

POLICY FOR CHILD PROTECTION AND SAFEGUARDING

Manchester High School for Girls

Senior School and Preparatory Department, including EYFS, After School Care and Club

Introduction

The safety and welfare of children is the **statutory** responsibility of all those who come into contact with them in our School. We all have a duty to ask ourselves what more we can do to protect vulnerable children.

This policy complies with the aims of current government legislation and guidance.

- The governing body will ensure that the School is effective in **safeguarding and promoting the welfare of its students**.
- All staff /volunteers in the School will be **pro-active in trying to identify possible safeguarding issues** and will **report concerns immediately** to one of the School's Designated Persons.
- Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.
- All procedures in this policy also apply to before and after school care provision.

Other relevant policies and procedures include:

- Anti-Bullying Policy
- Behaviour and Discipline Policy
- DBS Disclosure Checks Policy and Procedure
- Employment Policy (Parts 1 & 2)
- Equal Opportunities Policy
- Foundation Stage Policy
- Health & Safety Procedures, including Risk Assessments
- ICT & E-Safety Policy
- Mental Health Policy
- Spiritual, Moral, Social & Cultural Education Policy
- Staff Code of Conduct
- Whistle Blowing Policy

Definitions

A child is defined as a person under the age of 18. Students with special educational needs, learning difficulties or disabilities are included in child protection legislation until they are 21.

Safeguarding and promoting welfare is defined as: protecting a child from maltreatment, preventing impairment of a child's health or development, ensuring that the child has safe and effective care and taking action to enable all children to have the best life chances.

Abuse may be defined as an act of commission or omission judged by the community and professional experts to be inappropriate or damaging.

A Senior Designated Person is defined as the member of senior management to whom staff **must** refer any child protection concerns. **Only the Designated Person** [or in her absence, the Deputy Designated Person;] **has the authority to contact external services on behalf of the school.** (See Escalation Procedures for exceptions). Any contact considered necessary must take place as quickly as possible so that the needs of the individual child are met.

Intended Outcomes

The child's welfare is paramount. School procedures are designed to work towards fulfilment of two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional should play their full part; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

The School will take special care to safeguard the welfare of students who are known to live in particularly stressful circumstances. These include families living in poverty, families where there is domestic violence, families where a parent has a mental illness, is misusing drugs or alcohol or has a learning disability, families that face racism and other forms of social isolation and families living in areas with a lot of crime, poor housing and high unemployment. In line with the Equality Act (2010), no child will be treated less favourably than another due to her individual circumstances. The School will also take action to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The School's Designated Persons for Child Protection

Concerns reported to or observed by staff, governors or volunteers should be passed on **immediately** to a Designated Person, who acts as the contact between school, family and external agencies.

The School has two **Senior Designated Persons** for Child Protection:

| | | |
|---|---|-------------------|
| Senior School | Deputy Head (Pastoral) | Mrs H Jeys |
| Preparatory Department | Head of the Preparatory Department | Mrs E Nash |
| Early Years | Head of the Preparatory Department | Mrs E Nash |
| The School Nurse, Sister D Matthews, is the Deputy Designated Person for Child Protection. | | |

The Senior and Deputy Designated Persons will liaise on each case with each other and with the Head Mistress.

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| The Lead Governor responsible for Child Protection / Safeguarding is Mrs S Klass |
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The Senior Designated Person will inform each member of staff of the names of the Designated Persons via the Staff Handbook, during the June Induction Day for New Staff and in the staff meeting at the start of each school year. New members of staff and those joining part way through the School year will receive a copy of the School's Child Protection and Safeguarding policy, together with information relating to the identities of the Designated Person/s, part 1 of *Keeping Children Safe in Education* (2015), the staff code of conduct and the Whistle Blowing Policy. All new members of staff are required to sign to indicate that they have read and understood all information relating to the School's child protection and safeguarding procedures.

Aims of safeguarding practice in this School

No one involved in the School can ignore her/his responsibility for safeguarding children. The Teacher Standards 2012 state that **all** teachers should safeguard children's wellbeing.

All Governors, staff and volunteers must play a part in preventing abuse and neglect through:

- 1 Knowing and complying with the School's policy and procedures on child protection
- 2 Being knowledgeable about, and alert to, the signs and symptoms of abuse in children
- 3 Maintaining an attitude of 'it could happen here' where safeguarding is concerned
- 4 Monitoring changes in the behaviour of students in their care and reporting these concerns to the Designated Person
- 5 Monitoring the attendance of their students carefully and reporting concerning patterns of absence, immediately, to the Designated Person
- 6 Helping students, through the teaching of the curriculum and as positive adult role models, to understand what is and what is not acceptable behaviour towards them and how they can stay safe
- 7 Creating and maintaining a safe and secure environment for students and staff
- 8 Being approachable so that students will share their worries and concerns
- 9 Taking action as soon as a concern is raised to address risks and prevent issues escalating
- 10 Adopting a child-centred approach by giving the student the right to participate in some decisions about her safety and welfare, in line with her age and maturity
- 11 Monitoring, carefully, the outcomes for the child in order to ensure her continued welfare
- 12 Challenging inaction and reassessing concerns when situations do not improve
- 13 Providing students with a range of cultural opportunities which promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 14 Promoting the spiritual, moral, social and cultural development of all students.
- 15 Taking account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. Child Sexual Exploitation (CSE) and Extremism.

Objectives

The School fulfils its aims and its statutory responsibility or 'Duty of Care' as set out by national government, the Manchester Safeguarding Children Board and ISI Regulatory Requirements by:

Governors, staff (including supply) and volunteers

- ensuring that **safer recruitment practices** are followed in checking the suitability of staff, governors and volunteers to work with children. (See also the School's Recruitment Policy)
- providing a **Staff Code of Conduct (incorporating Safer Working Practice)** and Whistle Blowing Policy in order to protect staff and students (see separate documents)
- ensuring that a policy is in place for handling allegations of abuse against members of staff, volunteers and the Head Mistress (see Appendix Five)
- providing an Acceptable Use of ICT policy for both staff and students
- creating an **ethos** in which staff and volunteers feel able to raise concerns about unsafe practice and ensuring that such concerns are addressed sensitively and effectively
- providing and implementing **child protection policy** and procedures, updated annually, so that staff know how to respond to signs or reports of child protection issues
- raising the awareness of staff, through regular **training**, about indicators of neglect / abuse in children and possible medical emergencies such as asthma and anaphylactic shock
- emphasising to staff the core skills of a child-centred approach: listening; being able to convey genuine interest; showing empathy, understanding, emotional warmth and respect for the child; the capacity to reflect, distinguishing between facts and opinions; the capacity to manage one's own emotions when dealing with the difficulties of the child
- employing a full-time School Nurse to assist in providing emotional and medical support for vulnerable students

- appointing a designated safeguarding lead in both senior and preparatory departments who will take lead responsibility for child protection, provide support to staff members in carrying out their safeguarding duties and liaise closely with external services such as children's social care
- allowing access for children's social care or the Local Authority to conduct or consider whether to conduct an assessment of a child in line with the Children's Act 1989
- being aware that all staff members may be asked to support social workers to take decisions about individual children

Visitors

- ensuring that all visitors are made aware of the safeguarding statement produced on the back of all visitor passes
- producing *visitor speaker forms* for the Designated Person to check so as to ensure that all external speakers cohere with the School's commitment to the implementation of *Keeping Children Safe in Education*.

Students

- ensuring staff vigilance so that adults notice when things are troubling them
- establishing a safe and secure environment and a **positive, supportive ethos** in which children can feel valued and develop academically and personally
- creating an ethos in which children are encouraged to share concerns with an adult, knowing that they will be listened to, respected, supported and consulted before action is taken
- building stable relationships with children, based on trust
- respecting **personal privacy** by only circulating information to staff who need to know in order to protect the child
- ensuring that explanations are provided concerning decisions made relating to the child's welfare
- **raising awareness** of safeguarding issues amongst students, by including in the Well Being / PSHE curriculum and assemblies, information on recognising inappropriate behaviour, encouraging responsible attitudes to adult life, teaching assertiveness skills and understanding online dangers

Communication with external agencies and parents

- working to develop effective links with relevant **external agencies**, particularly Children's Social Care services, and cooperating with enquiries regarding child protection and family support, including attendance at family group conferences, strategy discussions and child protection conferences ensuring that parents understand the responsibility placed on the school and staff for child protection by providing the safeguarding and child protection policy on the School's website

Key responsibilities of all governors, staff and volunteers

This includes supply staff and building contractors who are on site at the same time as students.

- Read, understand and comply with the School's Child Safeguarding & Child Protection Policy and Procedures.
- Know the signs and symptoms of abuse and be vigilant in noticing such signs in students. (See Appendix One)
- Report allegations or suspicions to the appropriate Senior Designated Person, or in her absence to the Deputy Designated Person, immediately.
- Attend update training on safeguarding children at least once every three years.
- Read, understand and comply with the Staff Code of Conduct (incorporating Safe Working Practice).
- Ensure that any visitor for whom the School does not have a DBS check is supervised by a member of staff for the duration of his/her visit.
- Exercise due diligence to prevent an organisation or speaker from using the School's facilities to disseminate extremist views or radicalise pupils or students.

Curriculum and pastoral support to students

The School will try to support students through:

- a) Offering opportunities and encouragement to help raise self-esteem and motivation

- b) Promoting an ethos in which all students and adults in the school are respected and valued
- c) Publicising and implementing a clear code of conduct for students, with summaries in the Student Planner and Parent Handbook.
- d) Implementing consistent behaviour management and anti-bullying procedures which try to establish cause as well as effect of inappropriate behaviour
- e) Including in the Well Being programme the following elements: healthy personal relationships; recognising risk and making safer choices; recognising when pressure from others, including people they know, threatens their personal well-being; using assertiveness techniques to resist unhelpful pressure; developing skills to cope with emergency situations; knowing when and where to get help, e-safety, fundamental British values
- f) Providing a Form Tutor, Head of Year and School Nurse to give individual support and guidance
- g) Incorporating emergency contact numbers in Student Planners and on display in the Medical Room waiting area
- h) Reviewing whether students feel 'safe' through regular surveys (e.g. Year 8 survey 2014)
- i) Close monitoring of those students who are judged to be vulnerable and who may, therefore, in the future, become subject to safeguarding or child protection procedures

Action: quick reference guide for staff, governors and volunteers

All cases of suspected child abuse (physical, sexual, emotional or neglect) should be given the highest priority. The following sequence of actions should be adhered to.

- ACT** immediately if a child arrives in school needing urgent medical treatment.
Take her to the School Nurse, who will consult the appropriate medical professionals to arrange treatment.
(In the absence of the School Nurse, ask for a First Aider from Top Office.)
- LISTEN** to what the child has to say
Keep calm.
Be accessible and receptive.
Do not interrupt. Do not prompt. Do not over-question. Do not investigate.
Be aware of your non-verbal messages.
If you need to ask a question to clarify your understanding, pose the question in an open manner, in order to avoid leading the child in any way.
Do not give undertakings of confidentiality to the student.
Let her know that you will have to tell someone to get help for her.
Do not promise that you will sort everything out.
Reassure her that she is right to have told you.
- REPORT** orally immediately to the Deputy Head (Pastoral) / Head of Preparatory Department (Designated Persons) or, in their absence, to the School Nurse or Head Mistress.
Do not tell any other staff, even if a parent or child asks you to.
- RECORD** in detail the discussion as soon as is practicable, but always **within 24 hours**
Use the **child's own words**. Your record should be **handwritten or typed and printed (then immediately deleted) signed and dated**.
Look at Stage 3 on page 6 of this policy for detail on what to include.
Remember that your notes of the discussion may be needed in subsequent court proceedings. You are accountable for their accuracy.
Give this record, in a sealed envelope, to the appropriate Senior Designated Person.

Action: further detail for staff, governors and volunteers

Stage one: Interview with a student by a member of staff / volunteer / governor

A girl may tell you that she has been abused OR
you may have good reason to suspect that abuse is taking place or the girl is suffering neglect.

Your role is to listen, not to investigate. This is very important.

Where a student feels able to disclose abuse, it is generally a sign of a strong and trusting relationship. Such a disclosure may, however, come as a great shock to the person concerned. Care must be taken to avoid showing this and to offer reassurance to the student. Be aware of the importance of adopting a **supportive role**. Acknowledge how hard it was for the girl to tell you.

Do not prompt or ask questions that could later be interpreted as putting pressure on a girl.
Use only open questions such as "Is there anything else you want to tell me?"

The conversation should be held in a **private area** where there are not likely to be any interruptions. (It is highly recommended that a Designated Person should be present, but this is not always possible.)

At the same time, explain the need to involve other adults. **It is essential that you do not promise to keep the information to yourself. If a student is in danger, you must report the risk.**

In the case of disclosure of physical abuse, you should **not** ask a girl to remove or adjust clothing to be able to observe marks, bruising or injury.

Where sexual abuse is suspected or alleged, it is essential not to try to investigate the situation. It is also important to remember that it is the most difficult subject for children to discuss and in addition they may be afraid of the implications of 'telling' or may be under threat of reprisals.

Let the student know about confidential help-lines. These are printed in the Student Planner:

| | | |
|-----------|---|--|
| Childline | 0800 11 11 | www.childline.org.uk |
| NSPCC | 0808 800 5000 | |
| | <u>18001 0808 800 5000 (Textphone / Webcam for deaf or hard of hearing)</u> | |
| | <u>88858 (Text)</u> | |

Recording

During the interview, try to make brief notes using the child's own key words.
If this is not possible, make notes **immediately** afterwards.
Keep any notes made during the interview and pass these to the Senior Designated Person.

Stage Two: Discussion with the Senior Designated Person

The member of staff/governor/volunteer should next always discuss the matter **immediately** with the appropriate Senior Designated Person. If appropriate, the student should be taken to the Senior Designated Person.

Stage Three: Written record of the disclosure provided to Senior Designated Person

It is important to record in detail all information available since legal proceedings may arise from the investigation that follows a referral. The person receiving the disclosure may have to appear in court.

Staff /governor/volunteer must:

- Provide an accurate, factual record of the conversation as soon as possible, and certainly **within 24 hours**, and this must be given to the Senior Designated Person.
- The child's actual words must be used, not your interpretation of those words or your assumptions.

- Include the names of any people present at the disclosure; date, time, context, location and sequence of the conversation; a brief outline of what the student said has happened, when and to whom and by whom; the non-verbal behaviour and demeanour of the student; a brief description of any visible or alleged physical injuries (the School Nurse will record these); the student's preferred follow-up action.
- Any comments made by a parent/guardian should be noted accurately as soon as possible.
- Sign and date this record.

After a referral has been made to the Senior Designated Person, the staff member / governor/ volunteer takes no further action and must not discuss the referral with others in or outside school.

Stage Four: Follow-up by the Senior Designated Person

The Designated Persons will follow Manchester Safeguarding Children Board procedures.

Initially, the Senior Designated Person will consult the School Nurse/ Deputy Designated Person and confer about approaching parents, the local Children's Social Care Services, Medical Services and the Police as appropriate. It is good practice to discuss concerns with the parents and where possible to seek agreement, but this will not be done if it would place the child at increased risk.

If there is an injury and it is so serious that immediate medical treatment is required, the Senior Designated Person will arrange for the child to be taken to hospital, usually accompanied by the School Nurse. The parent(s) will be informed that this action has been taken.

If a student's attendance falls below 85% and parents have not provided a letter from a GP or other medical expert that the absence is due to valid medical reasons, the Senior Designated Person will inform the girl's Local Authority.

The Senior Designated Person will make decisions on sharing information with other agencies and with parents based on professional judgement, experience and training. Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required when there are reasonable grounds to believe that a child is at risk of significant harm. The Head Mistress will normally be consulted when any external agencies are involved.

The Senior Designated Person is responsible for contacting external agencies on behalf of any student of the school. In her absence, the School Nurse will contact external agencies. Initially, information may be discussed without naming the child, in order to obtain advice about whether a referral is necessary. (See Escalation Procedures for exceptions).

The Senior Designated Person will contact external agencies by telephone (or by written referral) **within 24 hours** of a disclosure or suspicion of abuse and advice will be followed. However, if the child is considered to be *in need* or has or may have suffered significant harm, then the referral will take place **immediately**.¹ In this instance, information may be shared relating to the individual child's development needs and the capacity of the parents to meet them.

¹ According to Section 17 of the Children Act (1989), a child 'in need' is considered to be a child "who is unlikely to achieve or maintain a satisfactory level of health and development will be significantly impaired, without the provision of services; or a child who is disabled ... Children in need may be assessed under Section 17 of the Children Act 1989, in relation to their special educational needs, disabilities, or as a carer, or because they have committed a crime. The process for assessment should also be used for children whose parents are in prison and for asylum seeking children."

The agency contacted will depend on the area in which a student lives and the School deals with a range of local authorities. Contact numbers change on a regular basis as local authority services are re-organised and key personnel change, however, so the internet will be used to obtain current telephone numbers.

For Manchester children, the Children's Social Care Contact Centre contact is 0161 234 5001.

At the end of any discussion with Children's Social Care, the Designated Person must be clear about the Local Authority's proposed response, timescales for action and who will be taking the action, or if no further action is needed.

No other member of staff should contact external agencies. (See escalation procedures for exceptions).

Any calls received by another member of staff from external agencies should be transferred to the appropriate Designated Person.

If a student is referred to the Children's Social Care team by the Senior Designated Person:

- The written referral should be acknowledged **within three working days**.
If the DP hears nothing within three days, the DP should contact Children's Services again.
- An initial assessment should take place **within seven working days**, seeing and speaking to the child (and family members, as appropriate.)

If it seems necessary to the child's welfare, the Senior Designated Person will pass on selected information to the Head of Year and the Form Tutor. This information will be on a strictly "need to know" basis.

It is essential that children who are known to be at risk, or about whom there has been concern in the past, are observed closely in school and that the Senior Designated Person is alerted immediately to concerns. She will liaise with the appropriate Children's Social Care personnel.

The Senior Designated Person will notify Children's Services if there is an unexplained absence of more than two days of a student who we know is on the Child Protection Register and is presently being monitored closely. It is the responsibility of the Deputy Designated Person to alert the Senior Designated Person of such an absence in the Senior School and the responsibility of the Senior Designated Person in the Preparatory Department. The District Team are also notified if a child subject to a child protection plan is about to be permanently excluded or when it has been agreed as part of any child protection plan or core group plan.

The Designated Persons will store records written by all involved adults and will produce records of the observations, conversations, contact with external agencies and action taken at Stage Four.

Individual student records in Top Office are marked by a blue dot if confidential information is stored elsewhere, either by the School Nurse or by the Senior Designated Persons in Senior School or the Preparatory Department.

At the start of each school year, the School Nurse as Deputy Designated Person produces an annual list of current students for whom the Designated Persons in Senior School and the Preparatory Department hold child protection records. These records are updated and renewed regularly amongst the designated persons to ensure that all records match.

The needs of those children who do not meet the threshold of needing intervention from children's social care will be met by universal services and their needs monitored in school, depending on the advice received from the specific authority. Regular monitoring of such children will be carried out by the Designated / Deputy Designated Person together with other members of staff who may have an important role in the life of the child (e.g. Head of Year).

Stage Five: Action by external agencies

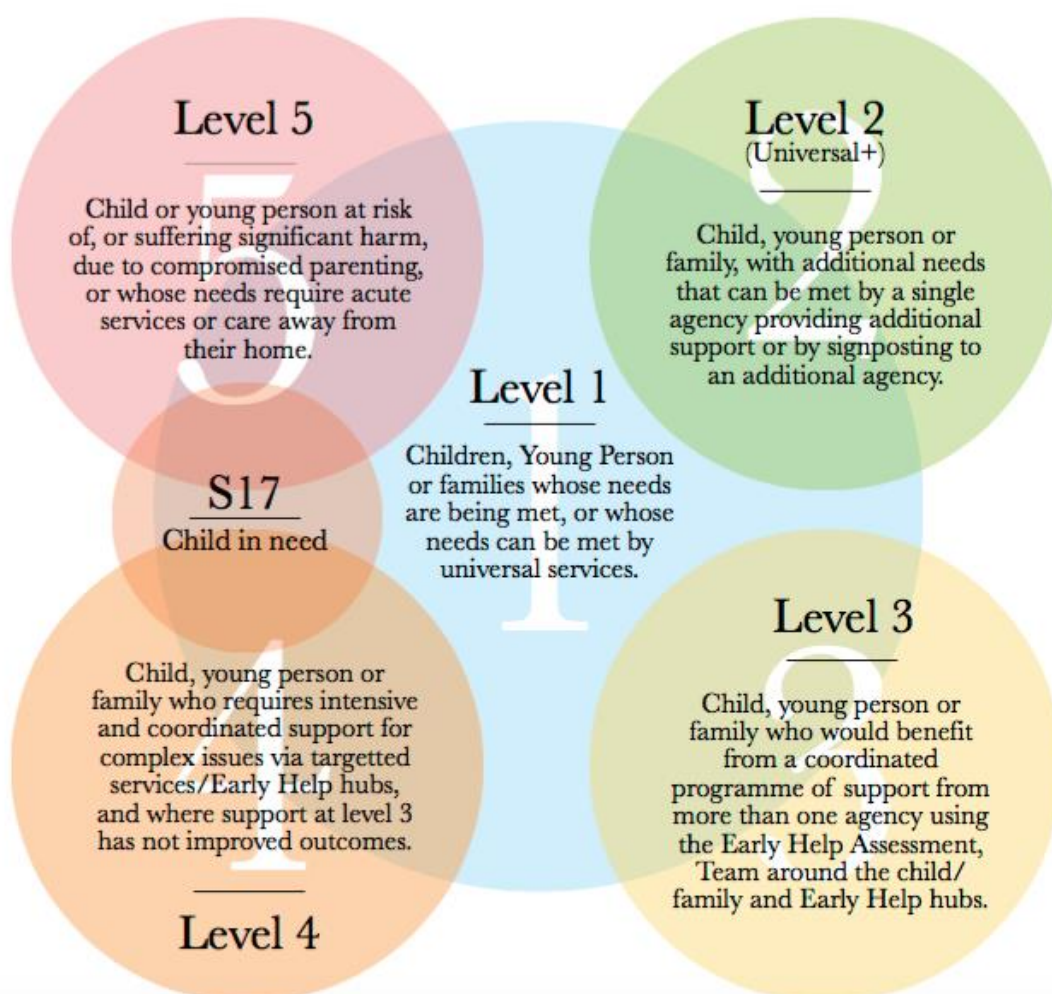
Family group meetings, Child Protection conferences and strategy meetings







The School will provide cover to enable the School Nurse, as the key health professional within School, to attend a Child Protection case conference. Where possible, the School will also permit the Designated Person to accompany the School Nurse. It will be the responsibility of the member of staff or Designated Person to bring back from the meeting information about how the School may be required to monitor the situation and support the student.

If the child is placed on the local Child Protection Register, a Core Group will be agreed. The School will provide cover to enable the appropriate person to attend monthly regular Core Group meetings.

Manchester Local Safeguarding Board Procedures

Although the School deals with a range of local authorities, Manchester procedures are summarised here. In conjunction with advice from Manchester contact centre, a level of need is identified and the guidance is followed in order to ensure that the child's need is being met. This policy is, therefore, written in accordance with locally agreed interagency procedures.



| | NEED | ASSESSMENT | RESPONSE |
|---|---|--|---|
|  | Child, young person or family whose needs are being met, or whose needs can be met by universal services | Universal Services | At this level, needs are met by parents, carers, communities and universal services. |
|  | Child, young person or family with additional needs that can be met by a single agency providing additional information, support and guidance, or by signposting to an additional agency | Consider an Early Help Assessment (EHA) | <p>Consider using the EHA tool as a means of identifying needs and plan a response, either single agency or with the support of other agencies. Contact the Safeguarding Lead with your agency for further support and guidance at this level.</p> <p>Visit the Early Help Zone of Help and Support Manchester (Manchester City Council webpage) for further information and advice.</p> <p>Signpost family to Help and Support Manchester/SEND local offer.</p> |
|  | Child, young person or family that needs a co-ordinated programme of support from more than one agency | Complete an Early Help Assessment (EHA) | <p>An EHA must be undertaken to identify and show evidence of the level of need, and to plan the holistic multi-agency response. This is done with parental consent via a Team Around the Family meeting co-ordinated by the nominated lead professional. Ensure the family understand the benefits of engaging in an EHA. Make it clear that Early Help is about being supportive. If the family still refuse consent, you should contact an Early Help Co-ordinator.</p> <p>If you have any safeguarding concerns, ring Contact Manchester on 0161 234 5001.</p> <p>Visit/Signpost to Help and Support Manchester/SEND local offer.</p> |
|  | Child, young person or family who requires intensive and co-ordinated support for complex issues via Targeted Services/ Early Help hubs, and/ or where support at Level 3 has not improved outcomes | An Early Help Assessment (EHA) should have already been completed, but has not improved outcomes. Contact your Early Help hub, which will advise if a Statutory Assessment is required | <p>An EHA may have previously been completed, but the needs have not been met by the multi-agency action plan. The child, young person and/or their family may require long-term intervention from statutory and specialist services. Please contact your local Early Help hub, which will advise if a Statutory/Specialist Assessment is required and will support in co-ordinating more specialist and targeted interventions if appropriate.</p> <p>Visit/Signpost to Help and Support Manchester/SEND local offer.</p> |
|  | Some CIN will be well supported and have their needs met at Level 4 without the requirement for Social Work Intervention. Other CIN will have more acute needs and will require Social Work support within Level 5. There will be social workers within the Early Help hubs who will screen and escalate cases where the threshold for Sec 17 assessment and intervention is met. | | |
|  | Child or young person at risk of or suffering from significant harm due to compromised parenting, or whose needs require acute services or care away from their home | Statutory/Specialist Assessment | <p>If a child is in immediate danger, then an urgent referral should be made to the police. Otherwise, urgently refer to the MASH on 0161 234 5001 where practitioners can access specialist advice on safeguarding concerns. You must follow up the referral in writing in 48 hours.</p> <p>Visit/Signpost to Help and Support Manchester/SEND local offer.</p> |

Online safeguarding

Any online incidents that raise safeguarding concerns should be handled by the Designated Person and reports made to Children's Services and the Police as appropriate.

The following online incidents must always be reported to the Police.

- Discovery of indecent images of children and young people;
- Behaviour considered to be 'grooming'; whether it be perpetrated by those intending to groom for extremist or sexual purposes
- Sending of obscene materials.

On discovery of illegal content, the equipment or materials found should not be tampered with and advice should be sought from the Police. Computers or other devices should not be switched off unless instructed to do so by the Police. Further access to the illegal content should be prevented by keeping other people out of the area. If necessary the monitor itself can be turned off but the computer should remain as you have found it (DO NOT shut the machine down). No attempt should be made to download, print or send any materials found.

All illegal content must be reported to the Police and the Internet Watch Foundation (www.iwf.org.uk).

See the ICT and E-Safety Policy for further information.

Escalation procedures

Occasionally, there may be disagreements between the view of the Designated Person and external agencies about the decisions made regarding safeguarding decisions such as:

- Whether certain behaviour constitutes child maltreatment
- Whether particular circumstances warrant a child protection response
- The need for, or detail of, a Child and Family, Child in Need or Child Protection Plan

The Designated Person has a responsibility to challenge those colleagues representing external agencies when it is believed that they have failed to recognise child maltreatment and/or their response leaves a child at risk of significant harm. In such situations, every effort should be made to reconcile these differences within one working day. If this is not possible, referral should be made, in writing, to a person in a management position. Any subsequent change in action should be confirmed in writing and a date agreed for review. If this decision affects the plan for the child, then the relevant procedures for reviewing the plan should be invoked. Disagreements about the detail of a child protection plan must be referred to the Service Lead for Safeguarding for resolution as soon as possible and within no more than 15 working days.

Disagreements about principle or cumulative concerns about an agency's thresholds or practice must be referred to the Local Safeguarding Children's Board.

In those situations when a child is, finally, referred back to universal services, the child's needs will be monitored closely by the Designated Person / Deputy Designated Person and referred again if it is believed that the child's needs are not being met by universal services.

A member of staff may also consider that the Designated Person/s or Deputy Designated Person have not acted, appropriately, on a concern raised about the welfare of a child. In these situations, any member of staff can refer their concerns to children's social care directly.

Child Protection Records

Information relating to individual cases is strictly confidential and actual and suspected child abuse records are kept separately from the individual student record. The School nurse keeps child protection records alongside the individual child's medical records.

Such information is stored in a locked cabinet by the Senior Designated Person in Senior School for twenty five years after the child has left school, according to the requirements of the School's insurance company. (Furthermore, the Goddard Inquiry necessitates that records pertaining to sexual abuse or child sex exploitation should be kept indefinitely). Information on girls in the Preparatory Department is also stored in a locked cabinet in the office of the Senior Designated Person in the Preparatory Department.

The Head of the Preparatory Department will forward copies of confidential Child Protection records to the Senior School Designated Person when a child leaves the Preparatory Department and moves to Senior School.

Withdrawal from the School

In the case of a child (below the age of eighteen) who is leaving this school to attend an alternative school or college and for whom there has been a child protection concern:

- Copies of official child protection records will be passed on by the Senior Designated Person to the Designated Person at the receiving school. A receipt stating that these records have been received is requested when such records are passed on.
- If the student is on the Child Protection Register, the Senior Designated Person will contact her Social Worker.

In the case of any child of compulsory school age for whom parents have given notice, the Registrar will:

- find out the name and address of the receiving school and check that the girl has started at the new school
- inform the local authority of the destination school, or a parent's intention to home-educate their daughter or if there is no known destination school
- inform the local authority if a child is due to start at this school and does not turn up
- check, if parents have said that they are moving abroad, with the school to which they are moving
- keep a summary log of children who have left the school

In the case of a child who has to leave due to non-payment of fees, the School will inform the child's local authority to check that the child has been enrolled at another school. The Registrar will keep the Senior Designated Person informed at each stage of the procedures outlined above.

Guardianship

For students from overseas and for students whose parents are temporarily living overseas or at a different location from the child, the School will require from parents details of the arrangements they have made for their daughter's care:

- Name and contact details of a responsible carer (this may involve a private fostering agreement)
- Clear authority about the names of persons to whom the School may release the child

Child abuse within the School

Corporal punishment is against the law and will not be used by anyone in this school. There will be no physical contact by a member of staff that is deliberately intended to punish a student or cause pain, injury or humiliation.

There may be rare instances of suspected abuse being reported where a member of the teaching or support staff or a volunteer or a governor is implicated as the abuser. Any suspicions should be reported at once to the Head Mistress who will follow the *Allegations of Abuse against Adults who Work with Children and Young People policy* (see Appendix Five) and will consult the Chair of Governors to discuss further action.

If the allegation involves the Head Mistress, suspicions will be reported to the Senior Designated Person and by her directly to the Chair of Governors. In such situations, the Head Mistress will not be informed at this stage.

The School will follow the additional EYFS requirement to inform OFSTED as soon as is reasonably practicable (and no later than 14 days) of any allegation of serious harm or abuse by any person working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises. The School will also inform OFSTED of the action taken in respect of these allegations.

When one or more pupil abuses another pupil and when there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm, then this abuse will be referred to local agencies. In the event of disclosures about pupil on pupil abuse, all children involved – whether perpetrator or victim – are treated as being at risk. In this way, there may be occasions when a pupil's behaviour warrants a response under Child Protection procedures rather than under the School's Anti-Bullying policy.

Attendance / Missing From Education

Monitoring the attendance of pupils in the School forms part of the safeguarding responsibilities of all members of staff. If a student's attendance falls below 85% and parents have not provided a letter from a GP or other medical expert that the absence is due to valid medical reasons, then the pupil's Local Authority will be informed. The Local Authority will also be informed if any pupil fails to attend school regularly, or has been absent without the School's permission for a continuous period of ten school days or more. A Pupil's name may be deleted from the admission register on certain grounds. These are:

- (i) when the pupil has been taken out of school to be home educated
- (ii) when the family has apparently moved away
- (iii) when the pupil has been certified as medically unfit to attend
- (iv) when the pupil is in custody for more than four months
- (v) when the pupil has been permanently excluded

Lesson registers are taken throughout the school day to monitor the attendance of all pupils. If it is judged that a pupil is at risk of leaving school during the day without permission, then a risk assessment will be put in place to ensure that the Senior Designated Person and/or Deputy Designated Person is/are informed as soon as the pupil is known to be missing so that appropriate searches can take place. The Senior Designated Person will liaise with parents / external services as appropriate to ensure the on-going safety of the pupil.

One-to-one Teaching

Many pupils receive one-to-one teaching in the contexts of Music, Performing Arts and, on occasion, Sport. All teachers responsible for such tuition are required to read and understand the School's Child Protection and Safeguarding policy, KCSIE (Part One), the Staff Code of Conduct and Whistle Blowing Policy. Members of the peripatetic Music and Performing Arts staff also receive the usual staff training on safeguarding and child protection every three years – alongside the rest of the School staff.

Communication with Parents

This policy is made available to parents of students and parents of prospective students via publication on the internet website and a copy is available for inspection on the school premises during the school day.

Parents are notified that the Safeguarding and Child Protection Policy is on the website via the Parent Handbook. Parents are also alerted to on-line dangers through twilight information sessions and welcome evenings.

Looked After Children

Definition:

The term 'looked after' refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child's welfare). Children in both instances could be living with foster carers, in a residential unit, with relatives or with parent/s on a part or full time basis. A Looked After Child is considered a vulnerable child who may suffer from low self-esteem, delayed cognitive and emotional development, isolation and poor educational standards.

Aims of the care of a Looked After Child at MHSG:

All staff must:

- Know and comply with the School's procedures relating to a Looked After Child
- Have the skills, knowledge and understanding necessary to keep a Looked After Child safe
- Where appropriate, have the information they need in relation to a child's looked after and legal status to ensure that the School complies with the interim or full care order
- Contribute to the Designated Person's requests for information on educational attainment and needs, as appropriate
- Provide a supportive climate to enable a Looked After Child to achieve stability within the school setting
- Have high aspirations for the educational and personal achievement of a Looked After Child

Roles and Responsibilities:

The Designated Person

The Designated Person (Emma Nash in the Preparatory Department or Helen Jeys in the Senior School) will:

- Closely monitor the progress and attendance of a Looked After Child.
- Ensure that a Looked After Child has a PEP (Personal Educational Plan) that reflects her achievements and targets
- Keep the PEP up to date, particularly in time to inform review meetings
- Work in partnership with all professionals, parents and carers (where relevant) of a Looked After Child. This includes attending and contributing to review meetings
- Have the information needed to ensure that contact arrangements with birth parents or those with parental responsibility comply with the interim or full court order
- Have the information needed relating to the care arrangements and the levels of authority delegated to the carer by the authority looking after her
- Have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- Identify one member of staff who will, in compliance with the Welfare Call (LAC) Ltd, take the daily call to confirm the attendance of the Looked After Child
- Ensure confidentiality for the Looked After Child and only share personal information on a need to know basis

- Ensure the speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers
- Keep the Head Mistress and Governor (in charge of safeguarding) informed about concerns relating to a Looked After Child
- Ensure that all staff are briefed on the regulations and practice outlined in this statement.

The School Nurse will:

- Provide information relating to the medical care of the Looked After Child to external services as requested, particularly in preparation for review meetings
- Contribute, as appropriate, to the medical and pastoral support of the Looked After Child
- Attend review meetings

The Head Mistress will:

- Ensure that the Designated Person has the time and resources needed to fulfil her duties in line with the procedures relating to a Looked After Child
- Oversee the academic progress and pastoral support of a Looked After Child

The Governors will:

- Identify a nominated Governor for Looked After Children. This Governor will be the same Governor who oversees child protection and safeguarding arrangements in school
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children
- Be aware of whether the School has Looked After Children
- Ensure that the School's policies and procedures support the needs of a Looked After Child
- Ensure that there is a designated person appointed to monitor the academic and pastoral support of a Looked After Child
- Liaise with the Head Mistress to ensure that the Designated Person is able to carry out her responsibilities in relation to a Looked After Child

Preventing Radicalisation and Violent Extremism: The Prevent Duty

Prevent duty guidance defines extremism as “*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faith and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*” MHSG values fundamental British values and seeks to protect its students and staff from all messages of violent extremism and ideologies including those linked to, but not restricted to, the following: Far Right/New Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

In accordance with KCSIE (July 2015), MHSG “*has due regard to the need to prevent people from being drawn into terrorism*” and regards exploitation and radicalisation as a safeguarding concern, particularly since Manchester is considered *high risk* in this context. Measures taken to assess the risk of children being drawn into terrorism and procedures set out to identify and support children who may be at risk of radicalisation are outlined in the risk assessment included as an appendix to this policy.

If a member of staff is concerned that a child may be at risk of being drawn into terrorism, the referral guidelines outlined in this policy should be followed as children being drawn into extremism is considered a safeguarding issue. As is the case for all safeguarding concerns, it is important that children receive the right help at the right time to prevent issues escalating and it is therefore important to act on and refer any early signs of potential radicalisation to the Designated Person.

The following risk assessment reflects the due regard of Manchester High School for Girls to the need to prevent students from being drawn into terrorism / extremism. 'Extremism' is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The risk assessment refers, in part, to *The Prevent Duty (Departmental advice for schools and childcare providers)* document, published June 2015. It forms part of the School's wider safeguarding duties. The Risk Priority below is set before the consideration of control measures put in place by the School.

| Foreseeable Hazard/what could happen? | Who is at risk? | Severity of harm ABC | Risk factors | Probability 123 | Risk Priority A1...C3 |
|---|-----------------|----------------------|--|-----------------|-----------------------|
| Student falls victim to radicalization / extremist ideology | All students | A | <ul style="list-style-type: none"> Students' ability to access the internet in school time. Students influencing each other through discussion. External speakers visiting school to talk to girls. Vulnerability as a result of age / mental health etc. Staff not reporting concerns relating to an individual student. | I | A1 |

Controls:

- Actively promote Fundamental British Values through Well Being and the wider curriculum (see Spiritual, Moral, Social and Cultural Policy).
- Encourage girls to challenge argument through the teaching of debate / argument skills. This can build students' resilience to radicalization by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- Characteristics such as resilience, determination, self-esteem and confidence are developed through Well Being lessons and Theme Weeks.
- All staff to monitor the attendance of girls in their tutor group and alert the Designated Person/s if it is suspected that a student has travelled to, or is planning to, travel to areas associated with extremism (e.g. Syria).
- Designated Person/s to record any concerns noted by individual staff and use professional judgement in identifying students who might be at risk of extremism. Such records are kept, monitored and reviewed on a regular basis to assess risk.
- Senior Designated Person/s / Designated Persons to receive *Advanced Prevent* training
- Staff trained on the dangers of extremism through regular safeguarding updates in staff meetings and through the distribution of the Prevent Duty risk assessment.
Staff and Governors to complete DfE approved basic training on the Prevent Strategy and the work of Channel. (http://course.ncalt.com/Channel_General_Awareness/01/index.html)
- Staff trained on the warning signs of a student being radicalized – e.g. through changes in behaviour (such as social isolation), voicing or writing views which may suggest opposition to

Fundamental British Values. Information on the susceptibility to extremism can be seen in more detail at www.ltai.info (Let's talk about it).

- Liaise closely with parents / family who raise concerns about signs of radicalization in their daughter. However, consent for a referral is not required from parent/s if a child is believed to be at risk of significant harm.
- All girls to receive lessons on internet safety and encouraged to report any extremist ideology that they may experience online (#seeitreportit / www.seeitreportit.org).
- IT filtering systems in place to enable information on extremism related search items to be gathered.
- Daily records of *suspicious searches* sent to the Designated Person so that she can assess whether extremist related words have been used in internet searches
- Encourage characteristics such as resilience, courage and self-esteem so that students are less susceptible to extremist ideology and can resist pressures.
- Usual safeguarding measures in place regarding DBS checks of all staff in regulated activity with students.
- Close monitoring by members of SLT of speakers and content of religious assemblies
- All members of staff to inform Deputy Head Mistress (Pastoral), in writing, of visiting speaker/s who will be supervised but not subject to a DBS check (e.g. subject related speakers).
- Close monitoring by Heads of Year of charities being supported by form / year groups.
- Trip leaders to keep passports of all students when abroad.
- All policies to ensure adherence to the equality of all students.
- Bursar to monitor the nature of any community groups who may use the school premises.
- Staff provided with clear instructions as to how to record any concerns about an individual student.
- Designated Person/s to liaise with external services if student is considered to be at risk of radicalization. (This must include contact with GMP And Children's Social Care). (Non-emergency contacts are also available. A designated telephone helpline – 020 7340 7264 – is available for extremist concerns to be raised directly. Concerns can also be raised to counter.extremism@education.gsi.gov.uk).
- Designated Person/s to liaise with GMP Channel programme as and if appropriate. An individual's engagement with the programme is entirely voluntary and provides a mechanism for an early stage intervention.

Guidance

Severity of harm: The level of harm, damage or loss from the effects of the hazard/s may be rated from A = Death or Major Injury; B = Serious injury or: C = Minor injury.

Probability: The measure of probability that harm will occur: 1 = Extremely likely; 2 = Likely or: 3 = Extremely unlikely.

Risk Priority: This is the combination of the severity of the hazard effect with the probability of its occurrence.

Where, RISK = (Severity of harm) X (Probability) then an A1 risk priority is the most serious, whilst C3 is the least serious.

Staff Training

The school has a commitment to training its staff on how to protect children.

- The School will ensure that at least one member of every interview panel has been accredited by DfE / NSPCC safer recruitment training
- Staff will receive update training at least once every three years. This training will include basic safeguarding information about the School's policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation and how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child (last training took place in November 2014; Prevent Online training took place in October 2015)
- The Designated Persons for Child Protection and the Head Mistress will undergo training in inter-agency working and updates every two years, as provided by, or to the standards set by, the Manchester Safeguarding Children Board
- The Senior Designated Person meets with the Governor who oversees child protection practices on a termly basis so that arrangements can be monitored and, if necessary, reviewed
- The Child Protection and Safeguarding Policy and Procedures, the Staff Code of Conduct, Whistle Blowing Policy and Part I of *Keeping Children Safe in Education* (KCSIE) will be issued to all new staff / volunteers and those staff / volunteers who join the School at different points throughout the year. All staff / volunteers sign to record their acknowledgement that they have read and understood the School's child protection and safeguarding procedures. All staff are issued with updates of KCSIE when they are published and sign to say that they have read and understood the updates. (Last update September 2015)
- The Child Protection and Safeguarding Policy & Procedures are updated annually and sent to all staff / volunteers via e-mail (or by hand to any other staff involved in regulated activity who are not contactable via e-mail). All staff / volunteers are expected to sign a memorandum indicating that they have read and understood the policy. These records are stored in individual personnel files
- New staff / volunteers receive verbal advice on child protection from a Senior Designated Person during the New Staff INSET before they take up post (Last update June 2015) together with the Child Protection and Safeguarding Policy and Procedures, Part I of KCSIE, the Staff Code of Conduct and the Whistle Blowing Policy.
- In the staff meeting at the start of each year, staff / volunteers are reminded about the names of the Designated Persons to whom they should take allegations or suspicions. (Last update September 2015)
- Updated regulations and information relating to safeguarding / child protection are given to all members of staff in staff meetings
- New staff / volunteers are given an induction upon starting at the School in September which includes familiarisation with the School's Child Protection and Safeguarding policy (including the identities of the Senior Designated Persons and the Deputy Designated Person), KCSIE (Part I), the Staff Code of Conduct and the School's Whistle Blowing Policy. In addition all new staff are asked to complete the NSPCC Level 1 Introduction to Child Protection online course or receive face-to-face training from the Designated Person
- Staff / volunteers joining the School at different points throughout the year receive written documentation on the School's Child Protection procedures and responsibilities, Part I of KCSIE, the Staff Code of Conduct and the Whistle Blowing Policy. In addition, staff are asked to complete the NSPCC Level 1 Introduction to Child Protection online course or receive face-to-face training from the Designated Person
- Staff are trained on how to keep children safe on-line by being adequately equipped to understand, identify and mitigate the risks of new technology. (Last e-safety training for all staff: 11th April 2016)

Last updates of Senior Designated Person Courses:

| | | |
|------------|----------------|---|
| D Matthews | September 2009 | Update on recent legislation by Jenny Paris |
| D Matthews | March 2010 | Manchester Children's Services |
| D Matthews | February 2012 | Stockport Safeguarding Children Board |
| D Matthews | February 2016 | Andrew Hall, Success in Schools |
| H Jeys | February 2012 | Stockport Safeguarding Children Board |
| H Jeys | January 2014 | Griffin Care Limited |

Safer Recruitment Procedures

The School operates safer recruitment procedures and complies with government regulations. These are outlined more fully in the School's Employment Policy and are vital to help deter, reject or identify people who might abuse children.

The procedures stated below also refer to workers not on the payroll, for example staff employed by contractors and unpaid volunteers. Peripatetic staff and sports coaches are also included.

The School complies with current requirements relating to safer recruitment. The Disclosure and Barring Service (DBS) was launched on 1st December 2012 and merges the services previously provided by the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA). The DBS assesses every person who wants to work or volunteer with children or vulnerable adults in order to prevent anyone who is unsuitable from working with children from being able to do so.

In enhanced checks, the DBS monitors the applications it receives against the Police National Computer, local records kept by the Police, information provided under Section 142 of the Education Act 2002 (formerly List 99) and the Children's Barred List. It then assesses this information and decides whether to give the individual concerned DBS registration or put him/her on the DBS barred list.

The School is under a legal duty to notify the DBS of relevant information, so that individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups in future. If the School dismisses or removes any person from working with children in a regulated activity, the Head Mistress will inform the DBS. The DBS contact details for referrals are 01325 953795. The DBS referral form must be filled in and sent to DBS, PO Box 181, Darlington DL1 9FA.

A regulated activity means an activity that a barred person must not do. A regulated activity includes:

- a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
- b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly. (Once a week, over four or more days in a thirty day period or overnight). Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

If a person is not taking part in a regulated activity as defined above, a DBS check which assesses the person's identity against the barred list, is not necessary

Contractors who have the opportunity for regular contact with children and who will be on school premises for 4 or more occasions within a month or once a week or more often, must be DBS-registered and the School must carry out checks of their registration.

Recruitment procedures

For all staff and volunteers appointed to work in regulated activity, the School will:

Before the interview

- Ensure that all job descriptions, including Form Tutor job description, make reference to the responsibility for safeguarding and promoting the welfare of children
- Ensure that the person specification includes specific reference to suitability to work with children
- Use an application form to obtain a detailed common set of data from all applicants, including verification of professional status such as DfE reference number, QTS, GTC registration, NPQH.
- Ensure that the application form includes a statement to the applicant that any previous employers may be approached for information.
- Check that a candidate for a teaching post has completed the statutory induction period satisfactorily.
- Obtain and scrutinise comprehensive information from applicants, checking for discrepancies, anomalies, any unexplained gaps in employment or any frequent changes in employment if not for promotion.
- Obtain, before interview if possible and certainly before appointment, at least two independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children. One referee will be the applicant's current or more recent employer. References will not be accepted from relatives or from people writing solely in the capacity of a friend. Testimonials and open references will not be accepted.
- Check previous employment history and reasons for leaving.
- For short-listed candidates, if a candidate claims to have specific qualifications or experience that is relevant to the post and this might not be verified by a reference, it is good practice to verify the facts before interview by telephoning previous employers and asking for written confirmation of the facts, so that any discrepancy can be explained at interview.
- Carry out further checks on those who have lived overseas if a DBS enhanced disclosure check is insufficient to establish suitability to work in a school. Obtain a certificate of good conduct from an embassy or police force

Interview procedures

- Ensure that one member of the interview panel has undertaken safer recruitment training
- Conduct a face-to-face interview that includes assessment of the applicant's suitability to work with children. Keep a written record of the outcome. Question any unexplained gaps in employment, discrepancies or anomalies. Keep a written record of reasons given for gaps
- Check the applicant's identity and right to work in the UK, keeping a photocopy in the personnel file
- Verify that the successful applicant has any academic or vocational qualifications claimed. Photocopy relevant certificates and store these in the successful appointee's personnel file

After interview and provisional appointment

- Verify that the successful candidate has the mental and physical capacity for the post.
- Apply to the DBS for an enhanced DBS check and keep records. This also applies to any foreign nationals. (MHSG will not be accessing the Update Service to carry out Status checks on an individual's DBS Certificate. The School will apply for a new DBS check with each appointment).
- In the unlikely event that an enhanced DBS disclosure has not been obtained before an individual is due to start work, a risk assessment will be completed by the Line Manager and checked by the Deputy Head Mistress (Curriculum) and the Bursar. The individual will be supervised whilst children are on the school site.

- Keep a single central register of the checks made in respect of their staff, all others who work in regular contact with children in the school and all members of the Governing body. Include (for all except the Governing Body)

Identity of appointee

Name (passport or other official document with a photograph), address (utility bill or financial statement) and date of birth (birth certificate), the name of the checker and the date checked

Recommended

Post and date of appointment

Qualifications checks

Educational and professional qualifications required; name of checker and date

Suitability to work with children

DBS enhanced check, DBS standard check; DBS (unique reference number); name of checker and date

Self-declaration relating to 'Disqualification by Association'

Other statutory checks

Right to work in the UK check; name of checker and date

Overseas check

Prohibition from teaching

Prohibition from management

Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State. To ensure that a teacher is not subject to a prohibition order, information provided by NCTL is checked via the website <https://www.gov.uk/teacher-status-checks-information-for-employers>.

References received; name of checker and date

Application form; name of checker and date

Medical fitness declaration; name of checker and date

All documentation will be photocopied by the P.A. to the Head Mistress and stored in the individual staff record folder in a locked cabinet.

- Supply information to the DBS and NCTL where the School has stopped using the services of a person because they consider her / him unsuitable to work with children, whether this person has been dismissed or resigned, or where false information has been provided in an application for a post in the School.
- Ensure that no one is employed who has been barred by the DBS as this is a criminal offence.
- Provide each successful candidate with copies of the Child Protection and Safeguarding policy, KCSIE (Part 1), the Staff Code of Conduct and Whistleblowing Policy.

Recruitment of supply staff

The School will:

- Ensure that it has received written notification from any supply agencies used that the relevant DBS disclosure has been received and whether the DBS certificate included any disclosed information
- Ensure that it has received a copy of the DBS certificate if there was any disclosed information or any information provided to the agency alongside the certificate
- Ensure that the individual arriving at the school is the individual the agency is intending to supply, for example by seeing the passport and checking the photograph.

For anyone working in the School who is not in regulated activity, an enhanced DBS check without a barred list check will be requested. All such volunteers / visitors will not be left unsupervised and will be accompanied by an existing member of staff at all times. Assurances will be sought from the employers of contractors working on the site that they have been subject to the appropriate level of DBS check.

For other adults who supervise our students, for example on work experience, procedures are in place to protect children from harm. This includes, if regulated activity is taking place, asking the employers to ensure that the person providing instruction / training is not a barred person.

Disqualification by Association

The effect of the Childcare (Disqualification) Regulations 2009 applies to staff in early years provision, to those who work in later years provision for children who have not attained the age of 8 as well as the management of such provision even though they may not work in the early years or relevant later years provision themselves. The regulations apply to all provision for children in that age range during and outside school hours (including breakfast club and after school care). The School is committed to ensuring that no-one is employed if s/he or others in his/her households are 'disqualified'. The grounds of disqualification are not only that a person is barred from working with children (included on the Children's Barred List) but also include in summary, that:

- 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
- 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
- living in the same household where another person who is disqualified lives or works

Staff who join the School are asked to provide relevant information about themselves or a person who lives or works in the same household as them in the form of a self-declaration. This self-declaration is kept in the member of staff's personnel file. Ofsted will be informed if a person falls within one of the disqualification criteria. Staff who fall within the 'by association' rule can apply to Ofsted for a *waiver of disqualification*. Whilst a waiver is under consideration, attempts will be made to redeploy a member of staff elsewhere in the School or make adjustments to their role to avoid them working in relevant childcare. As a last resort, a member of staff will be suspended while the waiver application is being considered. Staff are reminded, annually, of their duty to disclose any information relevant to the disqualification criteria.

Monitoring the effectiveness of the policy and procedures

The following checklist will be used by the School:

- Is there a policy in place?
- Has the policy been reviewed by the Governors annually?
- Has the Head Mistress reviewed, in writing, the School's safeguarding policy and procedures annually?
- Has the Head Mistress made arrangements for independent scrutiny and challenge of the School's policy and practices, for example by the nominated governor or an independent safeguarding visit?
- Has the written report of the review been signed by the independent scrutiniser?
- Have the School's recruitment policy and procedures been checked by the Head Mistress against current statutory guidance on an annual basis? (Keeping Children Safe in Education, July 2015.)
- Is the central record of recruitment checks in place, in line with current regulations and up to date?
- Are individual employment records in order?
- Is the staff training record for child protection up to date?
- Is there evidence of collaboration with Manchester Children's Safeguarding Board?
- Are students able to tell you what they should do if they are suffering abuse or neglect?
- Are staff/ volunteers able to tell you accurately what they should do if they suspect abuse / neglect and whom they should tell?
- Are staff able to tell you accurately what they should do if a student alleges abuse by a member of staff?
- Are staff following the guidance for safe working practice / staff code of conduct?

APPENDIX ONE: DEFINITIONS, SIGNS AND SYMPTOMS OF ABUSE

School staff are in a unique position to notice any change in appearance, behaviour, attendance and circumstances. Any concerns should be referred to the Designated Person.

When children are taking part in swimming, team games or other physical education activities, there is an opportunity to notice injuries, marks or bruises which could indicate abuse.

Abuse may be defined as an act of commission or omission judged by the community and professional experts to be inappropriate or damaging.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who display a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators.

I. Physical abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

Fabricated or induced illness is illness in a child which is fabricated or induced by a parent or carer. A child who is being abused in this way can be presented for medical assessment or care, usually persistently, often resulting in multiple medical procedures for the child and on occasions limiting the child's ability to participate in activities promoting his/her development. Child welfare concerns arise when the child's normal, daily activities are being curtailed beyond that which might be expected for any medical disorder from which the child is known to suffer.

Signs of induced illness can involve a parent:

- Pretending the child is ill, or has been ill.
- Exaggerating real illness
- Making the child ill e.g. by poisoning
- Making false allegations of abuse
- Presenting the child as disabled (including learning disability)
- Tending to threaten legal action too readily
- Being over-friendly with staff but abusive if staff do not comply with their wishes
- Presenting with some medical knowledge and trying to intimidate professionals
- Being over-anxious or less attentive than one would expect
- Pretending to be ill her/himself
- Being present with the 'victim' when she has alleged or real symptoms or signs of illness
- Denying the aetiology of the child's illness

Signs of induced illness can also include:

- Frequent and unexplained absences from school, particularly from PE lessons.
- Regular absences to keep doctor, optician, or hospital appointments.
- Repeated claims from carers that the child is frequently unwell and that he/she requires medical attention for symptoms that, when described, are vague in nature, difficult to diagnose and which teachers themselves have not noticed, e.g. headaches, stomach aches, seizures, dizzy spells, frequent contact with health professionals or referrals for second opinions.
- Over use / inappropriate use of drugs, including non-prescription drugs such as Calpol, laxatives etc.
- Refusal of permission for school medicals.
- Frequent illness, treatments or ailments not consistent, or considered to be excessive, in relation to a child's disability.

2. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, staff will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

3. Sexual abuse and exploitation

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

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

The following vulnerabilities have been seen in children prior to child sexual exploitation abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of honour based violence, physical and emotional abuse and neglect).
- Recent bereavement or loss.
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only).
- Attending school with young people who are sexually exploited.
- Learning disabilities.
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families.
- Friends with young people who are sexually exploited.
- Homelessness.
- Lacking friends from the same age group.
- Living in a gang neighbourhood.
- Living in residential care.
- Living in hostel, bed and breakfast accommodation or a foyer.
- Low self-esteem or self-confidence.
- Young carers.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;

- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

4. Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that staff remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated by such at this school. The School is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. However, child abuse cannot be condoned for religious or cultural reasons. The School's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage. If a case of forced marriage is suspected, it will be viewed as a safeguarding concern. Parents and carers will not be approached or involved about a referral to any other agencies.

Female Genital Mutilation (FGM) is illegal in the UK and is a violation of the human rights of girls and women. Any concerns that a young person may be at risk of FGM will be referred to the Police (telephone 101 or 0161 8564229 for local Police) as well as to appropriate safeguarding agencies and healthcare professionals.

The following may be indicators of risk:

- The family comes from a community that is known to practice FGM;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female who has a relative who has already undergone FGM must be considered to be at risk;
- The socio-economic position of the family and the level of integration within UK society can increase risk.

Indicators that FGM may soon take place:

- Parents state that they or a relative will take the child out of the country for a prolonged period;
- A child may talk about a long holiday (usually within the school summer holiday) to her country of origin or another country where the practice is prevalent;

- A child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion;
- A professional hears reference to FGM in conversation, for example a child may tell other children about it;

The following may be short-term indicators that FGM has taken place:

- Prolonged absence from school with noticeable behaviour changes on the girl's return;
- Longer/frequent visits to the toilet particularly after a holiday abroad, or at any time;
- Some girls may find it difficult to sit still and appear uncomfortable or may complain of pain between their legs;
- Some girls may speak about 'something somebody did to them, that they are not allowed to talk about';
- A professional overhears a conversation amongst children about a 'special procedure' that took place when on holiday;
- Young girls refusing to participate in P.E regularly without a medical note;
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain.
- Intense pain and/or haemorrhage that can lead to shock during and after the procedure;
- Occasionally death;
- Haemorrhage that can also lead to anaemia;
- Wound infection, including tetanus. Tetanus is fatal in 50 to 60 percent of all cases;***
- Urine retention from swelling and/or blockage of the urethra;
- Injury to adjacent tissues;
- Fracture or dislocation as a result of restraint;
- Damage to other organs.

In the UK, girls and women affected by FGM will manifest some of these long term health complications. They may range from mild to severe or chronic.

- Excessive damage to the reproductive system;
- Uterine, vaginal and pelvic infections;
- Infertility;
- Cysts;
- Complications with menstruation;
- Psychological damage; including a number of mental health and psychosexual problems, e.g. depression, anxiety, post traumatic stress, fear of sexual activity. Many children exhibit behavioural changes after FGM, but problems may not be evident until adulthood;
- Abscesses;
- Sexual dysfunction;
- Difficulty in passing urine;
- Increased risk of HIV transmission/Hepatitis B/C – using same instruments on several girls;

E-Safety is a safeguarding issue and MHSG has a duty to ensure that every student in its care is safe. This applies equally to the 'virtual' or digital world. MHSG will ensure that appropriate filtering methods are in place to ensure that students are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. (See ICT & E-Safety Policy)

Mobile phones, tablets and cameras are allowed in EYFS under strict guidelines. Staff owned mobile phones are prohibited in the Reception classrooms and are kept locked in secure classroom cupboards throughout the School day. The use of personal cameras, videos and iPads by all adults and / or children is also absolutely prohibited in EYFS. A mobile phone is used in After School club to receive emergency calls from parents but this phone does not have camera capability. School cameras, video recording equipment and iPads are used by staff and children to record evidence for the Learning Journey and profile.

Radicalisation

Research shows that indicators that may make an individual vulnerable to radicalisation can include:

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - Perceptions of injustice; feeling of failure; rejection of civic life;
- Criminality - Experiences of imprisonment; poor resettlement/reintegration; previous involvement with criminal groups.

More critical risk factors could include:

- Being in contact with known extremists or extremist recruiters;
- Articulating support for violent extremist causes or leaders;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using inappropriate language, extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Seeking to recruit others into extremist ideology;
- Significant changes to appearance and/or behaviour;
- Changes in friends and mode of dress.

Staff should also be mindful of other specific safeguarding issues such as domestic violence, drugs, gangs and youth violence, gender based violence, teenage relationship abuse, trafficking, mental health issues, body image issues, self-harm, children missing in education etc. (Further information on these safeguarding issues can be found at www.nspcc.org.uk and in the Mental Health Policy).

APPENDIX TWO: SPECIFIC RESPONSIBILITIES OF INDIVIDUALS

Governors

The duties arising from the regulations and standards fall on the governing body / proprietor who must ensure that proper arrangements are in place and operating.

The Governors will ensure that:-

- the School has a Safeguarding and Child Protection Policy and procedures, that these are in accordance with current government law and guidance (currently *Keeping Children Safe in Education*, July 2015 and *Working Together to Safeguard Children*, 2015) and updated by the Senior Designated Person annually and that they are reviewed by the Governors annually
- they review the Safeguarding and Child Protection Policy and procedures, annually
- the Safeguarding and Child Protection policy is made available to parents of students and prospective students on the School's website
- there is a nominated governor (currently Stephanie Klass) who will liaise with the School's Senior Designated Person on issues of safeguarding (not of individual students) on a termly basis and who will scrutinise the School's safeguarding practices annually to assess the efficiency with which child protection duties are discharged
- the School has an explicit written recruitment and selection policy statement including safe recruitment procedures that are operated for each appointment and all appropriate checks are carried out on governors, trustees, staff and volunteers who will work with children, including DBS checks.
- the School has disciplinary procedures for dealing with allegations of abuse against members of staff and volunteers that comply with current government legislation and guidance
- the School has at least one Senior Designated Person for the Senior School and one Senior Designated Person for the Preparatory Department (who will cover all sections of the Preparatory Department including Early Years)
- the Designated Persons undertake training in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board, with refresher courses at two yearly intervals
- the Head Mistress and all other staff / governors who work with children undertake appropriate training at least every three years to carry out their responsibilities for child protection effectively
- staff have the skills, knowledge and understanding necessary to keep looked after children, safe
- there are appropriate safeguarding responses to children who go missing in education
- any deficiencies or weaknesses in child protection arrangements are remedied without delay

The Head Mistress

Implementation of policies and monitoring of outcomes are the responsibility of the Head Mistress. The Head Mistress will report annually to the Governors on the working of the policy.

The Head Mistress will ensure that:-

- the School has policies and procedures for handling cases of suspected abuse, including allegations against staff and volunteers, which are consistent with those agreed by the Manchester Safeguarding Children Board, are easily available to staff and volunteers for reference and are updated annually
- all policies relating to the safeguarding of children are followed by all staff
- safer recruitment procedures are operated for each appointment, in accordance with current law
- all legally required checks are carried out on new governors, trustees, staff, volunteers who will work with children, including DBS checks and a single log is kept of the checks on all staff.
- the DBS (and OFSTED for EYFS) is informed about any person, whether employed, contracted, a volunteer or a student, whose services are no longer used because he or she is considered unsuitable to work with children. This information will be sent to DBS within one month of that person leaving the School. (Address: PO Box 181, Darlington, DL1 9PA Telephone: 01325 953795)

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, initial teacher training or volunteering. (Compromise agreements cannot apply in relation to unsuitability to work with children.)

- the NCTL is informed of any misconduct referrals about qualified teachers registered by the NCTL
- the School has designated a senior member of the leadership team for the Senior School and a second senior member of the leadership team for the Preparatory Department to take lead responsibility for dealing with child protection issues, providing advice and support to other staff and working with external agencies and that sufficient resources and time are allocated for these roles
- the School has a Deputy Designated Person to work with the Senior Designated Persons and provide cover for them in case of absence
- the Designated Persons receive appropriate training every two years in child protection and multi-agency work
- all staff know, and are alert to, signs of possible abuse and understand what to do if they have concerns or suspicions
- all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children
- all staff undertake training that equips them with the knowledge and skills necessary to carry out their responsibilities for child protection, in accordance with Manchester Safeguarding Children Board procedures, and that is kept up to date by refresher training at three-yearly intervals
Last whole staff training on child protection: September 2014
- parents of current and prospective students are provided with a copy of the child protection policy via the School website

The Senior Designated Persons (or Deputy in case of absence)

See Appendix Three

The Head of the Preparatory Department will also

- take lead responsibility for safeguarding all children aged four to eleven within the Preparatory Department, including Early Years, liaising with the Senior Designated Person within the Senior School and the Deputy Designated Person and with local statutory children's agencies as appropriate
- ensure that all Preparatory staff understand the signs and symptoms of abuse, the School's procedures and channels of referral and confidentiality issues involved in child protection
- send copies of documentation relating to referrals to the Deputy (Pastoral) in Senior School as soon as any suspicions / incidents are reported.
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the Preparatory Department Parent Handbook.

The **School Nurse** is the **Deputy Designated Person** for Child Protection. She is consulted by the Senior Designated Teachers for Child Protection whenever abuse is reported or suspected. She checks visible signs of physical abuse that have been reported by the child or a member of staff. The School Nurse sends copies of documentation immediately to the Senior Designated Teacher for Child Protection.

The Deputy Head Mistress (Curriculum) will ensure that:-

- temporary and supply staff and volunteers who work with students attending this School are made aware of the School's arrangements for child protection and their individual responsibilities
- the appropriate legally required child protection checks and procedures have been undertaken for any staff employed by another organisation.
- the identity of any supply staff is checked on their arrival at the school by looking at their photographic identification
- all staff receive child protection update training every three years
- the Designated Persons for Child Protection receive updates on inter-agency training appropriate to their roles every two years

The Director of Co-Curriculum will ensure that:-

- the appropriate legally required child protection checks and procedures have been undertaken for any person/s working with the students offsite in a regulated activity (for example, Duke of Edinburgh Award expeditions)
- Child Protection / Safeguarding procedures are included on risk assessments for trips and visits

The Head's Personal Assistant or the Registrar / Assistant Registrar will ensure, for any child of compulsory school age, that she

- receives, from parents of students from overseas, details of the arrangements they have made for their daughter's care
- forwards information to the local authority, if required to do so, when a child has a Tier 4 visa
- lets the Deputy Head Mistress (Pastoral) know on the same day if a parent gives notice
- lets the Deputy Head Mistress (Pastoral) know immediately the date of leaving the school roll and the destination school, if known
- informs the child's local authority of the destination school or a parent's intention to home educate their daughter
- informs the local authority if a child is due to start school here and does not turn up
- informs the child's local authority if a girl has to leave for non-payment of fees
- informs the child's local authority if a child has been certified as medically unfit to attend school
- informs the child's local authority if a child is in custody for more than four months
- informs the child's local authority if a child has been permanently excluded
- checks, if parents have said that they are moving abroad, with the school to which they are moving

All staff and governors will ensure that they

- Know the names of the Designated Persons for child protection in the school
- Read the safeguarding and child protection section of the Staff Handbook each September, when they begin their contract at the school and when the policy has been reviewed
- Know and implement the School's policy and procedures on safeguarding and child protection
- Are alert to the signs of harm and abuse in students of the school
- Report concerns immediately to the Senior Designated Person or Deputy Designated Person
- Take into account the School's Equal Opportunities Policy when discharging their duties
- Attend induction meetings on child protection
- Attend training update sessions on child protection
- Provide the Deputy Designated Person with a list of students involved when organising residential educational visits, in order to ensure that they are made aware of all essential information relating to the students in their care

APPENDIX THREE: ROLE OF THE DESIGNATED PERSON FOR CHILD PROTECTION

Referrals and follow up

- Refer cases of suspected abuse or allegations to the relevant investigating agencies promptly, including the Police if a criminal matter and the LADO
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the Head Mistress to inform her of any issues and ongoing investigations and ensure there is always cover for this role.
- Attend strategy discussions, child protection conferences and family group meetings as required in order to assess the needs of a child and provide on-going support

Training

- Receive training in safeguarding procedures every two years
- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how LSCBs operate and the conduct of a child protection case conference, particularly that of Manchester LSCB
- Maintain effective links with Manchester LSCB to ensure procedures are updated as appropriate
- Ensure each member of staff has access to, and understands the school's child protection policy and the procedural stages that involve them, especially new or part time staff who may work with different educational establishments.
- Ensure all staff have induction training and further training every three years and are able to recognise and report any concerns immediately they arise.
- Keep detailed, accurate, secure written records of referrals and/or concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- Liaise with the Deputy Head (Curriculum) to ensure that other Designated Staff have update training every two years.

Raising awareness

- Ensure that students are given information on who to turn to if they are a victim of neglect or abuse.
- Ensure the establishment's Safeguarding and Child Protection policy is updated and reviewed annually and sooner if new legislation is introduced, and work with the governing body, senior leadership team and Head Mistress regarding this.
- Keep staff aware of child protection procedures within school.
- Report to Governors each term.
- Ensure parents have access to the Safeguarding and Child Protection policy on the School's website which alerts them to the fact that referrals may be made and the role of the establishment in this, in order to avoid conflict later.
- Where a child leaves the establishment, copy her child protection file for the new establishment as soon as possible and transfer it separately from the main pupil file, preferably hand delivering it to the designated person.

APPENDIX FOUR: BACKGROUND LEGISLATION AND GUIDANCE

This policy has been updated by H Jeys in April 2016 to comply with:

- *Keeping Children Safe in Education* (July 2015) (KCSIE)
- *Working Together to Safeguard Children* (March 2015)
- *Prevent Duty Guidance: for England and Wales* (March 2015) (*Prevent*)
- *The Prevent Duty: Departmental Advice for Schools and Childminders* (June 2015)
- *The Use of Social Media for On-Line Radicalisation* (July 2015)
- *ISI Regulations* (February 2016)

APPENDIX FIVE: MANAGING ALLEGATIONS OF ABUSE MADE AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE

(The School's staff code of conduct / Whistle Blowing procedures are separate to this policy).

Introduction

This policy has been written in line with government guidance from the following documents:

- Keeping Children Safe in Education (Statutory guidance for schools and colleges, Part 4, July 2015)
- ISI Regulations (February 2016)

The term statutory guidance means that the School must have regard to it when carrying out duties relating to handling allegations of abuse against teachers and other staff.

This policy applies to all adults who work with children and young people in Manchester High School for Girls, whether paid employees or volunteers.

The procedures outlined in this policy will be followed when an allegation is made that an adult has:

- (i) behaved in a way that has harmed, or may have harmed a child;
- (ii) possibly committed a criminal offence against a child, or related to a child; or
- (iii) behaved towards a child or children in a way which indicates that s/he would pose a risk of harm if s/he works regularly or closely with children

An **adult** is defined in this policy as a permanent or temporary member of the school staff, employment agency supply staff, volunteer, self-employed person and staff employed by a contractor or services provider. According to this definition, an adult may not necessarily be 18 years of age or over. All adults working in Manchester High School for Girls are expected to comply with the School's Code of Conduct to ensure safe working practice.

Underlying principles

- The welfare of the child is paramount.
- It is the responsibility of all adults in this School to safeguard and promote the welfare of children and young people and to support a child who has allegedly been harmed by an adult.
- The School also has a duty of care for those adults employed, commissioned or contracted to work with children and young people in the School.
- Adults about whom there are allegations of abuse will be treated fairly, consistently and quickly, in line with employment law, and will be provided with support, including a named contact if he / she is suspended.
- Quick resolution of an allegation is to the benefit of all involved and will be given priority.
- The School will not undertake its own investigation of allegations without prior consultation with the LADO, (referred to in KCSIE as 'designated officer' or 'team of officers') or in the most serious cases, the police, so as not to jeopardise investigations.
- Allegations against a teacher who is no longer teaching at the School will be referred to the Police.
- The School has a staff code of conduct (separate to this policy) which provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a student.

Timescales

- (i) It is expected by the DfE that, where it is clear immediately that the allegation is unfounded, it will be resolved within one week.
- (ii) If the initial evaluation finds that the allegation does not involve a criminal offence or child protection concerns, and there is no requirement for formal disciplinary action, the Nominated Senior Manager should institute appropriate action within three working days.

- (iii) If a disciplinary hearing is required, and can be held without further investigation, the hearing should be held within fifteen working days (see the later section on Disciplinary Hearings).

Definitions

The following definitions are used when determining the outcome of allegation investigations:

| | |
|------------------|--|
| 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 to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence |

Strands in the consideration of an allegation

The order of action will depend on the nature and seriousness of the allegation and will not necessarily follow the order below.

- 1 Support to the child or young person, with immediate treatment if the child is injured
- 2 Provision of information to the parents of the child
- 3 Consultation with the Manchester Local Authority Designated Officer (LADO) which may lead to:
 - Referral to the Police in the case of a possible criminal offence
 - Consultation with Children's Social Care Services if the child is in need of protection or other services
 - Internal action and consideration by the School of whether disciplinary action is warranted
- 4 Provision of information to the person against whom the abuse is alleged

Nominated Senior Manager within the School

- The Nominated Senior Manager within the School, that is, the person who undertakes the internal investigation and liaises with the Local Authority Designated Officer (LADO), Police and Children's Social Care Services as appropriate, is the Head Mistress.
- In the event of the absence of the Head Mistress, the Nominated Senior Manager will be the Senior Designated Person for Child Protection
- In the event of allegations of abuse against the Head Mistress, the Nominated Senior Manager within the School will be the Chair of Governors who will be contacted by the Senior Designated Person for Child Protection.

PROCEDURES TO BE FOLLOWED

Initial reporting of an allegation

A person receiving an allegation of abuse should report the matter **immediately** to the Nominated Senior Manager (the Head Mistress or, in the absence of the Head Mistress, the Senior Designated Person for Child Protection). The Nominated Senior Manager will record facts provided by this person, such as the nature of the allegation, times, dates, locations and the names of any potential witnesses.

If allegations of abuse are made about the Head Mistress, the matter should be reported to the Senior Designated Person for Child Protection who will **immediately** inform the Chair of Governors and the Local Authority Designated Officer. The Head Mistress will not be informed at this stage.

(LADO for Manchester: Majella O'Hagan: 0161 234 1214).

If the allegation meets any of the criteria (i), (ii) or (iii) outlined on page 1 in the introduction of this policy and requires immediate intervention by the LADO and/or the police, the Nominated Senior Manager will contact the LADO or team of officers. In the most serious cases, the Police will also be informed. The

LADO will be informed within one working day of all allegations. All interviews will be conducted by the LADO. (See procedures below.) School personnel must not interview/question the person alleging abuse.

Confidentiality

All employees of the School will:

- (i) make every effort to maintain complete confidentiality and avoid discussing the situation within or outside school, except when interviewed as part of the official investigation
- (ii) guard against publicity / media interest during an investigation. No material should be published that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil. This includes on social media. Such restrictions apply until the point that an accused person is charged with an offence, until the Secretary of State publishes information relating to the case or until the individual goes public or gives written consent for another to do so.

The Nominated Senior Manager will agree with the LADO, police (if necessary) and Children's Social Care Services the following:

- What information can be shared and with whom
- What, if any, information can be given to the wider community to reduce speculation
- How to manage speculation, leaks and gossip
- How to manage press interest, if it should arise

The police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. In exceptional cases where the police might depart from that rule, the School should expect to be consulted beforehand.

Recording

The person receiving the initial allegation of abuse will produce a written, signed and dated account of the allegations, immediately if possible and certainly within 24 hours. This will be hand-delivered to the Nominated Senior Manager who will read, sign and date it. Communication with the individual and the parents of the child / children will be agreed.

Comprehensive minutes will be produced of all meetings, preferably by a person not involved in the investigation.

The Nominated Senior Manager will keep records of all documents submitted, together with:

A summary of events leading to the allegation or concern about an adult's behaviour
The circumstances and context of the allegation
Professional opinions
Decisions made and the reasons for them
Action that is taken
Final outcome

A copy will be given to the individual against whom the allegation was made.

A copy will be kept in this individual's confidential personnel file and must be retained indefinitely in case of legal action at any time in the future. This applies even if the individual leaves the organisation.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide information where future DBS disclosures reveal information from the police about an allegation that did not result in a criminal conviction.

Allegations that are found to have been malicious will be removed from personnel records.

Allegations that are not substantiated are unfounded or malicious will not be referred to in references, even if there is a history of repeated concerns or allegations which have been found to be unsubstantiated or malicious.

The School will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

ACTION BY THE NOMINATED SENIOR MANAGER

1 Initial evaluation

The Nominated Senior Manager will make a decision on whether it is necessary to contact the Local Authority Designated Officer (LADO) on **0161 234 1214** for advice.

The LADO should be consulted if there is any doubt as to whether the allegation meets the criteria set out on page 1 of this policy.

- 2** The purpose of an initial discussion with the LADO is for the LADO and the Nominated Senior Manager to consider the nature, content and context of the allegation and agree a course of action. The LADO may ask the Nominated Senior Manager to provide or obtain any additional information which may be relevant, such as previous history, whether the child/family have made similar allegations and the individual's current contact with children.

The discussion will include deciding whether the information meets agreed thresholds to hold a **strategy meeting** under child protection procedures and whether the police and/or Children's Social Care Services need to be involved.

Discussions will be recorded in writing and any communication with both the individual and the parents of the child / children agreed.

3 Procedure if no further action involving external agencies is required

This initial sharing and evaluation of information may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. This assumes that no strategy discussion is needed and no involvement of police or Children's Social Care Services is required.

- In this case, the decision and a justification for the decision will be recorded in writing by the Nominated Senior Manager and the LADO.
- The Nominated Senior Manager and the LADO will agree what information should be put in writing to the individual concerned and by whom.
- The Nominated Senior Manager will inform the accused person about the allegation as soon as possible after consulting the LADO and will give as much information as possible at the time.
- The Nominated Senior Manager and the LADO will consider what action should follow in respect of:
 - 1) the individual who is the subject of the allegation / concern
 - 2) the person(s) who made the initial allegation

The investigation must be concluded even if the individual facing the allegation resigns or stops providing their services.

If the decision is made that an allegation has been deliberately invented or malicious, the Head Mistress will make a decision about disciplinary action against the person making the allegation. The Head Mistress may ask the police whether any action might be appropriate with respect to the Protection from Harassment Act 1997.

Situations where referral to Police / Children's Services is not normally required

- (a) Where it is clear that reasonable force has been used to control / restrain a student in accordance with the School's behaviour policy and the law, for example where dealing with disruptive behaviour.
- (b) Where the immediate facts indicate that it would not be possible for the allegation to be true. In this case, further investigation will be carried out by the Senior Designated Person for Child Protection to ascertain the child's reasons for the allegation and to eliminate the possibility of abuse by others.
- (c) Where the allegation represents inappropriate or poor practice by an adult that needs to be dealt with internally under the School's disciplinary or competency procedures, rather than this policy.
- (d) Where the nature of the allegation does not require formal disciplinary action, but some school action is needed; this should be instituted **within three working days**.

4 Procedure if further action involving external agencies may be required

For all other cases, that is if the allegation is not demonstrably false or unfounded and there is cause to suspect that a child is suffering or is likely to suffer significant harm, a **strategy discussion** will be convened by the LADO.

In this case, the Nominated Senior Manager will not provide information to the accused person until the appropriate external agencies have been consulted, and have agreed what information can be disclosed to the person.

The LADO will canvass the views of police and/or children's services as to whether the member of staff should be suspended from contact with children. The power to suspend rests with the Nominated Senior Manager alone and it cannot be required by another agency, although the Nominated Senior Manager will have regard to the views of investigative agencies if involved. (See section on Suspension). An individual should only be suspended if there is no reasonable alternative.

If the strategy discussion decides that an investigation by police or Children's Social Care Services is not necessary, the LADO and Nominated Senior Manager will discuss next steps. This may include:

- No further action
- Summary dismissal
- A decision not to use the person's services in future
- Further enquiries by a senior manager of the School or an investigator independent of the School
- Report to the DBS
- Referral to the NCTL

Resignations and compromise agreements

The School will follow the procedures outlined above, including referring the individual to the DBS, even if a person against whom an allegation has been made tenders her/his resignation or withdraws the provision of a service. The findings will be recorded.

The School will not make a compromise agreement in the case of allegations of abuse or when the criterion are met to make a DBS referral. A compromise agreement will also not be made in cases of refusal to cooperate or resignation before the member of staff's notice period expires.

Support to the person against whom the allegation is made

The School will make every effort to manage and minimise the stress arising from the allegations and ensuing processes.

An individual will be informed of an allegation as soon as possible and the likely course of action explained, unless there is an objection from the LADO, Children's Social Care Services or the police.

Any member of staff subject to an allegation will be offered support throughout the process. S/he will be encouraged to seek advice and support at the earliest opportunity from a professional association or trade union if s/he is a member, or from a colleague. Wherever possible, the member of staff will be given a full opportunity to answer the allegation and make representations about it.

The member of staff, or her/his representative, will be given the name of a named representative who will then keep her/him up to date regarding the progress of the case and consider what other support is appropriate. This named representative would normally be the Deputy Head in charge of Staff, currently Susan Smith.

Social contact with colleagues will not be prevented unless there is evidence to suggest that such contact is likely to prejudice the collection of evidence.

The need for help and support is equally applicable when considering a suspended person's return to work. A phased return and the provision of a mentor to provide assistance and support in the short term will be provided, if appropriate.

Support to the child or children involved and their parents

If the child has suffered injury, the School Nurse will provide emergency assistance if required. The Senior Designated Person will accompany the child to hospital to ensure professional assessment and immediate treatment of the injury. In this case, parents will be informed immediately. There will be no communication about the alleged abuse with the child who is the subject of the allegation.

Parents will be informed about the allegation as soon as possible unless a strategy discussion is required or police and/or Children's Social Care are involved. In this case, there will be discussion and agreement on what can be disclosed.

Unless there is a criminal prosecution, parents will be informed about the progress of a case (though not any details of a disciplinary hearing) and the outcome, in confidence.

Parents will also be informed of the prohibition on reporting or publishing allegations against teachers in section 141F of the Education Act 2002.

Disciplinary hearings

If the Nominated Senior Manager, in consultation with the LADO, feels that an internal disciplinary investigation and/or hearing is needed, she will comply with the School's disciplinary policy in terms of the timescales for the investigation.

- If a disciplinary hearing is required and can be held without further investigation, the hearing will be held **within 15 working days**.
- Where further investigation is required to inform consideration of disciplinary action, the Nominated Senior Manager will discuss who will undertake that investigation with the LADO. In some circumstances, it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the School or the person's line management, to ensure objectivity.

The investigating officer should aim to provide a report to the Nominated Senior Manager **within 10 working days**.

- On receipt of the report of the disciplinary investigation, the Nominated Senior Manager should decide **within two working days** whether a disciplinary hearing is needed.

- If a disciplinary hearing is needed, it must then be held **within 15 working days of the decision**.

The Nominated Senior Manager will continue to liaise with the LADO, who should monitor progress of the case and provide advice/support when required or requested.

Case subject to police investigation: Information for the Nominated Senior Manager

If a criminal investigation is required, the police will aim to complete their enquiries as quickly as possible, consistent with a fair and thorough investigation, and will keep the progress of the case under review.

The police should, at the outset, set a target date for reviewing progress of the investigation and consulting the Crime Prosecution Service (CPS) about whether to proceed with the investigation, charge the individual with an offence, or close the case. Wherever possible, that review should take place **no later than four weeks** after the initial evaluation meeting.

If the decision is to continue to investigate the allegation, dates for subsequent reviews at fortnightly or monthly intervals should be set at that point. (It is open to the police to consult the CPS about the evidence that will need to be obtained in order to charge a person with an offence at any stage.)

If the police and/or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a court, the police should pass all information they have which may be relevant to a disciplinary case to the Nominated Senior Manager without delay.

If the person is convicted of an offence, the police should also inform the Nominated Senior Manager straightaway so that appropriate action can be taken.

Suspension

Suspension will be considered by the Nominated Senior Manager in discussion with the LADO in any case where there is cause to suspect that:

- (i) a child is at risk of significant harm, or
- (ii) the allegation warrants investigation by the police, or
- (iii) the allegation is so serious that it might be considered grounds for dismissal.

DfE guidance states that a person must not be suspended automatically or without careful thought and that the Nominated Senior Manager must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children until the allegation or concern is resolved. An individual should be suspended only if there is no reasonable alternative and, when it is deemed appropriate to suspend, written confirmation should be given within one working day. This written confirmation should give as much detail as appropriate for the reasons for the suspension. The individual should also be provided with a named contact within school who will provide support and information as appropriate.

Alternatives to suspension for staff employed by the school

- the individual could undertake duties which do not involve direct contact with the child concerned or other children, for example administrative work
- an assistant or colleague could be present when the employee has contact with children
- the child / children involved could be moved to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted.

It may be appropriate to use an alternative to suspension when an allegation is first made. This would allow time for an informed decision regarding suspension to be made and possibly reduce the initial impact of the allegation. This will depend upon the nature/ seriousness of the allegation.

An interview to consider suspension

Where suspension is being considered, an interview with the member of staff will be arranged. Where police are involved in a criminal investigation, this interview will not be conducted without prior consultation with the police officer in charge of the case.

The member of staff will be advised to seek the advice and assistance of his/her trade union, or a friend if s/he is not a member, and offered the opportunity of a brief meeting with the representative or friend before the interview.

The member of staff will be given as much information, including the reasons for any proposed suspension, as is consistent with not interfering with an investigation about the allegation. If it is considered that suspension is necessary, the individual will be advised that he or she is suspended from duty. Written confirmation will be dispatched **within one working day**, giving the reasons for the suspension.

Action on conclusion of a case

If the allegation is substantiated and the person (whether employed, contracted, a volunteer or student) is dismissed or the School has ceased to use the person's services, the Nominated Senior Manager will make a prompt referral to the DBS. It is a statutory duty to report the person to the DBS if the School believes that the person has engaged in conduct that harmed or is likely to harm a child. This will be done immediately. This will apply even if the person resigns or withdraws their voluntary services before a disciplinary process has been completed. 'Compromise agreements' will not be used to prevent a referral being made to the DBS when it is legally required nor will an individual's refusal to cooperate with an investigation. The Nominated Senior Manager will respond to requests from the DBS for information and reports will include as much evidence as possible about the circumstances of the case.

A referral to the National College for Teaching and Leadership (NCTL) may also be made where a teacher has been dismissed (or would have been dismissed had she/he not resigned). In such cases, a prohibition order may be appropriate when there is evidence of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence.

If the allegations were unsubstantiated or malicious and the member of staff was suspended as a result of the allegation, appropriate support should be offered so that he/she can return to school. A phased return may be considered in this situation. In these situations, the LADO may also decide to refer the child / children concerned to external agencies. The Head Mistress will also decide whether any disciplinary action is appropriate against the student who made the allegation.

The Head Mistress will review whether any improvements to the School's procedures would help to prevent similar events in the future. This will also include issues arising from suspension of a member of staff.

Review of policy

This policy is reviewed and updated annually

Policy updated by Helen Jeys April 2016

Policy approved by Governors at Academic Development Committee April 2016

Presented to staff: at staff meeting and by booklet 19th April 2016,

Posted on school website

Contact Numbers / Details of Key Agencies:

| | | |
|--------------------------------|--|--|
| Childline | 0800 11 11 | www.childline.org.uk |
| Eclipse (Drugs / Alcohol) | 0161 273 6686 | |
| FGM helpline (NSPCC) | 0800 028 3550 | |
| | fgmhelp@nspcc.org | |
| Fresh (Contraception / Health) | 0161 701 1555 | |
| Manchester Children's Social | 0161 234 5001 | |
| Care Contact Centre | | |
| LADO (Majella O'Hagan) | 0161 234 1214 | |
| NSPCC | 0808 800 5000 | |
| | 18001 0808 800 5000 (Textphone / Webcam for deaf or hard of hearing) | |
| | 88858 (Text) | |
| Police | 999 (emergency) / 101 (non-emergency) | |
| Prevent Lead | 0161 856 9305 (Samiya Butt, Manchester Prevent Coordinator) | |
| | s.butt@manchester.gov.uk | |
| (DfE helpline | 020 7340 7264 (non-emergency advice for staff and governors) | |
| | counter-extremism@education.gsi.gov.uk | |
| Protect Team (CSE) | 0161 226 4196 | |
| | 0161 856 6020 | |
| | protect.team@gmp.pnn.police.uk | |
| Safe in the City | 0800 389 9344 | |
| <u>Manchester LSCB</u> | | |
| | www.manchester.gov.uk/info/100010/social_care_and_support/3122/child_protection_procedures/2 | |
| UK Anti-Terrorist Hotline | 0800 789 321 | |

Key Personnel:

Designated Persons:

| | | |
|---|--|-------------------|
| Senior School | Deputy Head (Pastoral) | Mrs H Jeys |
| | 0161 224 0447 (Ex. 204) (hjeys@mhsg.manchester.sch.uk) | |
| Preparatory Department | Head of the Preparatory Department | Mrs E Nash |
| | 0161 224 0447 (Ex. 215) (enash@mhsg.manchester.sch.uk) | |
| Early Years | Head of the Preparatory Department | Mrs E Nash |
| The School Nurse, Sister D Matthews, is the Deputy Designated Person for Child Protection. | | |
| 0161 224 0447 (Ex. 219) (dmatthews@mhsg.manchester.sch.uk) | | |

The Lead Governor responsible for Child Protection / Safeguarding is Mrs S Klass