive tendencies.
- Thrives away from home environment.
- Aggressive and impulsive behaviour. Disturbed peer relationships. Self-harming behaviour.

### **Indicators in the parent**

- Dirty, unkempt presentation. Inadequately clothed. Inadequate social skills and poor socialization.
- Abnormal attachment to the child e.g., anxious. Low self-esteem and lack of confidence.
- Failure to meet the basic essential needs e.g., adequate food, clothes, warmth, hygiene.
- Failure to meet the child's health and medical needs e.g., poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy.
- Child left with adults who are intoxicated or violent. Child abandoned or left alone for excessive periods.

Wider parenting difficulties may (or may not) be associated with this form of abuse.

### **Indicators in the family/environment**

- History of neglect in the family. Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.
- Family has a history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals.
- Poor state of home environment e.g., unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating.
- Lack of opportunities for child to play and learn.

## **SEXUAL ABUSE, including female genital mutilation (FGM)**

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 (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Indicators in the child**

#### **Physical presentation**

- Urinary infections, bleeding or soreness in the genital or anal areas.
- Recurrent pain on passing urine or faeces.
- Blood on underclothes.
- Sexually transmitted infections.
- Vaginal soreness or bleeding.
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

#### **Specific indications of FGM - FGM can occur in girls up to the age of puberty;**

- severe pain
- shock
- bleeding
- wound infections, including tetanus and gangrene, as well as blood-borne viruses such as HIV, hepatitis B and hepatitis C
- inability to urinate
- damage to other organs, such as the urethra (where urine passes) and the bowel
- withdrawal from social situations and reluctance to talk.

#### **Emotional/behavioural presentation**

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit.
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn.
- Self-harm - eating disorders, self-mutilation and suicide attempts.
- Poor self-image, self-harm, self-hatred. Depression.
- Reluctant to undress for PE.

- Running away from home.
- Poor attention/concentration (world of their own). Sudden changes in schoolwork habits, become truant.
- Withdrawal, isolation or excessive worrying.
- Inappropriate sexualised conduct. Sexually exploited or indiscriminate choice of sexual partners. Draws sexually explicit pictures.
- Wetting or other regressive behaviours e.g., thumb sucking.
- With FGM, the pupil may become secretive, quiet and in pain.

#### **Indicators in the parents**

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries.
- Wider parenting difficulties or vulnerabilities may (or may not) be associated with this form of abuse.
- Grooming behaviour.
- Parent is a sex offender.

#### **Indicators in the family/environment**

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

**In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm. The NSPCC website offers full information about signs of various forms of abuse.**

## 24. APPENDIX 7 – SHARING NUDES AND SEMI-NUDE IMAGES AND/OR VIDEOS: HOW TO RESPOND TO AN INCIDENT

### **What is 'Sharing nudes and semi-nude images and/or videos'?**

'Sharing nudes and semi-nude images and/or videos' is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sharing nudes and semi-nude images and/or videos' does not include the sharing of sexual photos and videos of under-18 years olds with or by adults. This is a form of child sexual abuse and must be referred to the police (UKCCIS 2016).

### **What to do if an incident involving 'sharing nudes and semi-nude images and/or videos' comes to your attention.**

**Report it to the Designated Safeguarding Lead (DSL) immediately.**

- **Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.**
- If you have already viewed the imagery by accident (e.g., if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

If an incident of 'sharing nudes and semi-nude images and/or videos' comes to your attention, report it to your DSL. Your school's safeguarding policies should outline codes of practice to be followed.

## 25. APPENDIX 8 – MANAGING REPORTS OF SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children’s social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be **anyone** on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child’s language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;

- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting in schools and colleges advice. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

## 26. APPENDIX 9 – CHILDREN MISSING FROM EDUCATION AND UNAUTHORISED ABSENCE PROCEDURES

*Please refer to the following sources of information*

*Children missing education DFE 2024*

*Stockport Council Website [Report a child missing from school - Stockport Council](#)*

The children missing from education procedures for Lady Barn House School are described below: -

Pupils will be entered on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. This will normally be undertaken by the Head of Admissions. If a pupil fails to attend on the agreed or notified date, the DSL will coordinate the undertaking of reasonable enquiries to establish the child's whereabouts and consider notifying Stockport Council at the earliest opportunity.

Lady Barn House School will monitor pupils' attendance through its daily register. The DSL (or DDSL) will inform Stockport Council of the details of pupils who fail to attend regularly or have missed ten school days or more without permission. The DSL (or DDSL) will coordinate the close monitoring of attendance and address poor or irregular attendance. Form teachers will inform the DSL if they are concerned about poor attendance using CPOMS. Each term a record of pupils who have less than 90% attendance will be annotated by form teachers.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Lady Barn House School will investigate any unexplained absences. Initially, a member of staff from the Office will contact the relevant parent. The form teacher will inform the DSL (or DDSL) if the absence cannot be satisfactorily explained.

Lady Barn House School will regularly encourage parents to inform them of any changes whenever they occur, through using existing communication channels such as regular emails and newsletters. This will assist both the school and local authority when making enquiries to locate children missing education.

Lady Barn House School will notify Stockport Council when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the regulations, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register.

Lady Barn House School is required to notify Stockport Council within five days when a pupil's name is added to the admission register at a non-standard transition point.

Lady Barn House School is under an automatic duty to provide information to Stockport Council for non-standard transitions. This relates to pupils removed from the admission register before completing the final year of education normally provided by the school, or pupils added to the admission register after the start of the first year of education normally provided by that school.

### **Procedure for notifying Stockport Council**

The DSL (or DDSL) will complete the appropriate form on the Stockport Council website by following the web link at [Report a child missing from school - Stockport Council](#). Please note the information given by Stockport Council on the website page (see below).

In addition, the DSL (or DDSL) will contact an Educational Welfare Officer at Stockport Council to confirm that the relevant online form has been completed.

Contact for EWO Stockport

**0161 218 1106**

[education.welfare@stockport.gov.uk](mailto:education.welfare@stockport.gov.uk)

Notes for completing online form

- the child must have had 10 consecutive days of **unauthorised absence**  
or
- the child has had fewer than 10 consecutive days of unauthorised absence, but Lady Barn House School has made all reasonable enquiries as to the whereabouts and welfare of the child.
- Lady Barn House School must fill in a new form if the child returns to school and then has another 10 consecutive days of unauthorised absence

### **Information needed**

- details of the unauthorised absence
  - your details (usually DSL or DDSL)
  - details of the child
  - the child's Unique Pupil Number (UPN)
  - where the child lives
  - who the child lives with – this is usually the child's parent
  - whether the child has any siblings of school age
  - the child's emergency contact details
  - the attempts you have made to find the child
  - any known safety issues for lone working staff
-

## 27. APPENDIX 10 – LADY BARN HOUSE SAFEGUARDING TEAM

### The Safeguarding Children Team- an overview (Tel 0161 428 2912)

**Head:** responsible, in liaison with the DSL, for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

**Name:** Louise Higson Ext. 222 [head@ladybarnhouse.org](mailto:head@ladybarnhouse.org)

**Designated Safeguarding Lead (DSL):** a member of the senior leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies. This is a post which requires assessment of children.

**Name:** Richard Kingdom Ext. 234 [r.kingdom@ladybarnhouse.org](mailto:r.kingdom@ladybarnhouse.org)

**Designated Safeguarding Lead (DSL) for the Early Years and out of school care for Under 8's;** a member of the senior leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies regarding Early Years and out of school care for under eights.

**Name:** Richard Kingdom Ext. 234

**Deputy Designated Safeguarding Lead (DDSL):** a member of the senior leadership team, offering teaching, support or pastoral staff support. The DDSLs will, with sufficient status & authority, effectively deputise for the DSL role.

**Name:** Louise Higson Ext. 222 [head@ladybarnhouse.org](mailto:head@ladybarnhouse.org)

Niki Jennings Ext. 226 [n.jennings@ladybarnhouse.org](mailto:n.jennings@ladybarnhouse.org)

Dan Slade Ext. 233 [d.slade@ladybarnhouse.org](mailto:d.slade@ladybarnhouse.org)

Emma Beer Ext. 225 [e.beer@ladybarnhouse.org](mailto:e.beer@ladybarnhouse.org)

Janine Nesbitt Ext 236 [j.nesbitt@ladybarnhouse.org](mailto:j.nesbitt@ladybarnhouse.org)

Harry Earnshaw Ext 241 [h.earnshaw@ladybarnhouse.org](mailto:h.earnshaw@ladybarnhouse.org)

**Designated Safeguarding Lead for the Holiday Club:** staff member with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, and the DSL and DDSLs for the School.

**Name:** Sarah Collinson Ext. 227 (After-school care room) [s.collinson@ladybarnhouse.org](mailto:s.collinson@ladybarnhouse.org)

**Special Educational Needs and Disability Coordinator (SENDCo):** staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their mothers, fathers or carers.

**Name:** Janine Nesbitt Ext. 236

**Looked After Children (LAC) Designated Teacher** promotes the educational achievement of 'looked after' children and previously 'looked after children' when they are placed on the school roll, helping staff understand issues that affect how they learn and achieve. Ensures appropriate staff have the information they need.

**Name:** Richard Kingdom Ext. 234

**Online Safety Coordinator:** develops and maintains an e-safe culture within a setting.

**Name:** Richard Kingdom      **Ext.** 234

The Safeguarding Children Team also links in with the:

**Safeguarding Governor:** the latter ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

**Name:** Shelley Perry      **Contact via the**

Clerk to the Governors

**Chair of the Governors:** take the lead in dealing with allegations of abuse made against the Head and other members of staff when the Head is not available, in liaison with the Local Authority; and on Safe Recruitment practices and effective implementation of child protection procedures with the DSL, Head and Senior Managers.

**Names:** Julie Flynn      **Contact via the**

Clerk to the Governors

**Designated Officer:** Jill Moore and Fiona Batchelor Designated Officers Tel No. 0161 474 5657

**Social services contact:** Contact Centre (Stockport) Tel. No. 0161 217 6028

**Children's Services (including out of hours)**

- Stockport 0161 217 6028 (Out of hours 0161 718 2118)
- Trafford 0161 912 5125
- Manchester 0161 255 8250
- Cheshire East – 0300 123 5012

**Prevent Concerns:** Contact Centre (Stockport) Tel. No. 0161 217 6028 or Julia Storey Safeguarding Adviser 0161 474 5958

The local police force, 101 (the non-emergency police number) and 999 (emergency).

The DfE dedicated telephone helpline and mailbox for non-emergency – 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).

The LA / Health contact when Female Genital Mutilation is suspected **Contact Centre (Stockport) Tel. No. 0161 217 6028 or Julia Storey Safeguarding Adviser 0161 474 5958**