

**POLICY FOR CHILD PROTECTION AND SAFEGUARDING Manchester High School  
for Girls Senior School and Preparatory Department, including the Early Years  
Foundation Stage (EYFS) and out of school hours activities and care**

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## School Contacts

Concerns related to Child Protection should be referred to one of the Designated Safeguarding Leads.

<b>Designated Safeguarding Lead (DSL)</b> <b>Senior School</b> Mrs Ann Goddard, Deputy Head (Pastoral)	Email: <a href="mailto:agoddard@mhsg.manchester.sch.uk">agoddard@mhsg.manchester.sch.uk</a> Tel: 0161 2240447 ext 204
<b>Designated Safeguarding Lead (DSL)</b> <b>Preparatory Department including Early Years</b> Mrs Veronique Shingler, Deputy Head of the Preparatory Department	Email: <a href="mailto:vshingler@mhsg.manchester.sch.uk">vshingler@mhsg.manchester.sch.uk</a> Tel: 0161 2492243 ext 285
<b>Deputy Safeguarding Lead (Deputy DSL)</b> <b>Senior School</b> Sister Charlotte Hughes, School Nurse Sister Charlotte Railton, School Nurse	Email: <a href="mailto:nurses@mhsg.manchester.sch.uk">nurses@mhsg.manchester.sch.uk</a> Tel: 0161 2240447 ext 219
<b>Deputy Safeguarding Lead (Deputy DSL)</b> <b>Preparatory Department Including Early Years</b> Mrs Ruth Anderson, Assistant Head of EYFS and Key Stage 1	Email: <a href="mailto:randerson@mhsg.manchester.sch.uk">randerson@mhsg.manchester.sch.uk</a> Tel: 0161 2492243
<b>Lead Safeguarding Governor and Governor for Looked After Children</b> Mrs Fiona Smyth	Can be contacted via the School Email: <a href="mailto:administration@mhsg.manchester.sch.uk">administration@mhsg.manchester.sch.uk</a> Tel: 0161 2240447
<b>Head Mistress</b> Mrs Helen Jeys	Can be contacted via the School Email: <a href="mailto:administration@mhsg.manchester.sch.uk">administration@mhsg.manchester.sch.uk</a> Tel: 0161 2240447
<b>Chair of Governors</b> Lady Rachel Cooper	Can be contacted via the School Email: <a href="mailto:administration@mhsg.manchester.sch.uk">administration@mhsg.manchester.sch.uk</a> Tel: 0161 2240447

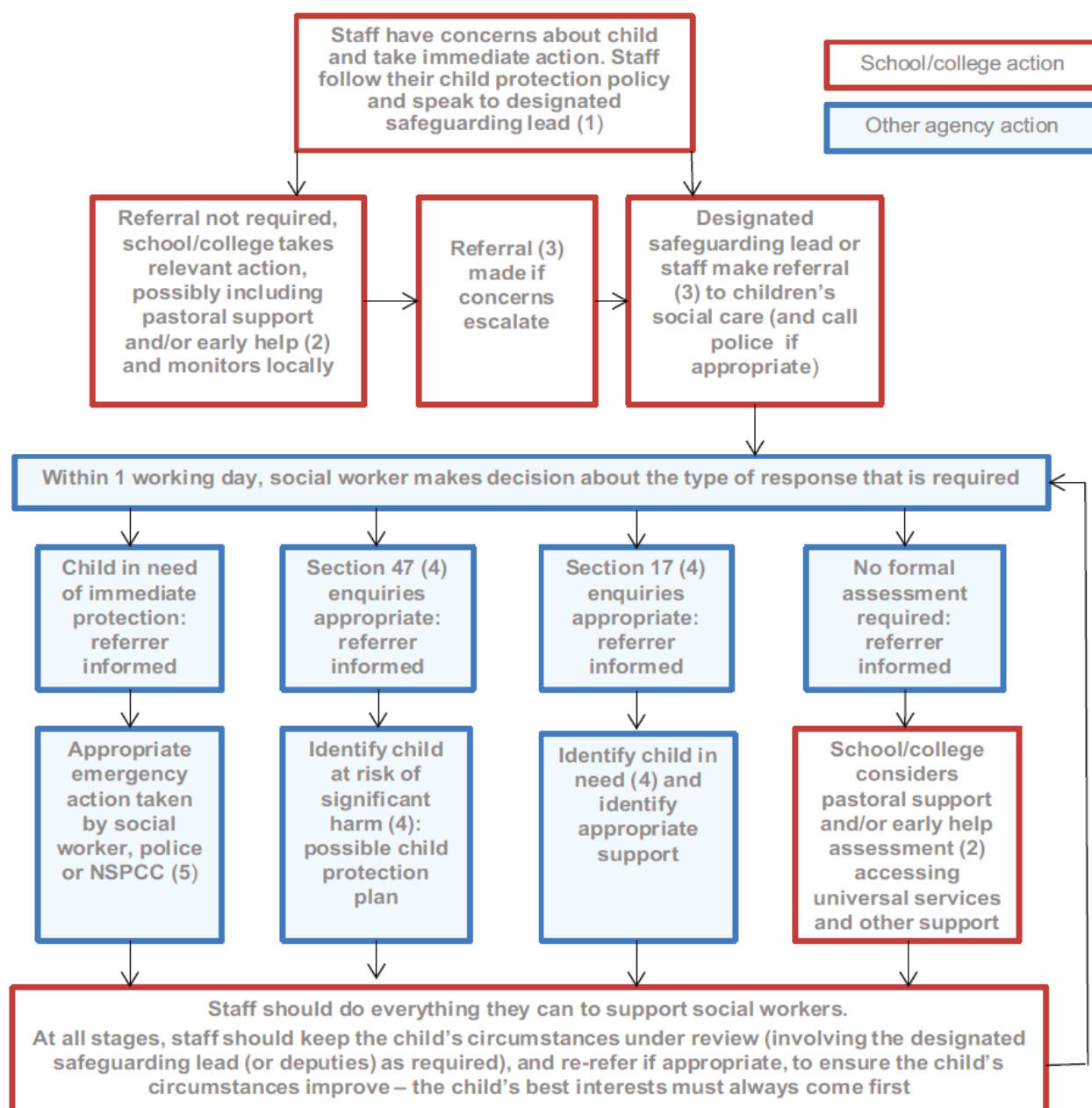
Both the Senior and the three Deputy DSLs will liaise with each other and with the Head Mistress.

## OTHER IMPORTANT CONTACT INFORMATION

Local Authority		Children's Social Care
Manchester		Tel: 0161 234 5001
Bolton		Tel: 01204 331500
Bury		Tel: 0161 253 5454
Cheshire East		Tel: 0300 123 5012
Oldham		Tel: 0161 770 3790
Rochdale		Tel: 0845 226 5570
Salford		Tel: 0161 603 4500
Stockport		Tel: 0161 217 6028
Tameside		Tel: 0161 342 4101
Trafford		Tel: 0161 912 5125
Wigan		Tel: 01942 828 300
Other key agencies		
Channel and Prevent	Tel: 0161 856 6362 Email: <a href="mailto:channel.project@gmp.police.uk">channel.project@gmp.police.uk</a>	
Childline	Tel: 0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a>	
Local Authority Designated Officer:	Tel: 0161 2341214 <a href="#">MCC Designated Officer Referral Form</a> Email: <a href="mailto:qualityassurance@manchester.gov.uk">qualityassurance@manchester.gov.uk</a>	
Manchester Contact Centre	Tel: 0161 234 5001 <a href="mailto:mcsreply@manchester.gov.uk">mcsreply@manchester.gov.uk</a>	
Manchester Family Information Service	Tel: 0800 083 7921	
Manchester Prevent and Community Cohesion Co-ordinator	Tel: 0161 234 1489	
Manchester Safeguarding Children Board (MSCB)	Tel: 0161 234 3330 <a href="http://www.manchesterscb.org.uk">www.manchesterscb.org.uk</a> <a href="mailto:manchestersafeguardingboards@manchester.gov.uk">manchestersafeguardingboards@manchester.gov.uk</a>	
NSPCC 24/7 Helpline	Tel: 0808 800 5000 link: <a href="#">NSPCC helpline</a>	
NSPCC FGM Helpline	Tel: 0800 028 3550 <a href="mailto:fgmhelp@nspcc.org">fgmhelp@nspcc.org</a>	
NSPCC Whistle-blowing Helpline	Tel: 0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	
National Bullying Helpline	Tel: 0845 22 55 787	
Police	Non-emergency Tel: 101 Emergency Tel: 999	
Prevent and Counter Extremism	Non-emergency advice on religious and political extremism Tel: 020 7340 7264 Police: Tel: 101 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>	
Protect Team (Child Sexual Exploitation)	01332 585371 <a href="#">The Protect Team</a> <a href="mailto:network@nwgnetwork">network@nwgnetwork</a>	

**Summary - Actions when there are concerns about a child. Taken from Keeping Children Safe in Education,**

**Actions where there are concerns about a child**



## Introduction

Manchester High School for Girls (the School) is committed to acting in the best interests of the child and will take actions to enable all pupils to have the best outcomes. The safety and welfare of children is the statutory responsibility of all those who come into contact with them in the School.

All staff, volunteers and governors will be pro-active in trying to identify possible safeguarding issues and will report concerns immediately to one of the School's Designated Safeguarding Leads (DSLs).

Other relevant School 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

## Legislation and Guidance

This Policy has regard to the following guidance and advice:

- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2020)
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (July 2020)
- Criminal exploitation of children and vulnerable adults: county lines (February 2020)
- Criminal records checks for overseas applications (February 2021);
- Disqualification under the Childcare Act 2006 (August 2018);
- Equality Act 2010: Advice for Schools (May 2014);
- Greater Manchester Safeguarding Children Procedures (GMSCP), these are available at <https://www.manchestersafeguardingboards.co.uk/children-young-people/>
- Information sharing: advice for practitioners providing safeguarding services (July 2018);
- Keeping Children Safe in Education (September 2021) (KCSIE);
- Manchester Multi-Agency Safeguarding Arrangements (MMASA) (June 2019)
- Mental Health and behaviour in Schools (November 2018)
- Missing Children and Adults Strategy (December 2011);
- Multi-agency statutory guidance on FGM (July 2020);
- Prevent Duty Guidance for England and Wales (April 2021);
- Relationship Education, Relationships and Sex Education (RSE) and Health Education (June 2019)
- Searching, Screening and Confiscation advice (January 2018);
- Sexting in Schools and Colleges (UKCCIS);
- Sexual violence and sexual harassment between children in schools and colleges (September 2021);
- Statutory framework for the early years foundation stage (2017);
- Teaching online safety in schools (June 2019)
- The Charity Commission guidance: duties to safeguard children (October 2019)

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- The Prevent Duty: Departmental Advice for Schools and Childminders (June 2015);
- The Teachers' Standards (update 2021)
- The Use of Social Media for On-line Radicalisation (July 2015);
- Use of Reasonable Force (July 2013);
- What to do if you're worried a child is being abused: advice for practitioners (March 2015); and
- Working Together to Safeguard Children (July 2018).

## Definitions and terms used in this policy

**Abuse** may be defined as an act of commission or omission judged by the community and professional experts to be inappropriate or damaging. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events covered by one definition or label. In most cases multiple issues overlap with one another.

**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.

**A child in need** is defined in Section 17 of the Children Act (1989) as 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.

**A child at risk** is defined in Section 47 of the Children Act (1989) as a child who is, maybe suffering, or likely to suffer, significant harm. In this instance action is required to safeguard and promote the welfare of a child. Section 47 places Social Services under a duty to investigate as to whether a child is subject to an Emergency Protection Order, Police Protection or is likely to suffer significant harm.

**Child Protection** is defined as the right to intervene when children's safety or continued wellbeing is under threat.

**Contextual Safeguarding** recognises that the different relationships formed by young people in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts. Young people's experiences of extra-familial abuse can undermine parent-child relationships. Any safeguarding and CP assessment will consider all available evidence and enable a contextual approach to address any harm.

**Designated Safeguarding Lead (DSL)** or the Deputy Designated Safeguarding Lead in their absence, is defined as the member of senior management to whom staff must immediately refer any child protection concerns. If a child is in danger or is at imminent risk of significant harm, a referral must be made to Children's Social Care and/or the Police immediately. The DSL (Deputy DSLs) also acts as the contact between school, family and external agencies.

**Local Safeguarding Children Board** - the School deals with a range of local authorities and this policy has been written in accordance with the locally agreed interagency procedures set out in the Greater Manchester Safeguarding Children Procedures (GMSCP), these are available at <https://www.manchestersafeguardingboards.co.uk/children-young-people/> .

Social care assessments include measures to prevent bullying of all kinds ie cyberbullying, prejudice-based and discriminatory bullying.

**Manchester Safeguarding Children Board (MSCB)** is a statutory body made up of organisations that work together to safeguard and promote the welfare of children and their families. MSCB has adopted the Greater Manchester Safeguarding Children Procedures (GMSCP). 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. As with all such procedures, the focus is on identifying, wherever possible, problems from the earliest possible point.

**Mental Health** problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, Staff are well placed to observe children day-to-day and identify behaviour which suggests that they may be experiencing a mental health problems. Adverse Childhood Experiences (ACE) can have a lasting impact throughout childhood, adolescence and into adulthood. Mental health concerns are a safeguarding concern. (See Mental Health Policy) Further information can be found in the [Mental Health and Behaviour in Schools Guidance](#).

**Multi-agency** involves cooperation between several organisations, bringing these practitioners together to provide an integrated way of working to support children and their families. The School deals with a range of local authorities and this policy has been written in accordance with [Manchester Multi-Agency Safeguarding Arrangements \(MMASA\)](#). Locally, the three safeguarding partners (Local authority; a clinical commissioning group; Chief of Police) will make arrangements to work together. This collaborative work will include child death review partner arrangements.

**Safeguarding and promoting welfare** is defined as: protecting a child from maltreatment, preventing impairment of a child's mental and physical health or development, ensuring that the child grows up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances. Child protection is one part of the safeguarding policy.

**'Sexting'** is defined as sharing nudes and semi-nudes

**Staff** refers to all individuals working in or for the School including all teaching and non-teaching staff, part-time staff, supply staff, Governors, volunteers, trainee teachers, coaches and contractors. It is an offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child. All staff have a responsibility to listen to children.

**Training:** Experts and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues.

When planning, the trainer will use the links to government guidance as required on specific safeguarding issues, for example: [MindED](#) and the [NSPCC](#) websites. The [GOV.UK](#) website will also provide information listed under **Specific Safeguarding Issues** in KCSIE 2021 i.e.; abuse, bullying including cyberbullying, criminal exploitation of children and vulnerable adults county lines, children missing education, child missing from home or care, child sexual exploitation advice for practitioners, domestic abuse, drugs, fabricated or induced illness, faith based abuse, female genital mutilation, forced marriage, gangs and youth violence, gender based violence/violence against women and girls, gender-based violence/violence against women and girls, hate, mental health, missing children and adults, private fostering, preventing radicalisation, protecting children from radicalisation, relationship abuse, sexual violence and sexual harassment between children in schools, sharing nudes and semi-nudes, upskirting, trafficking and modern slavery.



## Intended Outcomes

The School will consider at all times, outcomes which are in the child's best interest. Actions will be taken to ensure a whole school child-centred and coordinated approach to safeguarding. School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The School recognises its duty to Safeguard and promote the welfare of all its pupils in a manner that respects the dignity, privacy and beliefs of all and without discrimination on the basis of gender, race, ethnicity, religion, sexual orientation or disability. In line with the Equality Act (2010), no child will be treated less favourably than another due to her individual circumstances. Each child should know that their concerns will be treated seriously and that they can safely express their views and give feedback.

This policy is applicable to the whole School community. All staff, volunteers and governors have a duty to safeguard the School's pupils. They must therefore familiarise themselves and comply with this policy at all times. Along with the School's code of conduct for staff, they must also read and retain a copy of Part I and Annex A of KCSIE. The School will put in place training mechanisms to assist staff, volunteers and governors in understanding and delivering their role and responsibilities, as set out in Part I and Annex A of KCSIE. This will include regular (at least annually) update briefings, discussion and evaluations of their training needs.

The School will take special care to safeguard the welfare of pupils 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.

The School understands that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities. Care will be taken not to assume that indicators of abuse such as behaviour, mood and injury relate only to a child's disability without further exploration. It is recognised that children with SEN and other disabilities can be more vulnerable to and impacted by behaviour such as bullying or peer on peer abuse even when they don't exhibit any obvious signs of distress. These children may also experience barriers in communicating their concerns and may find it difficult to overcome these without specific support.

All staff must be aware of the difference between a 'concern' and a child being in 'immediate danger' and the required actions in each case. In the case of a concern, a member of staff should have a conversation with the DSL (Deputy DSLs) to agree a course of action. The DSL or Deputy DSLs will act in accordance with the MSCB [threshold document](#), which will determine the level of need required. School will allow access for children's social care from the host local authority or a placing local authority to conduct a section 17 or section 47 assessment.

If a child is in immediate danger or is at risk of harm, a referral to MSCB and/or the Police **should be made immediately**. Any member of staff can make a referral although the DSL should be informed as soon as possible that a referral has been made.

All staff should not assume that a colleague or another professional will take action and share information that will keep a child safe. Early Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. School has authority to share, hold and use information for these purposes.

The School will take action to promote the welfare of a child in need of additional support, even if they are not suffering harm or are not at immediate risk.

## Safeguarding Children and Whistle-blowing

The School has a culture of safety and raising concerns. Equally, the School values staff and encourages an ethos of reflective practice. A member of staff who has safeguarding concerns about another member of staff

(including supply staff and volunteers) posing a risk of harm to children, or more general concerns about failings in the School's safeguarding and child protection procedures, should report them in accordance with this policy or following the guidance in the School's Whistle-blowing policy. They can be confident that such concerns will be thoroughly investigated. Adverse consequences will not be suffered by anyone who reports a genuine concern in good faith.

Where there are allegations of criminal activity, the relevant authorities will always be informed by the DSL or Deputy DSL. In this instance, the Greater Manchester Safeguarding Children Procedures ([GMSCP](#)), which are adopted by the MSCB, will be referred to.

The [NSPCC whistleblowing helpline](#) is also available as an alternative route for staff who feel unable to raise the issue with the DSL, or have concerns about the way a case is being handled by the School/DSL.

The NSPCC has a Whistle-blowing helpline: Tel: 0800 280 285; email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **Key responsibilities of all governors, staff and volunteers**

All governors, staff (including supply staff and contractors who are on site at the same time as students) and volunteers must play a part in preventing abuse and neglect through:

- Be aware of procedures to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children. (see Whistleblowing policy)
- Knowing, understanding and complying with the School's policy and procedures on child protection and safeguarding
- Knowing the signs and symptoms of abuse and being vigilant in noticing such signs in pupils (see Appendix I)
- Knowing that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments
- Reporting allegations or suspicions to the appropriate DSL, or in her absence to one of the Deputy DSLs immediately. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.
- Maintaining an attitude of 'it could happen here' where safeguarding is concerned
- Monitoring changes in the behaviour of pupils in their care and reporting these concerns to the DSL or Deputy DSLs
- Monitoring the attendance of their pupils carefully and reporting concerning patterns of absence, to the DSL or Deputy DSLs
- Helping pupils, 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
- Creating and maintaining a safe and secure environment for pupils and staff
- Ensuring that any visitor for whom the School does not have a DBS check is supervised by a member of staff for the duration of their visit
- Being approachable so that pupils will share their worries and concerns
- Adopting a child-centred approach by giving the pupil the right to participate in some decisions about her safety and welfare, in line with her age and maturity
- Monitoring, carefully, the outcomes for the child in order to ensure her continued welfare and discussing possible early help requirements i.e. providing support as soon as a problem emerges with the DSL or Deputy DSLs
- Promoting the spiritual, moral, social and cultural development of all pupils
- Providing pupils 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
- Knowing that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

- Exercising diligence to prevent an organisation or speaker from using the School's facilities to disseminate extremist views or radicalise pupils
- Recognising that children are capable of abusing their peers
- Attending update training on safeguarding children at least annually and in depth training at least every three years. Such training will include online safety.
- Reading, understanding and complying with the Staff Code of Conduct (incorporating Safe Working Practice)
- Raising concerns about poor or unsafe practice and potential failures in the School's safeguarding regime

## **Management of safeguarding practice**

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
- providing a Staff Code of Conduct (incorporating Safer Working Practice) and Whistle-Blowing Policy in order to protect staff and students
- ensuring that a policy is in place for handling allegations of abuse against members of staff, volunteers and the Head Mistress (see Appendix 5 page 41)
- providing an Acceptable Use of ICT policy for both staff and students and utilising IT filtering systems which enable information on extremism related search items to be gathered
- 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
- understanding the importance of identifying children who may benefit from early help
- employing School Nurses to assist in providing emotional and medical support for vulnerable pupils
- teaching students about safeguarding, including online safeguarding, through teaching and learning opportunities
- appointing a DSL 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 local multi-agency safeguarding team 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 who can access students directly are given the safeguarding statement to read.
- use of visitor speaker forms for the DSL 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. One of two forms must be completed prior to any visitor accessing children; 1) external visitors delivering live sessions in school or 2) external visitors delivering online sessions.

### **Pupils**

- ensuring staff vigilance so that adults notice when things are troubling them

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- 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
- publicising and implementing a clear code of conduct for students, with summaries in the Student Planner and Parent Handbook
- implementing consistent behaviour management and anti-bullying procedures which try to establish cause as well as effect of inappropriate behaviour
- 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 pupils, by including in the Well Being / PSHE curriculum, form time and assemblies, information on 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

### **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

### **Responding to a disclosure - 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. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The following sequence of actions should be adhered to.

**Act** immediately if a child arrives in school needing urgent medical treatment.

Take her to a School Nurse, who will consult the appropriate medical professionals to arrange treatment. In the absence of a School Nurse, ask for a First Aider from Top Office.

**Listen** to what the child has to say in a private area

**It is essential that you do not try to investigate the situation.**

Keep calm.

Reassure the pupil that they were right to have told you and acknowledge that it must have been difficult for them to do so

Be accessible and receptive.

Be aware that reporting an incident of sexual violence may be especially traumatic.

Do not interrupt. Do not prompt. Do not over-question.

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 pupil.

Let her know that you will have to tell someone to get help for her.

Do not promise that you will sort everything out.

Remind the pupil about the confidential help-lines for Childline and the NSPCC contact details for which are printed in the Student Planner

**Report** orally immediately to the DSL or, in their absence, to one of the Deputy DSLs.

Do not tell any other staff, even if a parent or child asks you to.

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.

**Record** in detail the discussion as soon as is practicable, but always within 24 hours

Use the child's own words. Include any clarification questions you asked, in your write up. Your record should be handwritten or typed and printed (then immediately deleted) signed and dated. See Appendix 7 on page 54.

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 pupil said had happened, when and to whom and by whom; the nonverbal behaviour and demeanour of the pupil; a brief description of any visible or alleged physical injuries (one of the School Nurses will record these); the pupil's preferred follow-up action.

These notes may be needed in subsequent court proceedings and you are accountable for their accuracy. This record should be placed in a sealed envelope and given to the appropriate DSL.

Following the submission of a report to the DSL, the person concerned should continue to monitor the child's safety and welfare. Where concerns continue, the person should remain in contact with the DSL or Deputy DSLs to ascertain what action is being taken. Staff should understand that they can refer a child directly to Children's Social Care, especially where they are concerned that a child is suffering or likely to suffer significant harm. There is a duty on all staff to persist with referrals to Children's Social Care if they feel appropriate action is not being taken. The School will fully support any member of our community who raises a concern over the safety and welfare of a child.

### **Follow-up to a disclosure or raising of a concern**

The decision to refer concerns over a child's safety and welfare to Children's Social Care will normally be taken by the DSL or Deputy DSLs. However, anyone can make such a referral by speaking to staff at the First Response Team (using the Children's Social Care contact numbers on page 2).

The School will not impose high thresholds on referrals to Children's Social Care or other external agencies such as the Police. GDPR will not be allowed to stand in the way of safeguarding children. When responding to concerns over a child's safety and welfare, the School will follow both the Greater Manchester Safeguarding Children Procedures (MSCP) guidance and the more detailed guidance on thresholds found in the Manchester Safeguarding Children Board's (MSCB) Multi- Agency Levels of Need (Threshold) Document.

The School will always make a referral:

- where a child is in immediate danger or suffering or likely to suffer significant harm
- with the agreement of the child and/or a person with parental responsibility (depending on the age of the child), if a child is likely to benefit from family support services

Referrals will be made even where it is known that Children's Social Care is already involved with the child and/or her family.

A verbal referral will be supported in writing, usually by the completion of a Safeguarding Children Referral Form or equivalent document within 24 hours of the referral being made. The content of the referral will be discussed with parents where this is appropriate. It is good practice to discuss concerns with the parents and where possible to seek agreement, but this will not be done where it could prejudice an investigation or place the child at further risk. Parents are unlikely to be told that a referral is being made if sexual abuse or fabricated illness is suspected. In such cases, advice will be sought initially from the appropriate agencies

If there is an injury and it is so serious that immediate medical treatment is required, the DSL or Deputy DSLs will arrange for the child to be taken to hospital, usually accompanied by one of the School Nurses. The parents will be informed that this action has been taken.

The DSL or Deputy DSLs 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 DSL or Deputy DSLs are responsible for contacting external agencies on behalf of any student of the school. In their absence, one of the School Nurses 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: page 16).

The DSL or Deputy DSL 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**. In this instance, information may be shared relating to the individual child's development needs and the capacity of the parents to meet them.

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 are shown on page 2. For Manchester children, the Children's Social Care Contact Centre contact is 0161 234 5001. To call the Police directly phone 101.

At the end of any discussion with Children's Social Care, the DSL or Deputy DSLs must be clear about local multi-agency safeguarding arrangements proposed response, timescales for action and who will be taking the action, or if no further action is needed.

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

If a student is referred to the Children's Social Care team by the DSL or Deputy DSLs, the local multi-agency safeguarding team should make a decision within one working day about the course of action it is taking. They should then let the referrer know the outcome. This will include determining whether:

- urgent action is required.
- the child will be assessed under section 17 or 47 of the Children Act 1989.
- any services are required.
- further specialist assessments are required to assist in the decision making.

Should this information not be forthcoming within 24 hours the referral should be followed up by the DSL. Equally the DSL or Deputy DSLs will press for re-consideration should it be felt that their concerns have not been addressed to ensure that the child's situation improves.

All staff will do everything they can to support an assessment as directed by the DSL or Deputy DSLs. If it is deemed necessary to the child's welfare, the DSL 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 DSL or Deputy DSLs are alerted immediately to concerns. The DSL or Deputy DSLs will liaise with the appropriate Children's Social Care personnel.

The DSL or Deputy DSLs 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 DSLs to alert the DSL of such an absence in the Senior School and the responsibility of the DSL 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 DSL will store records written by all involved adults and will produce records of the observations, conversations, contact with external agencies and action taken.

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 DSL / Deputy DSLs together with other members of staff who may have an important role in the life of the child (e.g. Head of Year).

### **Family Group Meetings, Child Protection Case Conferences and Strategy Meetings**

The School takes the commitment to attend meetings related to safeguarding and child protection cases very seriously and will try to ensure that the DSL or a Deputy DSLs can attend, but any member of staff could be required to participate. In the unlikely event that a member of staff cannot attend, a written report will be sent to the conference to convey the latest information from the School.

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.

### **Early Help**

Early Help, is a means of providing support as soon as a problem emerges in a child's life. Early Help can also prevent further problems arising. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who;

- is disabled and has specific additional needs.
- has special education needs; irrespective of a care plan.
- is a young carer.
- is frequently missing/goes missing from a care home.
- is misusing drugs or alcohol.
- is in family circumstances which present challenges for the child.
- has returned to the family after living in care.
- is showing signs of engaging in anti-social or criminal behaviour.
- is showing early signs of mental health problems.
- is exhibiting early signs of abuse and/or neglect.

Effective Early Help relies upon the School and local agencies working together to:

- identify children and families who would benefit from Early Help
- undertake an assessment of the need for Early Help
- provide targeted Early Help services to address the assessed needs of a child and their family which focuses on activity to improve significantly the outcomes for the child

Staff may be required to support other agencies or act as the lead professional in an early help assessment. Where a referral for statutory services has been made, the local authority should make a decision within 24 hours. School will be proactive in asking for an update of action if the local authority is not forthcoming. All cases will be reviewed and consideration given to a referral to MSCB in the situation does not improve or indeed gets worse.

The MSCB publishes a [threshold document](#) that includes:

- the process for the Early Help assessment and the type and level of Early Help services to be provided
- the criteria, including the level of need, for when a case should be referred to local authority Children's Social Care for assessment and for statutory services under (a) section 17 of the Children Act 1989 (children in need) and (b) section 47 of the Children Act 1989 (reasonable cause to suspect children suffering or likely to suffer significant harm).

The MSCB produces [detailed guidance](#) on the Early Help process. However, it must be remembered that the School's pupils live in a variety of districts in the North West, all of which have their own Early Help procedures.

Where concerns over a child's safety and welfare do not meet the criteria for immediate referral to Children's Social Care, the School will follow the relevant detailed guidance on Early Help and multi-agency working. This may result in the submission of a Common Assessment Framework form (CAF) and, depending upon the circumstances of each case and discussions with any other agencies, might lead to the formation of a Team Around the Child (TAC).

In 'borderline' cases, i.e. where it is not immediately clear whether to make a referral or proceed via the CAF framework, the School will consult the relevant Children's Social Care First Response Team for advice. However, and regardless of the precise details of a response in any particular case, the School will always respond to concerns over a child's safety and welfare on the premise that concerns must always be shared.

It is to be hoped that in each case Early Help will improve the welfare of the child. However, each case will be kept under review, and consideration will be given to a referral to Children's Social Care if the child's situation does not appear to be improving.

Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police), inter-agency assessment will be considered. These early help assessments, such as the Common Assessment Framework, identify help that the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

**If any member of staff identifies a child who would benefit from an Early Help assessment** they should alert the DSL utilising the 'MHSG Log of concern about a child's welfare' sheet see Appendix 7 or via the School's child protection online monitoring system known as CPOMS. The initial assessment will be undertaken by the DSL. A decision will be made about who will provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. This 'lead professional role' may be undertaken by the DSL, a Deputy DSL, Head of Year, medical staff or Head of Special Educational Needs and Disability (SEND). Decisions about who should be the lead professional will be taken on a case by-case basis and will be formed by the needs of the child and their family.

For an early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents. It will involve the child and family as well as all the professionals who are working with them.
- the lead professional should be able to discuss concerns they may have about a child and family with a social worker in line with local multi-agency safeguarding arrangements. Local Authority Children's Social Care should determine the process for this to happen.
- if parents and/or the child do not consent to an Early Help assessment, then the lead professional will make a judgment as to whether, without help, the needs of the child will escalate. If so, a referral into local authority Children's Social Care may be necessary.

**Managing Sexual Violence and/or Sexual Harassment Between Children** see also peer on peer abuse page 18

How the School responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. The DSL or Deputy DSLs are the most



appropriate persons to decide on the initial response of the school. Important considerations will include: the wishes of the victim, the nature of the alleged incident/s, the age of the pupil, any power of imbalance between the children involved, the frequency of the alleged incident, possible ongoing risks and other related issues. Supporting information to determine where the school fits into the wider environment can be found here: [contextual safeguarding](#). School will consider every report on a case-by-case basis, while taking immediate action to safeguard their children, for example when to inform the alleged perpetrator(s) will be a decision that should be carefully considered.

When citing sexual violence school will refer to sexual offences under the Sexual Offences Act 2003 105 as described below:

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

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

The following principles will shape decisions regarding safeguarding and supporting the victim:

- The paramount needs and wishes of the victim. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. School will be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- School will be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs, NSPCC and the [Lucy Faithful Foundation](#)
- Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault the alleged perpetrator will be removed from any classes they share with the victim. School will consider how best to keep the victim and alleged perpetrator a reasonable distance apart, while considering that in most probability, the rape or assault will have constituted a serious breach of discipline, and that allowing the perpetrator to remain in school will seriously harm the education or welfare of the victim. Support for the perpetrator (and sanctions) will be considered on a case-by-case basis while remembering that harmful sexual behaviour in young children may be a symptom of either their own abuse or exposure to abusive practices and or materials.

When making reference to consent, it is understood that consent means a freedom and capacity to choose to sexual activity. It is accepted that consent may be given to one form of sexual activity but not to another and can be withdrawn at any time during sexual activity. [Staff training will be based around Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) to ensure that a culture of unacceptable behaviour is not normalised which may prevent reports of behaviours related to abuse being made. School will consider whether any disciplinary action is appropriate against the individual who deliberately invented an unsubstantiated, unfounded, false or malicious reports as per the behaviour policy.

## **Managing Online safeguarding and sharing nudes and semi-nudes (sexting)**

Any online incidents that raise safeguarding concerns should be handled by the DSL or Deputy DSLs and reports made to Children's Social Care 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 it was found (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](http://www.iwf.org.uk)). The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. It is a criminal offence to possess, distribute, show and make indecent images of children. If an incident involving youth produced sexual imagery (often referred to as sexting) comes to the School's attention the incident should be referred to the DSL as soon as possible. There will be subsequent interviews with the pupils involved if appropriate. Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is a concern a child has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately. All children involved, whether perpetrator or victim, should be treated as being 'at risk'. Advice about sexting in schools is available from the UK Council for Child Internet Safety (UKCCIS): [sexting advice](#). See the ICT and E-Safety Policy for further information.

## **E-Safety**

E-safety is a safeguarding issue and the School has a duty to ensure that every student in its care is safe. Online safety is a continuous and interrelated theme throughout the curriculum, teacher training and parental engagement within the School. This applies equally to the 'virtual' or digital world. The School 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 only 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 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.

The introduction of Microsoft Teams as a teaching tool, has enabled pupils to have instant contact to staff outside of school hours. Staff will be advised to share with the DSL whenever a pupil contacts them via Teams during out of school hours, including weekends and holidays, in circumstances where the communication exceeds queries about schoolwork, i.e. is of a Pastoral nature.

## **Escalation procedures**

Occasionally, there may be disagreements between the view of the DSL 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 DSL 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 DSL / Deputy DSLs 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 DSL or Deputy DSLs 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 Nurses keep child protection records alongside the individual child's medical records.

Individual student records in Top Office are marked by a blue dot if confidential information is stored elsewhere, either by the School Nurses or by the DSLs in the Senior School or the Preparatory Department. At the start of each school year, the Deputy DSLs in the Senior School produce an annual list of current students for whom the DSLs in both the Senior School and the Preparatory Department hold child protection records. These records are updated and reviewed regularly amongst the DSLs to ensure that all records match.

Child protection records are stored in a locked cabinet by the DSL in the Senior School for twenty five years after the child has left school, according to the requirements of the School's insurance company. Records pertaining to sexual abuse or child sex exploitation will be kept indefinitely. Information on girls in the Preparatory Department is also stored in a locked cabinet in the office of the DSL in the Preparatory Department. The Head of the Preparatory Department will forward copies of confidential Child Protection records to the Senior School DSL when a child leaves the Preparatory Department and moves to the Senior School.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. Records should include:

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

## **Leavers / 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 DSL to the DSL 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 DSL will contact her Social Worker.  
To promote the welfare and protect the safety of the child it may be necessary for information to be shared with future schools.

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 where the pupil lives if the child who is due to start at MHS, 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 DSL informed at each stage of the procedures outlined above.

## **Attendance / Missing From Education**

Monitoring the attendance of pupils in the School forms part of the safeguarding responsibilities of all members of staff. Indeed, a child going missing from education, especially when they are repeatedly doing so, can act as a vital warning sign of a range of safeguarding risks including; abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems and substance abuse. 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 multi-agency safeguarding team 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 DSL is informed as soon as the pupil is known to be missing so that appropriate searches can take place. The DSL will liaise with parents / external services as appropriate to ensure the ongoing safety of the pupil. Where possible it is necessary for School to hold more than one emergency number for each child.

The Government's [missing children and adult's strategy](#) can be accessed for further information.

## **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

**Private Fostering:** The DSL will ensure that all staff should be alerted to the possibility of Private Fostering and such arrangements must be brought to the attention of the DSL or Deputy DSLs who will then notify the local authority to check the arrangement is suitable for the child.

## **Managing Allegations of Abuse Against Adults In The School (see also Appendix 5 on page 41)**

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 Managing 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 DSL 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.

### **Use of Reasonable Force**

It is acknowledged that the term 'reasonable force' covers a broad range of actions used by staff, which involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. To fully support and protect pupils in situations such as guiding a child to safety by the arm or in more extreme circumstances such as breaking up a physical altercation, reasonable force may be used by a member of staff. Advice found in the Government guidance '[Use of reasonable force](#)' will be adhered to.

### **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 (Children in Care)**

A child who is looked after by a Local Authority, subject to a care order or who is voluntarily accommodated by a Local Authority is termed a Looked After Child. Both DSLs in the Senior School and the Preparatory Department are the designated members of staff to safeguard and promote the welfare of each Looked After Child within the School. Further details can be found in Appendix 2

### **Staff Training, Including Induction Procedures**

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 and where there is not a panel, the one person interviewing must have completed the training.

Amended and Approved by Governors September 2021

- New staff / volunteers receive verbal advice on child protection from the DSL during the New Staff INSET before they take up post together with the Child Protection and Safeguarding Policy and Procedures, Part I and Annex A of KCSIE, the Staff Code of Conduct and the Whistle Blowing Policy.
- 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 DSL and the Deputy DSLs), Part I and Annex A of KCSIE, the Staff Code of Conduct, the School's Whistle Blowing Policy. In addition all new staff are asked to complete the EduCare online course: Safeguarding Young People and receive face-to-face training from the DSL.
- 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 and Annex A of KCSIE, the Staff Code of Conduct and the Whistle Blowing Policy. In addition, staff are asked to complete the EduCare Safeguarding Young People online course or receive face-to-face training from the DSL.
- All staff will receive appropriate in depth training at least once every three years with updates as required but at least annually to provide them with the information and knowledge to carry out their responsibilities effectively. This training will include basic safeguarding information about the School's policies and procedures including on-line safety, signs and symptoms of abuse (emotional and physical), Prevent and indicators of vulnerability to radicalisation, how to manage a disclosure from a child including a report of child on child sexual violence and sexual harassment, as well as when and how to record a concern about the welfare of a child.
- The DSL, Deputy DSLs and the Head Mistress will undergo training in inter-agency working and updates regularly but at least annually. Training should be provided by, or to the standards set by, the MSCB
- The Child Protection and Safeguarding Policy and Procedures, the Staff Code of Conduct, Whistle Blowing Policy, Part I and Annex A 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.
- 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.
- In the staff meeting at the start of each year, staff / volunteers are reminded about the names of the DSLs to whom they should take allegations or suspicions. They are also reminded of the School's overarching safeguarding procedures; the safeguarding and child protection policy; the staff code of conduct and information on the role of the DSL. The DSL makes staff aware of the early help process and their role in identifying emerging problems, sharing information and, in some cases, acting as the lead professional in undertaking an early help assessment. Staff are also made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- Updated regulations and information relating to safeguarding / child protection are given to all members of staff in staff meetings.
- 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.
- The DSL meets with the Governor who oversees child protection practices on a termly basis so that arrangements can be monitored and, if necessary, reviewed.

## **Safer Recruitment Procedures**

The School is committed to safer recruitment processes as set out in KCSIE, the Safeguarding Vulnerable Groups Act 2003 and other relevant safer recruitment guidance to ensure that no-one works within the School who is unsuitable to work with children. The relevant procedures are set out in Appendix 6 on page 49.

## **Disqualification**

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 they 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

Staff who join the School are asked to provide relevant information about themselves 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 are reminded, annually, of their duty to disclose any information relevant to the disqualification criteria.

## **Homestay during exchange visits**

School does not currently allow pupils to stay with host families on residential trips visits. However it is recognised that should this change, the regulations outlined in Annex E of KCSIE 2020, will be imposed and adhered to.

## **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, September 2020.) 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?

## **Review of policy**

This policy is reviewed and updated at least annually.

Policy updated by Ann Goddard August 2021. Discussed by Governors and approved at their meeting on XXXXXX.

## DEFINITIONS, SIGNS AND SYMPTOMS OF ABUSE

School staff are in a unique position to notice any change in appearance, behaviour, attendance and circumstances. 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. Any concerns should be referred to the DSL. This is in response to both the physical and mental wellbeing of the child and bearing in mind the impact of Contextual Safeguarding and Adverse Childhood Experiences.

Abuse may be defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

### **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.

### **Peer on peer abuse**

All staff should recognise that children are capable of abusing their peers (including online). This abuse can happen both inside and outside of school and online and even if there are no reports in school of this occurring it does not mean it is not happening, it may be the case that it is just not being reported.

Abuse of this type can be physical, sexual or emotional. This peer on peer abuse can manifest itself in various ways and is most likely to include, but is not limited to; bullying (including cyber bullying), gender-based violence/sexual violence, sexual harassment, upskirting and sharing nudes and semi-nudes (sexting), physical abuse such as hitting, kicking, biting, hair pulling and initiation/hazing (action without consent) type violence and rituals. Sharing nudes and semi-nudes can but does not always constitute abusive behaviour. Upskirting typically involves taking a picture under a person's clothing without them knowing and is a criminal offence.

Factors which may indicate that behaviour is abusive include (a) where it is repeated over time and/or where the perpetrator intended to cause serious harm; (b) where there is an element of coercion or pre-planning; and (c) where there is an imbalance of power, for example, as a result of age, size, social status or wealth. This list is not exhaustive and staff should always use their professional judgment and discuss any concerns with the DSL. The DSL will decide how each allegation of peer on peer abuse will be recorded, investigated



and dealt with according to the particular case. It is recognised that victims should be given as much control as is reasonably possible over decisions regarding how the investigation will proceed.

Procedures to minimise the risk of peer on peer abuse include an emphasis on staff and students taking responsibility for creating an encouraging and respectful school ethos and clear anti-bullying and behaviour policies.

Peer on peer abuse should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. This can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Older pupils may attempt to recruit younger pupils and children suffering from sexual exploitation themselves can be forced to recruit other children under the threat of violence. 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 warrant a response under Child Protection procedures rather than under the School’s Anti-Bullying policy, where upon the child will be supported accordingly. In the event of disclosures about pupil on pupil abuse, all children involved – whether perpetrator or victim – are treated as being at risk and will be referred to the DSL or Deputy DSLs who will contact local agencies and make a referral where appropriate. In order to manage situations where a Safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan to minimise future risks.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence,<sup>11</sup> such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment,<sup>12</sup> such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos<sup>13</sup> (also known as sexting or youth produced sexual imagery);
- upskirting,<sup>14</sup> which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

### **Serious violence**

Indicators, which may signal children are at risk from, or are involved with serious violent crime:

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

Factors which increase the likelihood of involvement in serious violence

- involvement in serious violence,
- being male,
- having been frequently absent or permanently excluded from school,

- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

### **Sexual violence and sexual harassment**

Sexual violence refers to offences as described under the Sexual Offences Act 2003. This includes; rape, assault by penetration and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature'. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal), to any age and gender and are never acceptable. School will maintain an attitude of 'it could happen here'. It is recognised that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is important that all victims are taken seriously and offered appropriate support. It will be made clear in school that sexual violence and sexual harassment are never acceptable and will never be tolerated. Dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh", "girls will be girls" or "boys being boys" is never acceptable and as such pupils will be taught to challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. It is understood that dismissing or tolerating such behaviours risks normalising them. SEND, LGBT children and those with a social worker and/or are being supported by the DSL, are at greater risk of sexual violence and/or harassment

Incidents of sexual violence and sexual harassment and/or behaviours, can be associated with factors outside the school, including intimate personal relationships. Whilst any report of sexual violence or sexual harassment should be taken seriously, it is more likely that girls will be the victims of sexual violence and sexual harassment.

### **Preventing Radicalisation and Violent Extremism: The Prevent Duty**

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

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

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

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

The Prevent duty is seen as part of schools' and colleges' wider safeguarding obligations. The 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."* The School values fundamental British values and seeks to protect its pupils 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, the School “has due regard to the need to prevent people from being drawn into terrorism” including extremism and radicalisation. 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 will be followed as this is considered a safeguarding concern.

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 DSL or Deputy DSLs.

The following risk assessment reflects the due regard of the School to the need to prevent pupils 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 [Prevent duty guidance: for England and Wales](#) document, updated in April 2019. 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
Pupil falls victim to radicalization / extremist ideology	All pupils	A	<ul style="list-style-type: none"> <li>• Pupils’ ability to access the internet in school time.</li> <li>• Pupils influencing each other through discussion.</li> <li>• External speakers visiting school to talk to pupils.</li> <li>• Vulnerability as a result of age / mental health etc.</li> <li>• Staff not reporting concerns relating to an individual pupil.</li> </ul>	1	A1

**Channel** is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. [Statutory Guidance](#).

#### Controls:

- Actively promote Fundamental British Values through Well Being and the wider curriculum (see Spiritual, Moral, Social and Cultural Policy).
- Encourage pupils to challenge argument through the teaching of debate / argument skills. This can build pupils’ 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 DSL or Deputy DSLs if it is suspected that a pupil has travelled to, or is planning to, travel to areas associated with extremism (e.g. Syria).
- DSL 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.
- DSLs / Deputy DSLs 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. [Channel Guidance Awareness](#)
- 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.
- 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 pupils to receive lessons on internet safety and encouraged to report any extremist ideology that they may experience online.
- IT filtering systems in place to enable information on extremism related search items to be gathered.
- Daily records of suspicious searches sent to the DSL so that they 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, with a view to keeping children safe. Assurance will be sought from the body concerned that they have appropriate safeguarding and child protection policies and procedures in place, and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate
- Staff provided with clear instructions as to how to record any concerns about an individual student.
- DSLs 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.
- 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.**

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

### **1. 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 child. Physical abuse can also occur outside of the family environment.

**Some of the following signs may be indicators of physical abuse:** any injuries not consistent with the explanation given for them; injuries which occur to the body in places which are not normally exposed to falls or rough games; injuries which have not received medical attention; reluctance on the part of a child to change for, or participate in, games or swimming lessons; bruises, bites, burns and fractures which do not have an accidental explanation; object shaped bruises; inconsistent accounts given by the child for the cause of injuries.

**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:** depression, aggression, extreme anxiety, changes or regression in mood or behaviour; obsessions or phobias; sudden underachievement or lack of concentration; seeking adult attention and not mixing well with other children; negative statements made by the child about herself; acts of aggression or cruelty to others; extreme shyness or passivity; stealing and lying.

### 3. Sexual abuse and exploitation

**Sexual abuse** is any sexual activity with a child. 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. A victim should never be given the impression that they are creating a problem by reporting sexual violence or harassment. 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 noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). 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 (CSE)** involves exploitative situations, contexts and relationships. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include 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.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources

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 and 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.

See Department for Education [Child Sexual Exploitation](#)

**Child Criminal Exploitation (CCE)** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into

moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of Child Criminal Exploitation:

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

See Department for Education: [Sexual violence and sexual harassment between children in schools and colleges](#)

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. CSE and CCE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

**County Lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. It is the criminal exploitation of children to carry drugs and money from urban areas to suburban and rural areas, through the use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A referral to the The National Referral Mechanism, ([Modern slavery and human trafficking](#)) will be considered if it is suspected that a child has been missing from school for the purpose of transporting drugs. It is recognized that county lines exploitation can affect any young person under the age of 18. As with any exploitation, such activity may appear consensual, can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. It is understood that such abuse can be perpetrated by individuals or groups, males or females, and young people or adults and is typified by some form of power imbalance, which may be due to a range of factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of indicators for CSE and CCE, some are additional specific indicators that may be present where a child is criminally exploited through involvement in county lines:

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

Amended and Approved by Governors September 2021



- a change of friendship with older individuals/groups
- a significant decline in performance
- unexplained gifts or new possessions

Further information can be found: Home Office: [Preventing youth violence and gang involvement](#)

**Cybercrime** Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. For further information view [Cyber Choices](#)

Cyber-dependent crimes include:

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

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

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

**Upskirting** is covered by The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

#### 4. Neglect

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs and is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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.

#### Specific Safeguarding Issues

In addition to identifying the types of abuse and neglect listed above, staff also need to be aware of specific Safeguarding issues, be able to recognise indicative signs and pass on any concerns to the DSL.

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**Honour-Based Abuse (HBA):** So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. School will be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take

**Female Genital Mutilation (FGM)** is illegal in the UK and is a violation of the human rights of girls and women. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. From October 2015 it has been mandatory for teachers to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. The DSL should also be informed, unless the teacher has good reason not to. The DSL or Deputy DSL should involve children's social care as appropriate.

Telephone Manchester Police on 101 or FGM Helpline: 0800 028 3550

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 that she is to have a 'special procedure' or to attend a special occasion;
- 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 child may talk 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;
- Haemorrhage that can also lead to anaemia;
- Wound infection, including tetanus;
- 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;

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- 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;

**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.

**Breast Ironing:** also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, in an attempt to hinder development or to make them disappear.

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

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse may become aggressive, display anti-social behaviour, suffer from depression or anxiety, or show signs of not achieving academically. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. [Operation Encompass](#) helps police and schools work together to provide emotional and practical help to children.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247 Further information on how children who witness domestic abuse can be supported can be found at [NSPCC.UK domestic abuse signs, symptoms, and effects](https://www.nspcc.org.uk/keeping-children-safe/what-to-do/signs-symptoms-effects/)

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism. The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including Local Authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

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.

**Preventing Radicalisation:** Extremism goes beyond terrorism. It can be defined as a vocal or active opposition to fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. Calls for the death of members of armed forces are also deemed as extremism. It is known that extremists can target the vulnerable – including the young – by implementing divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in society. It is known that extremists will target those who are vulnerable who could be influenced by family or friends online. Extremist may well appear to provide solutions and answers to an individual's problems. These indicators may be used to identify children who are at risk of being radicalised. As such a referral may be made to the Channel programme.

**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.

**Homelessness:** All staff should recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and Deputy DSL) will contact Local Housing Authorities and raise/progress concerns at the earliest opportunity should it become apparent that a family are at risk of becoming homeless. Such a referral will not replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases, homelessness is seen in the context of children who live with their families, and any intervention by school will be on that basis. However, 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home. In a situation such as this it is recognised that a different level of intervention and support will be required via Children's services. The DSL (or Deputy DSL) will ensure appropriate referrals are made based on the child's circumstances. Indicators

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that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Staff should also be mindful of other specific safeguarding issues such as, 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 <https://www.nspcc.org.uk/what-is-child-abuse/> and in the Mental Health Policy).

## 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 DSL

The DSL for the Preparatory Department or the Senior School will:

- Closely monitor the progress and attendance of a Looked After Child.
- Be aware of the emotional, psychological and social effects of loss and separation from birth families and other Adverse Childhood Experiences (ACE)
- Ensure that Looked After Children are not treated differently from their peers and show sensitivity about who else knows about their LAC status
- 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

**The School Nurses 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 DSL 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 DSL is able to carry out her responsibilities in relation to a Looked After Child.

## SPECIFIC RESPONSIBILITIES OF INDIVIDUALS

### Governors

The duties arising from the regulations and standards fall on the governing body who must ensure that proper arrangements are in place and operating. Together with the Head Mistress and DSL, the Governors must ensure that all staff read Part 1 of *Keeping Children Safe in Education* and understand it.

#### The Governors will also ensure that:-

- the School has a Safeguarding and Child Protection Policy which describes procedures, which are in accordance with current government law and guidance (currently *Keeping Children Safe in Education*, September 2020 and *Working Together to Safeguard Children, 2018*) which refers to MSCB, contributes to multi-agency working and is updated by the DSL annually.
- the Governors 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 and from the School Office on request.
- there is a nominated governor who will liaise with the School's DSL 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 and take leadership responsibility for the school's safeguarding arrangements.
- 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 DSL for the Senior School and one DSL for the Preparatory Department (who will cover all sections of the Preparatory Department including Early Years)
- the DSL undertake training in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board, at least annually
- the School contributes to multi-agency working in line with statutory guidance; that arrangements rest with and are published by three safeguarding partners as defined under the Children Act 2004 ie multiagency safeguarding team, clinical commissioning group of the area, the Police and Manchester Multi-Agency Safeguarding Arrangements (MMASA).
- procedures are in place to ensure that information is shared between professionals and local agencies and that this information is held in line with data protection guidance.
- the Head Mistress and all other staff / governors who work with children undertake in depth training at least every three years and receive updates at least annually to enable them to carry out their responsibilities for child protection effectively. This training must be in line with MSCB procedures.
- staff have the skills, knowledge and understanding necessary to keep looked after children, safe
- the School has in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, as it is recognised that this may be an indicator for a range of safeguarding risks.
- the school will hold more than one emergency contact number for each pupil.
- any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- pupils are taught about safeguarding through teaching and learning opportunities.
- there are appropriate filters and monitoring systems in place so that pupils accessing or trying to access harmful and inappropriate content online can be identified. Such procedures should not, nevertheless, lead to 'over blocking'
- staff members always act in the best interests of the child.
- school procedures and policies reflect the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs.



- the DSL ensures that the child protection files are transferred to new schools as soon as possible.
- pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum.

## **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 MSCB, 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 Teacher Regulation Agency (TRA) is informed of any misconduct referrals about teachers
- 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 Deputy DSLs to work with the DSL and provide cover for them in case of absence
- the DSLs receive appropriate training regularly, and at least annually
- 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 MSCB procedures, and that is kept up to date by refresher training at three-yearly intervals
- parents of current and prospective students are provided with a copy of the child protection policy via the School website
- any concerns raised about poor or unsafe practice and potential failures in the School's safeguarding regime will be taken seriously

## **The DSL (or Deputy in case of absence)**

See Appendix 4 on page 39

### **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 DSL within the Senior School and the Deputy DSL 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 DSL in the 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.

One of the School Nurses is the Deputy DSL for Child Protection in the Senior School and she is consulted by the DSLs 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 DSL.

### **The Deputy Head (Teaching and Learning) 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

### **The Director Pupil Progress and Outreach will ensure that:-**

- the appropriate legally required child protection checks and procedures have been undertaken for any person/s working with the pupils 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 local multi-agency safeguarding team , if required to do so, when a child has a Tier 4 visa
- lets the Deputy Head (Pastoral) know on the same day if a parent gives notice
- lets the Deputy Head (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 local multi-agency safeguarding team 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, volunteers and governors will ensure that they**

- Know the names of the DSLs and Deputy DSLs 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 DSL or a Deputy DSLs
- 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 DSLs with a list of pupils involved when organising residential educational visits, in order to ensure that they are made aware of all essential information relating to the pupils in their care.

# ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL has lead responsibility for safeguarding and child protection including on-line safety.

## Referrals and follow up

- Refer concerns about a child's welfare, possible abuse or neglect to local multi-agency safeguarding team Children's Social Services as soon as is reasonably practical (within 24 hours).
- Refer cases of suspected abuse or allegations to the relevant investigating agencies promptly, including the Police if a criminal matter and local multi-agency safeguarding team Designated Officer as required
- Refer cases to the Channel programme where there is a radicalisation concern
- Refer cases where a person is dismissed or left due to risk / harm to a child to the Disclosure and Barring Service
- Refer any 'serious' cases to the Charities Commission
- Act as a source of support, advice and expertise within the School including 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.
- As required, liaise with the "case manager" and the designated officers at the local multi-agency safeguarding arrangements for child protection concerns and 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. Contribute to the Framework for assessment process and provide a report to be shared with parents.
- Support staff in providing a child with Early Help.
- Support staff who make referrals to local authority children's social care or to the Channel programme
- Be available to discuss any safeguarding concern with members of staff and ensure that if the DSL is absent, a deputy is available.
- Ensure that any absence from School of a pupil currently on the Child Protection Register of two days, without satisfactory explanation, is referred to their Education Welfare Officer and/or Social Worker.

In all cases the DSL has access to external advice and appropriate legal service

## Training

- Receive training in safeguarding procedures regularly but at least annually and undertake Prevent awareness training
- Understand the additional risks faced by SEND, LGBT children and those with a social worker and/or are already being supported by the Pastoral Team.
- Understand the unique risks associated with [online safety](#).
- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how Local multi-agency safeguarding arrangements operate and the conduct of a child protection case conference, particularly that of MSCB as outlined in [Manchester's Multi-Agency Safeguarding Arrangements \(MMASA\)](#)
- Maintain effective links with MSCB to ensure procedures are updated as appropriate, in line with [Working Together to Safeguard Children](#).
- Understand the assessment process for providing early help and intervention , for example through locally agreed common and shared assessment processes such as early help assessments
- 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, in depth training at least every three years and update training at least annually and are able to recognise and report any concerns immediately they arise
- Keep detailed, accurate, written records of referrals and/or concerns securely and separately from other records
- Obtain access to resources and
- to attend any relevant or refresher training courses at least annually
- Liaise with the Deputy Head (Teaching and Learning) to ensure that other DSLs have training regularly and, at least annually
- Be alert to the specific needs of children in need, those with special educational needs and young carers

## **Raising awareness**

- Ensure the School's child protection policies are known, understood and used appropriately
- 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 subsequent role of the School in this procedure
- 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 and obtain a confirmation of receipt, preferably hand delivering it to the designated person.
- Having received information regarding safeguarding or the learning support need of a child, the DSL will share this information with key staff as required and promote these outcomes.

# 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 (September 2020)
- Education (Independent School Standards) Regulations (2014)
- [Teacher misconduct: referring a case \(2014\)](#)

*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 and looks to the procedures followed [Manchester's Safeguarding Children Partnership](#) for guidance on managing allegations of abuse against adults who work with children.

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

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against a child, or related to a child; or
- 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Harm is considered in its widest context and may include: sexual harm, physical harm, financial harm, neglect, emotional harm, psychological harm or verbal harm. As outlined on the Disclosure and Barring service website on Gov.Uk, the harm test assesses if an adult, has behaved in a way that has harmed a child, or may have harmed a child, possibly committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates they may pose a risk of harm to 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. GDPR will not be allowed to stand in the way of safeguarding children. See data protection: [toolkit for schools](#)
- 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 Designated Officer, 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
Unfounded:	to reflect cases where there is no evidence or proper basis which supports the allegation being made.

## 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 Designated Officer 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 Designated Officer, 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 DSL
- 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 DSL). 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 DSL who will **immediately** inform the Chair of Governors and the Designated Officer. The Head Mistress will not be informed at this stage.

**Designated Officer for Manchester: 0161 234 1214**

[quality.assurance@manchester.gov.uk](mailto:quality.assurance@manchester.gov.uk)      [MCC Designated Officer Referral Form](#)

If the allegation meets any of the criteria (i), (ii) or (iii) outlined in the introduction of this policy and requires immediate intervention by the Designated Officer and/or the police, the Nominated Senior Manager will contact the Designated Officer. In the most serious cases, the Police will also be informed. The Designated Officer will be informed within one working day of all allegations. All interviews will be conducted by the Designated Officer. (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 Designated Officer, 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 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/TRA publish information about an investigation or decision in a disciplinary case.

## **ACTION BY THE NOMINATED SENIOR MANAGER**

### **Initial evaluation**

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

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

The purpose of an initial discussion with the Designated Officer is for the Designated Officer and the Nominated Senior Manager to consider the nature, content and context of the allegation and agree a course of action.

The Designated Officer 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.

### **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 Designated Officer.

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- The Nominated Senior Manager and the Designated Officer 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 Designated Officer and will give as much information as possible at the time.
- The Nominated Senior Manager and the Designated Officer 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.

## Concerns that do not meet the harm threshold

- 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 DSL 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 instigated **within three working days**.

## 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 Designated Officer.

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 Designated Officer 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 Designated Officer 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 Teaching Regulation Agency

## **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 their 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 Designated Officer, Children's Social Care Services or the police.

Any member of staff subject to an allegation will be offered support throughout the process. They will be encouraged to seek advice and support at the earliest opportunity from a professional association or trade union if they are 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 their representative, will be given the name of a named representative who will then keep them 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 (Teaching and Learning) who is in charge of Staff.

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, a 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 Designated Officer, 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 Designated Officer. 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 Designated Officer, 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 Designated Officer in any case where there is cause to suspect that:

- a child is at risk of significant harm, or
- the allegation warrants investigation by the police, or
- 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 their trade union, or a friend if they are 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 they are 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 met the criteria outlined by the DBS and 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 Teaching Regulations Agency (TRA) may also be made where a teacher has been dismissed (or would have been dismissed had they 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 Designated Officer 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.

## SAFER RECRUITMENT PROCESSES

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 1<sup>st</sup> 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. The level of DBS certificate required will depend on the role being offered and duties involved. This will establish whether a check for prohibition, direction, sanction or restriction is required.

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. The Teacher Services' system will be used to verify awards of QTS
- 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. In addition, obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which they have worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.
- Where an individual working within the school, moves from a post that was not a regulated activity into work which is considered to be regulated activity, the relevant checks for that regulated activity will be carried out. Where an individual moves from a position that did not involve the provision of education to one that does, it will be treated as if that individual were a new member of staff and all required pre appointment checks will be carried out.

### **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 (Teaching and Learning) and the Bursar. The individual will be supervised whilst children are on the school site.
- Keep a single central register (SCR) of pre-appointment 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). Best practice is checking the name and date of birth on their birth certificate, where this is available. The name of the checker and the date checked should be recorded.

#### **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

#### **Other statutory checks**

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

Overseas check – for teachers from countries in the EEA to include check for information imposed by a professional regulating authority in the EEA. Prohibition from teaching under section 141B

Subject to disciplinary sanctions imposed by the GTCE prior to 2012

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, called a section 128. To ensure that a teacher is not subject to a prohibition order, information provided by the TRA is checked via the website <https://www.gov.uk/teacher-status-checks-information-foremployers>.

References received; name of checker and date. Reference to be requested directly from the referee; and will be from the candidate's current employer or most recent employer if not currently employed. . A referee should be a senior person with authority and not just a colleague. Referees will be checked to ensure that they originate from a legitimate source. 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 TRA 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.
- Not cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. School will liaise

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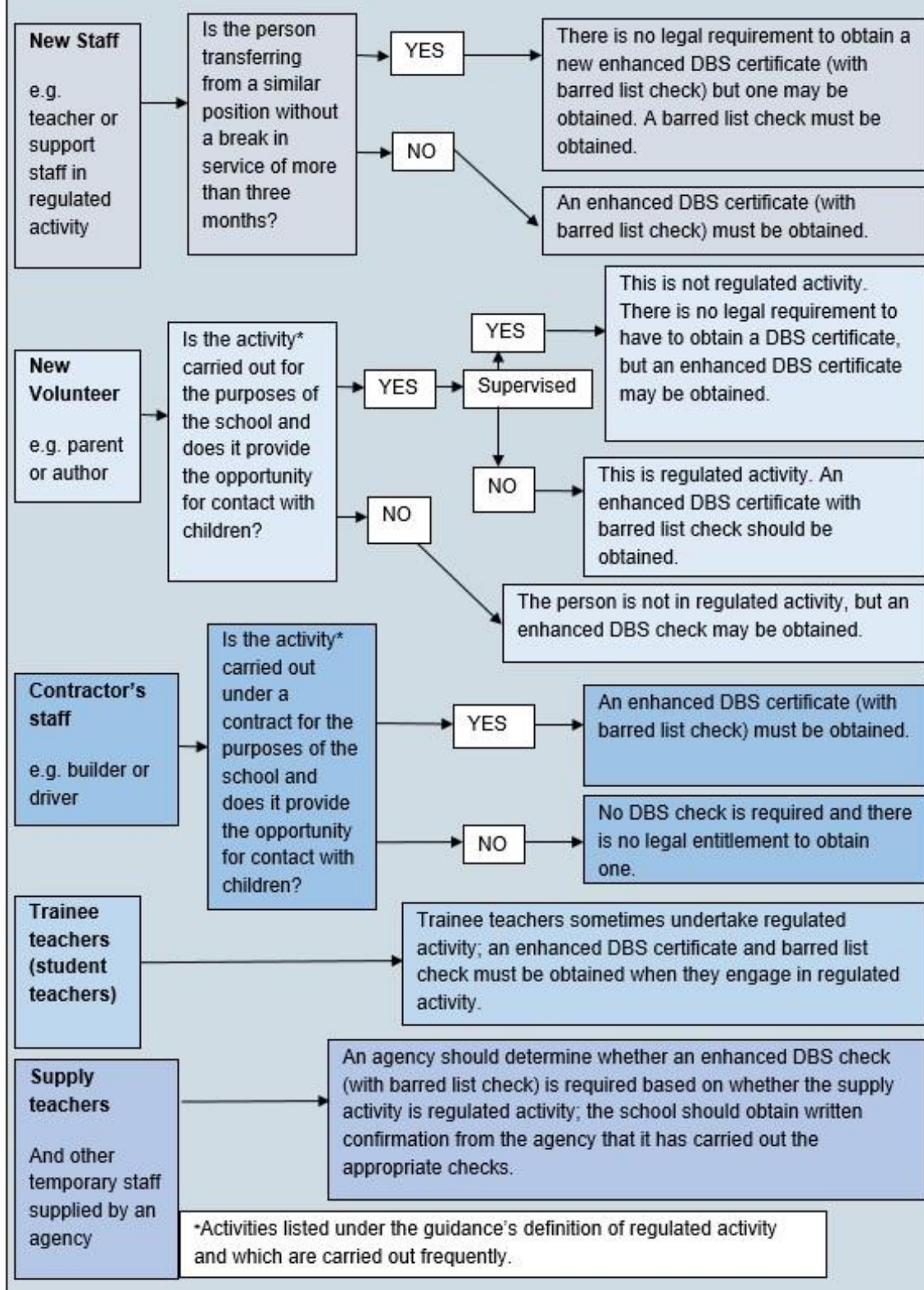
with the agency to establish whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

In considering the need for a DBS, School must consider the nature of the work with the children, knowledge of the volunteer, whether a reference would be possible and whether the role is eligible for an enhanced DBS check. A record must be kept that this risk assessment took place. 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 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. This supervision must be by a person in regulated activity, each time they are in the school and that it must be 'reasonable in all the circumstances to ensure the protection of children'.

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.

# **FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS**



## Log of concern about a child's welfare

Please refer to the **MHSG Child Protection and Safeguarding Policy** for detailed guidance.

Name of child:	Form:
Today's date:	
Name and role of person completing the log:	
Date and time of the incident /concern/disclosure:	
Situation/location of disclosure	
<b>Description of the incident / concern – include any record of conversation with the child – please try to use the exact words</b>	
Signature of person completing log:	
<b>Please pass this form immediately to the Designated Safeguarding Lead</b>	

## COVID-19 Safeguarding and Child Protection arrangements

During a Government directive which requires a move to whole school remote learning, Manchester High School for Girls will remain committed to acting in the best interest of the child, while providing remote provision. As such MHSG will;

- continue to act in the best interests of children must always continue to come first
- act immediately regarding safeguarding concerns about any
- ensure that a DSL or deputy is available
- ensure that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- ensure that children should continue to be protected when they are online

Any concerns related to Child Protection should be referred directly to one of the Designated Safeguarding Leads (DSL) or Deputy Safeguarding Lead (DDSL). **This is irrespective of whether the school is working remotely or as normal:**

**DSL Senior School:** Mrs Ann Goddard, Deputy Head (Pastoral)

Email: [agoddard@mhsg.manchester.sch.uk](mailto:agoddard@mhsg.manchester.sch.uk) Tel: 0161 224 0447 ex 204

**DSL Prep Department:** Mrs Veronique Shingler, Deputy Head of the Preparatory Department

Email: [vshingler@mhsg.manchester.sch.uk](mailto:vshingler@mhsg.manchester.sch.uk) Tel: 0161 249 2242 ex 285

**DDSL Senior School:** Sister Charlotte Hughes and/or Sister Charlotte Railton

Email: [nurses@mhsg.manchester.sch.uk](mailto:nurses@mhsg.manchester.sch.uk) Tel: 0161 224 0447 ex 219

**DDSL Prep Department:** Mrs Ruth Anderson, Assistant Head

Email: [randerson@mhsg.manchester.sch.uk](mailto:randerson@mhsg.manchester.sch.uk) Tel: 0161 249 2243

In addition to the legislation, guidance and undertakings already outlined this policy, it is necessary to acknowledge that mental and physical health are relevant to safeguarding and the welfare of pupils, staff and parents at this time of uncertainty and change. Key coronavirus related points of reference might include, but are not limited to;

- new safeguarding concerns about individual children following partial school closures
- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns, including new concerns once children have returned to school
- where possible; DSLs (and deputies) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return
- the importance of ensuring relevant safeguarding and welfare information held on all children remains accurate. This may involve the DSL asking parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns
- the importance of reminding the school community that peer on peer abuse should still be reported and victims supported
- staff and volunteers should follow the procedure set out in the Whistleblowing Policy to report any concerns about a staff member or volunteer who may pose a safeguarding risk to children
- the approach to protecting vulnerable children (see below for further details on vulnerable children)
- the need for continued communication by the HOY with children who are not physically attending school. Concerns about these children should be progressed to the DSL

- the continued importance for school to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners

## **Pastoral Provision Senior School: during a lockdown**

The Pastoral Managers (PM) made up of the DSL, Head of Section, Heads of Year, Form Tutor, Learning Support Co-ordinator and the School Nurses, will make contact with pupils. Such contact will be made for a variety of additional reasons, including continued pastoral support, vulnerability of the student, follow up contact, SEND etc. The threshold for this need is to be determined by the PM. The necessity and quantity of these additional calls will be relevant to the individual pupil.

CPOMS will be used to log sustained pastoral work with an individual pupil.

## **Pastoral Provision Preparatory Department**

During weeks in which MHSG would have normally been open, each pupil in the Prep Department will receive a phone call from their Class Teacher/Support Teacher. Such contact will occur at least once every five working days. The communication will be logged by the Class Teacher via the Pastoral Phone record on the P-Drive which will be evaluated by the Prep DSL. The Head of Prep (DSL) and Assistant Head (Deputy DSL) will make additional phone calls to pupils. Such calls will be made for a variety of additional reasons, including continued pastoral support, vulnerability of the student, follow up contact, SEND etc. The threshold for this need is to be determined by the PLT (Prep Leadership Team). The necessity and quantity of these additional calls will be relevant to the individual pupil.

CPOMS should continue to be used to log all Child Protection and Safeguarding concerns. CPOMS may also be used to log sustained pastoral work with an individual pupil.

## **Remote Online Teaching and Learning.**

The guidance found in Part 1 of Keeping Children Safe in Education, outlining the welfare of children, at risk is still binding.

Emotional withdrawal, lack of aspiration, poor attendance, lack of engagement, missed appointments, non-submission of homework and low self-esteem are all potential signs of a safeguarding need. This is not an exhaustive list but a reminder to all staff of their commitment to ensure that they are mindful of additional suffering and/or Adverse Childhood Experiences when working with pupils on-line. All such concerns should be shared with the DSL.

## **Online safeguarding**

It is recognised that the current extra reliance upon the Internet, potentially increases the risk of e-safety, safeguarding incidents. The [ICT & E-Safety Policy](#) should be followed at all times.

Any online circumstances that raise safeguarding concerns should be reported to the DSL or DDSL.

Any online incidents which are deemed to be illegal should always be referred to the Police.

If the incident involves Youth Produced Imagery this should be reported to the DSL as soon as possible.

## **Keeping Staff Safe**

Safeguarding also involves staff minimising risks, when providing remote provision for pupils. As such the following must be implemented when communicating with pupils.

- Ensure all privacy settings on electronic devices are as high possible.
- Be mindful of the images, possessions, personal documentation etc. that could be viewed when making conference calls.
- Dress appropriately when making conference calls.
- Log all calls and communications with pupils.
- Share any concerns with the right person (usually the DSL).
- Do not contact pupils at an unsociable hour. Preferably only during the hours of 9am-4pm

## **Vulnerable children**

Amended and Approved by Governors September 2021

Vulnerable pupils for the purposes of continued attendance during the coronavirus (COVID-19) outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

Further guidance can be found:

[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)

[Supporting vulnerable children and young people during the coronavirus \(COVID-19\) outbreak](#)