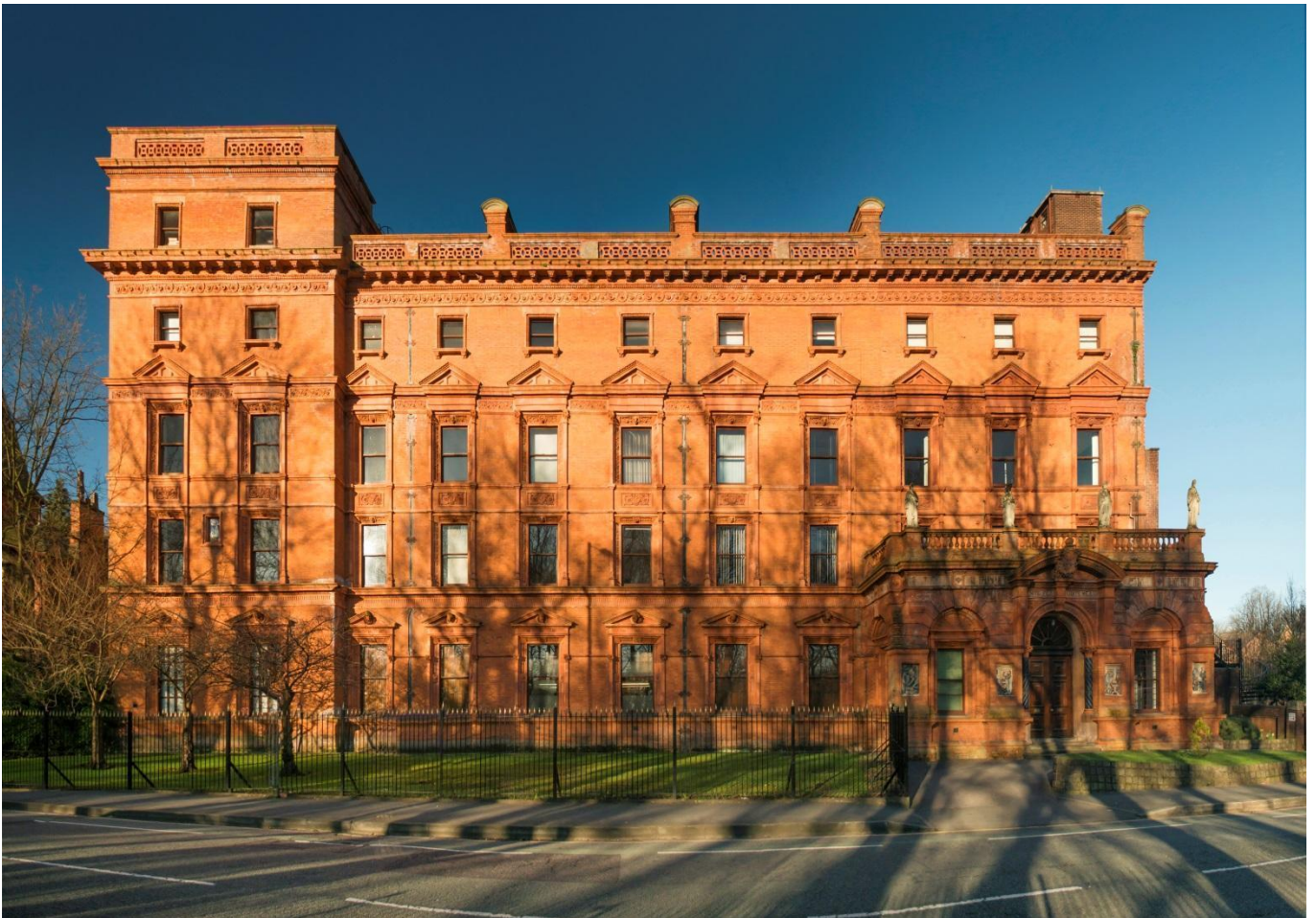




CHILD PROTECTION AND SAFEGUARDING POLICY





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St. Bede's College is a Catholic Independent Co-educational 3 – 18 Grammar School, founded in 1876 by Cardinal Vaughan, which endeavours to transmit the message of the Gospel rooted in the teachings of Jesus Christ.

St. Bede's College welcomes Catholic and non-Catholic pupils. Every pupil should experience educational excellence and exhibit values through the unique contribution each member makes to the rich diversity of the College community.

St. Bede's dedication to the pursuit of learning and his search for knowledge of the Lord is an inspiration to us all.

Policy Statement

Keeping Children Safe in Education September 2022 Paragraph 4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

This policy has been authorised by the Chair of Trustees, is published on the College website and is available in hard copy to parents on request. This policy can be made available in large print or other accessible format if required. This policy and its procedures apply wherever staff or volunteers are working with pupils even where this is away from the College, for example on an educational visit. It also applies to all pupils (3-18) including the Early Years Foundation Stage (**EYFS**). Safeguarding is paramount during recruitment and selection hence there is a separate policy that needs to be consulted for the recruitment process. The following policies should also be consulted for further guidance:



- Online Safety Policy
- Youth Involved Sexual Imagery Policy
- Harmful Sexual Behaviour Policy
- Self-harm Policy
- Supervision of Pupils Policy
- Uncollected Child Policy
- Counselling Policy
- Staff Code of Conduct
- Student Code of Conduct
- Whistleblowing Policy
- Taking, storing and using images of children
- Recruitment Policy

1.1 Every pupil should feel safe and protected from any form of abuse. St Bede's College (**the College**) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. Staff should share any concerns they have about a child with the Designated Safeguarding Lead. The College will take all reasonable measures to:

- 1.1.1 ensure that we practise safe recruitment in checking the suitability of staff and volunteers (including members of the governing body and staff employed by another organisation) to work with children and young people in accordance with the guidance given in *Keeping Children Safe in Education (September 2022)*, the Education (Independent School Standards) (England) Regulations 2014 and the Statutory Framework for the Early Years Foundation Stage
- 1.1.2 ensure that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate child protection checks and procedures apply to those staff
- 1.1.3 follow the local inter-agency procedures of the Manchester Safeguarding Children Board (Local Safeguarding Partners)
- 1.1.4 be alert to signs of abuse both in the College and from outside and to protect each pupil from any form of abuse, including extra-familial



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harms, whether from an adult or another pupil, both at home and in the wider community

- 1.1.5 be aware that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful
- 1.1.6 deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his / her agreed child protection plan
- 1.1.7 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- 1.1.8 be alert to the medical needs of children with medical conditions
- 1.1.9 be alert to the special education needs for the pupils who receive support from SENCO
- 1.1.10 recognise that children who receive support from SENCO can be more vulnerable and additional support may be required when dealing with safeguarding children with SEND. Children with SEND are at a higher risk of peer group isolation and bullying. A pupil's behaviour and mood may be related to their SEND, but it could also be due to abuse
- 1.1.11 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse
- 1.1.12 teach pupils about safeguarding, for example through the use of online resources, through the curriculum and PSME. Children are taught about safeguarding, including online, through various age appropriate teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they and others are at risk and how to get help when they need it, for example, through the Student Safeguarding booklet, and through the Student Hub for reporting a concern.
- 1.1.13 teach pupils about online safety as part of the PSME and annual SAFER INTERNET DAY
- 1.1.14 take all practicable steps to ensure that the College premises are as secure as circumstances permit
- 1.1.15 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our College or in our local area; and



1.1.16 ensure all staff are aware that 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. College staff are not expected to or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern

1.1.17 have regard to guidance issued by the Secretary of State for Education (**DfE**) in accordance with section 157 of the Education Act 2002 and associated regulations.

1.2 *Keeping children safe in education* provides that the inspection of independent schools will ensure that the Independent School Standard which concerns the welfare, health and safety of children is met.

The Designated Safeguarding Lead DSL

1.1 The College has appointed a member of staff of the College's senior leadership team with the necessary status and authority to be the designated safeguarding lead and to be responsible for matters relating to child protection and welfare (**Designated Safeguarding Lead, DSL, Mrs Claire Boylan**).

1.2 Parents are welcome to approach the Designated Safeguarding Lead, DSL, if they have any concerns about the welfare of any child in the College. If preferred, parents may discuss concerns in private with the child's form/class teacher or the Headteacher who will notify the DSL, in accordance with these procedures.

1.3 The main responsibilities of the DSL, are set out in appendix 1.

1.4 The DSL, and the Deputy Designated Safeguarding Leads, DDSL, have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals. DSL and DDSLs are trained in online safety. The DSL is supported by attending termly network DSL meetings.

1.5 College

1.5.1 The DSL, for the College is Mrs Claire Boylan, Assistant Head who may be contacted on 0161-226-3323.



1.5.2 If the DSL, is unavailable her duties will be carried out by the Deputy Designated Safeguarding Leads, DDSL.

1.5.3 The Deputy Designated Safeguarding Leads, DDSLs, are

- (a) Mrs Ward, Head of Upper Third
- (b) Dr Telchadder, Head of Lower Fourth
- (c) Mr Segura-Renau, Head of Upper Fourth
- (d) MrLee-Rodriguez, Head of Lower Fifth
- (e) Mr Mitchell, Head of Upper Fifth

They may be contacted on 0161-226-3323.

In this policy DSL, includes the DDSLs, where the Designated Safeguarding Lead, DSL, is unavailable.

1.5.4 Nurse Taylor is also trained in child protection.

1.5.5 If the DSL is not available, staff should speak to a member of the SLT and/or take advice from local children's social care (KCSIE (2023, paragraph 59)

1.6 Preparatory School

1.6.1 The Designated Safeguarding Leads, DSLs, for the Preparatory School and EYFS setting are:

- (a) Mrs Claire Hunt, Headteacher
- (b) Mrs Catherine Harrison, Deputy Head
- (c) Mrs Sharon Kelly, Early Years Leader
- (d) Mrs Anne-Marie Edwards, SENDCO
- (e) Mrs Emily Kennerk, Key Stage 1 coordinator

1.6.2 The Preparatory School DSLs, may be contacted on 0161-226-7156.

Duty of employees, Chair of Trustees and volunteers

1.1 Every employee and governor of the College, as well as every volunteer who assists the College, is under a general legal duty:

1.1.1 to protect children from abuse

1.1.2 to be aware of the College's child protection procedures and to follow them

1.1.3 to know how to access and implement the College's child protection procedures, independently if necessary



1.1.4 to keep a sufficient record of any significant complaint, conversation or event in accordance with this policy and

1.1.5 to report any matters of concern to the DDSL/DSL

1.1.6 to understand that safeguarding is everyone's responsibility

1.2 The Chair of Trustees ensure that the College's safeguarding arrangements take into account the procedures and practice of the Manchester Safeguarding Children Board. The Governing Body has nominated members to manage child protection incidents on behalf of the Board and to liaise with external agencies where this is required. The nominated Governor is: Ita Murphy and can be made by emailing imurphy@sbcm.co.uk

1.3 Training

1.3.1 All staff, including temporary staff and volunteers, will be provided with mandatory induction training that includes:

- (a) this policy; whistleblowing is part of this policy.
- (b) the behaviour policy
- (c) Staff Conduct and Discipline Policy
- (d) School Policy for Children Missing Education
- (e) the identity and role of the Designated Safeguarding Lead DSL and Deputy;
- (f) a copy of Part 1 of *Keeping children safe in education (September 2023)* – **making a referral. Anyone can make a referral. If a teacher does make a referral due to exceptional circumstances he/she must inform the DSL as soon as possible thereafter.**
- (g) Safeguarding Network online training, this includes online safety
- (h) Prevent Duty DFE December 2023 – e learning www.elearning.prevent.homeoffice.gov.uk

1.3.2 All staff will receive annual training as part of the INSET at the start of each academic year, **on how to manage a report of child-on-child**

sexual violence. Understanding of KCSIE will be assessed by group discussion, and/or on-line, training. A checklist will be completed for new teachers as part of their induction to monitor their



understanding. New teachers will also be required to answer set questions on KCSIE. All teaching staff and support staff are expected to read Part 1 of KCSIE every year, along with Annex B that contains important additional information about specific forms of abuse and safeguarding issues. All cleaners and catering staff are expected to read Annex A of KCSIE every year.

- 1.3.3 Informal updates are shared with staff on a regular basis at briefing sessions, staff meetings and staff bulletins.
- 1.3.4 The Headteacher, DSL and DDSLs attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.
- 1.3.5 Members of the Governing Body of the College take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' (KCSIE 2023, paragraph 81). This training is regularly updated.
- 1.3.6 Safer recruitment training is available to all relevant staff and Chair of Trustees who are involved in the recruitment process.

1.4 Whistleblowing

- 1.4.1 All staff are required to report to the Headteacher, or the Chair of Trustees in her absence, any concerns or allegations about College practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. If the concern is about the Headteacher, it should be raised with the Chair of Trustees. In the event of their unavailability, concerns should be reported to the DSL, or DDSLs in their absence. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.
- 1.4.2 All staff and volunteers can also raise whistleblowing concerns about poor or unsafe practice and potential failures in the College's safeguarding practice. Where a staff member feels unable to raise an issue with the Headteacher, or feels that their genuine concerns are
- 1.4.3 not being addressed, other whistleblowing channels are open to them, such as the NSPCC Whistleblowing Advice Line.



1.4.4 A whistleblowing disclosure must be about something that affects the general public such as:

- (a) a criminal offence has been committed, is being committed or is likely to be committed
- (b) a legal obligation has been breached
- (c) poor or unsafe practice
- (d) potential failures in the College's safeguarding regime
- (e) there has been a miscarriage of justice
- (f) the health or safety of any individual has been endangered
- (g) the environment has been damaged
- (h) information about any of the above has been concealed.

1.4.5 See 4.4 below of the procedures to be followed in relation to allegations against staff.

1.4.6 Where a staff member feels unable to raise an issue as stated in 3.4.1, or feels a genuine concern is not being addressed, other whistleblowing channels include: - General guidance can be found at – Advice on whistleblowing and NSPCC whistleblowing helpline help@nspcc.org.uk 0808 800 5000

Procedures

1.1 Complaints of abuse

1.1.1 Every complaint or suspicion of abuse from within or outside the College will be taken seriously and action taken in accordance with this policy.

1.1.2 The child protection training provided to staff considers the types and signs of abuse of which staff should be aware. Further details are set out in appendix 2. If a member of staff is concerned that a pupil may be suffering harm or is at risk, the matter should be referred to the DSL, as soon as possible. If the DSL is not available then another member of the Safeguarding Team should be approached. If a member of staff suspects

or hears a complaint of abuse, the procedures set out in Appendix 3 must be followed. If at any point there is a risk of immediate serious



harm a referral should be made to children's social care immediately. Consent from parents will not be requested.

- 1.1.3 Staff encourage a culture of listening to children and taking account of their wishes and feelings, and these are considered in any measures the College may be put in place to protect them. Staff understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication.
- 1.1.4 Once the DSL has been informed of the safeguarding concern, the member of staff will log the concern on CPOMs, ensuring that the form is completed in as much detail as possible and categorised correctly. When completing the form the member of staff should tag in the appropriate Head of Year, who is a DDSL, and, in any case they feel is more serious, also the DSL.
- 1.1.5 On occasions children will need additional support and the College will work with the child, parents and other agencies. When working in this way there may not be a need for an immediate referral to children's social care. The College will use the guidance from Manchester with regard to Early Help, for example, the working well wheel will be used in early help assessment. Any child being supported in this way will have an opportunity to see the College Counsellor if they wish to do so. Examples of conditions that may need additional support include – mental health issues, eating disorders, self-harm. If a child would benefit from early help a meeting will be arranged with the pupil and their family. The DSL will work with the pastoral team. Any member of staff that thinks a pupil needs support in this way should discuss this with the DSL.
- 1.1.6 If a child leaves St Bede's College, as part of Working Together (2018), safeguarding information will be shared with the new schools. Files will be sent by recorded delivery or transferred via CPOMs if the new school uses this system.

1.2 Action by the Designated Safeguarding Lead DSL

- 1.2.1 On being notified of a complaint or suspicion of abuse or disclosure, the action to be taken by the DSL will take into account:
 - (a) the local inter-agency procedures of the Manchester Safeguarding Children Board



- (b) the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to local authority children's social care and the police. The NPCC, '*When to call the police*' will be used to help decide when the police should be called
- (c) the child's wishes or feelings and
- (d) duties of confidentiality, so far as applicable.

- 1.2.2 If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to children's social care will be made without delay (and in any event within 24 hours).
- 1.2.3 If the initial referral is made by telephone, the DSL will confirm the referral in writing to children's social care within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the children's social care again.
- 1.2.4 If a referral is made to the local authority children's social care services or the police, the parents and pupil will usually be informed in writing of their right to make their own complaint or referral to local authority children's social care services or the police and will be provided with contact names, addresses and telephone numbers, as appropriate. Parents will not be informed if a child is at risk of harm.
- 1.2.5 Safeguarding is everyone's responsibility. KCSIE states anyone can make a referral. If it is not possible to contact the DSL any employee at St Bede's College should act responsibly and contact social services. If a referral is made due to exceptional circumstances he/she must inform the DSL as soon as possible thereafter.

1.3 Dealing with allegations against staff and volunteers

- 1.3.1 The College recognises the possibility that adults working in the school may harm children, including Chair of Trustees, volunteers, supply teachers and agency staff.
- 1.3.2 Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.



- 1.3.3 Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Trustees who can be contacted by email. A concern about the Chair of Trustees should go straight to the MCC Designated Officer (formerly known as the LADO).
- 1.3.4 The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the MCC Designated Officer (formerly known as the LADO) (see below).
- 1.3.5 The College has procedures for dealing with allegations against staff and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in appendix 3 and follow Part 4 of *Keeping Children Safe in Education*.
- 1.3.6 The MCC Designated Officer, (formerly known as the LADO) will be informed immediately and in any event within one working day of all allegations against staff and volunteers that come to the College's attention and appear to meet the criteria set out in paragraph 1 of appendix 5.
- 1.3.7 **Early Years Foundation Stage (EYFS)**
- (a) The College will inform Ofsted of any allegations of serious harm or abuse by any person living, 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, and of the action taken in respect of these allegations.
 - (b) These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.
- 1.3.8 At the start of the academic year (or prior to working with the children) detailed guidance is given to staff or volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of causing harm to a pupil. One to one



situations are discussed e.g. Music, Drama, Sport – See Staff Code and Discipline Policy.

1.4 Dealing with Low Level Concerns

1.4.1 Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. A low level concern is any concern - no matter how small, and even if no more than a 'nagging doubt' - that an adult may have acted in a manner which is inconsistent with the staff code of conduct: Example behaviours include, but are not limited to:

- (a) being over friendly with children;
- (b) having favourites;
- (c) taking photographs of children on their mobile phone;
- (d) engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- (e) using inappropriate sexualised, intimidating or offensive language, or
- (f) humiliating children.

1.4.2 If a member of staff has a concern about a colleague, they should immediately speak to the Headteacher. The Headteacher may investigate a low level concern themselves, or instruct the DSL. They should collect as much evidence as possible by speaking:

- (a) directly to the person who raised the concern, unless it has been raised anonymously;
- (b) to the individual involved and any witnesses.

1.4.3 Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

1.4.4 Staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on



reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

- 1.4.5 Low-level concerns should be recorded in writing, including:
- (a) name of individual sharing their concerns
 - (b) details of the concern
 - (c) context in which the concern arose
 - (d) action taken

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Low level concerns will be kept until the member of staff leaves the College.

- 1.4.6 Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.
- 1.4.7 The records' review might identify that there are wider cultural issues within the College that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.
- 1.4.8 Low level safeguarding concerns will not be included in references except where they have met the threshold for referral to the LADO and found to be substantiated, in which case they should be referred to in a reference.

1.5 Allegations of Child-on-Child abuse

- 1.5.1 For the purpose of this policy, child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. Child-on-child abuse can take various forms, including (but not limited to): physical abuse (which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), serious bullying (including cyber-bullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or prejudice-based violence including, but not limited to, gender-based violence. Further guidance can be found in the College Child-on-Child Abuse Policy.



- 1.5.2 The College recognises that abuse is abuse, and should never be passed off as *'banter'*, *'just having a laugh'*, or *'part of growing up'*, the College has a clear zero-tolerance approach to abuse.
- 1.5.3 The College staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys, however, all child-on-child abuse is unacceptable and will be taken seriously.
- 1.5.4 All staff should be alert to the well-being of students and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child-on-child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.
- 1.5.5 The College minimises the risk of child-on-child abuse by creating a safe culture in the College by, for example, implementing policies and procedures that address child-on-child abuse and harmful attitudes; promoting healthy relationships and attitudes to gender/ sexuality; hotspot mapping to identify risky areas in the College. The College actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:
- (a) educating all Chair of Trustees, its senior leadership team, staff, students, and parents about this issue.
 - (b) educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via PSME and the wider curriculum.
 - (c) having systems in place for children to confidently report abuse, knowing their concerns will be treated seriously;
 - (d) being the subject of assemblies conducted by Heads of Year.
 - (e) engaging parents on the issue
- 1.5.6 The College actively engages with its Local Safeguarding Partnership in relation to child-on-child abuse, and works closely with, for example, children's social care, the police, and other schools.



1.5.7 It is essential that all concerns and allegations of child-on-child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our College environment.

Any response should:

- (a) include a thorough investigation of the concern(s) or allegation(s)
- (b) treat all children involved as being at potential risk
- (c) take into account:
 - (d) – that the abuse may indicate wider safeguarding concerns for any of the children involved
- (e) take into account: the views of the child/children affected

1.5.8 The Head of Year or DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

1.5.9 Staff should always use their professional judgement to: (a) assess the nature and seriousness of the alleged behaviour, and (b) determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required. The responses staff may take to child-on-child abuse are:

- (a) Manage internally
- (b) Undertake/contribute to an inter-agency early help assessment
- (c) Refer the child/children to children's social care
- (d) Report alleged criminal behaviour to the police.

1.5.10 The College may wish to consider whether disciplinary action may be appropriate for any child/children involved. However, if there are police proceedings underway, or there could be, it is critical that the College works in partnership with the police and/or children's social care.

1.5.11 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the College will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview



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by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

- 1.5.12 Staff will always ensure that support is offered to all parties involved, this may include pastoral care, speaking to the school counsellor or being referred for external support.
- 1.5.13 Staff will record the information that is necessary for the College and other relevant agencies (where they are involved) to respond to the concern(s) on the College safeguarding system CPOMs.
- 1.5.14 Staff are aware some groups are potentially more at risk of sexual violence and sexual harassment between children. Evidence shows girls, children with SEND and LGBT children are at greater risk.
- 1.5.15 The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Children are treated individually at St Bede's and should feel able to talk to form tutors, Heads of Year, or any teacher with whom they have a good relationship.
- 1.5.16 KCSIE 2023 Part 5 and the separate guidance '*Sexual violence and sexual harassment between children in schools and Colleges*' (Sept 2021) sets out how schools and Colleges should respond to reports of sexual violence and sexual harassment. Further guidance can be found in the College Harmful Sexual Behaviour Policy.
- 1.5.17 For the purpose of the College's policies, harmful sexual behaviours are defined as '*Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or*
- 1.5.18 *be abusive towards another child...or adult,*' Hackett 2014. All sexual behaviour falls on a continuum and assessment and intervention frameworks can be helpful in assessing where any given behaviour falls on a continuum. College staff will use the Hackett continuum in placing sexual behaviours. Sexual violence and sexual harassment can occur between two children of any age and sex from the Prep School through to Sixth Form, staff should always maintain an attitude of 'it



could happen here.' Staff should use their professional judgement, discussing any concerns with the DSL.

- 1.5.19 College staff will use the Hackett continuum to group sexual behaviour into; Green, or developmentally typical, Amber, or problematic behaviour and Red, meaning harmful behaviour.
- 1.5.20 The best responses to child sexual violence and harassment are those which take a whole school approach to safeguarding and child protection. The College maintains and promotes a zero-tolerance approach to sexual violence and harassment and that it is never acceptable.
- 1.5.21 Just as sexual behaviour sits on a continuum, so does the responses to harmful sexual behaviour. The options the College will usually take are to manage internally, seek early help, refer to children's services and report to the police.
- 1.5.22 Even if there are no reported cases of child-on-child abuse, staff are advised to act as though it still may be taking place and that it is just not being reported.
- 1.5.23 In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and Colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020). Further guidance can be found in the College Youth Involved Sexual Imagery Policy.
- 1.5.24 In cases where the victim asks for the College not to tell anyone about the sexual violence or harassment, staff should be aware that they may lawfully share it, if there is another legal basis under the UK GDPR that applies. Ultimately the DSL must balance the wishes of the victim against their duty to protect the victim and other children. The reasons for sharing the information will be explained and appropriate support offered.
- 1.5.25 The College will take all reasonable steps to protect the anonymity of any children involved in any report of sexual harassment or sexual
- 1.5.26 violence, including in trying to stop the spread of rumours on social media.
- 1.5.27 When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment, on a case-by-case basis. Reports of sexual violence



1.5.28 or harassment will include the time and location and subsequent risk assessments will include any actions required to make locations safer.

1.5.29 The College understands that sexual violence or harassment can have an impact on siblings, and will identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

1.6 Mental Health

1.6.1 The school has procedures for identifying possible mental health problems. The College staff will make effective use of data so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon. An effective pastoral system will also ensure at least one member of staff (e.g. a form tutor or class teacher) knows every pupil well and has received training to spot where bad or unusual behaviour may have a root cause that needs addressing.

1.6.2 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and this should be referred to the DSL or DDSL.

1.6.3 On occasions children will need additional support in College with their mental health. When the College staff suspect a pupil has a mental health problem, they will use the graduated response process (assess – plan – do – review) to put support in place. Further details set out in Appendix 4.

1.6.4 When considering excluding a pupil, the investigating College staff will consider any contributing factors that are identified after an incident of poor behaviour has occurred, which could include where the pupil has mental health problems.

1.7 Children with special educational needs or disabilities (SEND)

1.7.1 Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. The College acknowledges that additional barriers can exist when recognising abuse and neglect in this group of children.

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



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

1.7.2 The College ensures that all staff are aware of those pupils who have SEND requirements through regular updates from the SENCO, and also have access to individualised profiles on SEND students with best practice guides for staff.

1.7.3 Private Fostering

1.7.4 A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

1.7.5 A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

1.7.6 Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

1.7.7 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

1.7.8 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

1.7.9 College staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that



they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

1.7.10 On admission to the College, we will take steps to verify the relationship of the adults to the child who is being registered.

1.8 Support children with social workers

1.8.1 At St Bede's College, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. The College takes these needs into account when making plans to support pupils who have a social worker.

1.8.2 The College will ensure:

- (a) Information is shared with staff including the College nurse
- (b) The child will be a focus pupil at all pastoral meetings
- (c) Daily attendance will be monitored
- (d) Support with homework, school trips etc will be put in place

1.8.3 Where an external agency wants to come into College to support a pupil the College will make every effort to facilitate this. For visitors who are in College in a professional capacity their employee ID and personal ID will be checked, along with assurance that the visitor has had the appropriate DBS check. Visitors will be chaperoned around College and only left alone to speak to the pupil.

1.9 Taking, using and storing images

1.9.1 Under no circumstances should any member of staff (**including those working in the EYFS**) use personal mobile phones, tablets or cameras for the taking or recording of images of pupils. Only school devices should be used and must remain in school, securely stored unless on a school trip, where the trip leader takes responsibility for the device.

1.9.2 Images must only be downloaded onto school computers and any printed images displayed or used within the setting. Unused printed images are shredded on site or sent home with the child photographed.



- 1.9.3 Consent from parents is requested for the publication of images of their child as part of the admissions process.
- 1.9.4 Personal mobile phones should be securely stored out of sight and reach of all pupils. Use of personal mobile phones during classroom teaching time is strictly forbidden.

1.10 Missing child procedures

- 1.10.1 Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.
- 1.10.2 We monitor attendance carefully and address poor or irregular attendance without delay. If a child is missing due to repeated absence or is absent for 10 days, the local authority will be notified. This is part of the school's Prevent duty.
- 1.10.3 We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.
- 1.10.4 In response to the guidance in Keeping Children Safe in Education (2023) the school has:
 - (a) Staff who understand what to do when children do not attend regularly
 - (b) Appropriate policies, procedures and responses for pupils who go missing from education, or are absent for prolonged periods and/or repeat occasions
 - (c) Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
 - (d) Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - i. leave school to be home educated
 - ii. move away from the school's location
 - iii. remain medically unfit beyond compulsory school age
 - iv. are in custody for four months or more (and will not return to school afterwards);or



v. are permanently excluded

1.10.5 The College will ensure that pupils who are expected to attend the College, but fail to take up the place will be referred to the local authority.

1.10.6 When a pupil leaves the College, we will record the name of the pupil's new school and their expected start date.

1.10.7 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the College will coordinate a meeting with other key professionals and, wherever possible, parents, to ensure that parents have considered what is in the best interests of the child. This is particularly important where a child has SEND.

1.10.8 All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from College. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Please see the College's separate Missing Pupil Policy for further details.

1.11 Informing parents

1.11.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Headteacher, the MCC Designated Officer (formerly known as the LADO), local authority children's social care services and / or the police before discussing details with parents.

1.11.2 Parents should ensure that the College has at least two emergency contacts for their child.

1.11.3 See also appendix 3 of for details about the disclosure of information where an allegation has been made against a member of staff or volunteer at the School.

Use of reasonable force

1.1 "Reasonable" means using no more force than is needed. Staff will use reasonable force to help a pupil when they have put themselves in a position of danger.



Secure College Premises

- 1.1 The College will take all practicable steps to ensure that College premises are as secure as circumstances permit.
- 1.2 The College keeps an electronic visitors' book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted where deemed necessary whilst on College premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the College premises.

Use of College Premises for non-school activities

- 1.1 When activities are provided by the governing body, under the supervision of College staff, this policy will apply.
- 1.2 Where the College facilities or grounds are rented to other organisations or individuals the Chair of Trustees will ensure that appropriate arrangements are in place to keep children safe. Failure to comply with this would lead to termination of the hire agreement.
- 1.3 If the College receives an allegation relating to an incident where an individual or organisation was using the College premises for running an activity for children, the College will follow its own safeguarding policies and procedures and inform the local authority designated officer (LADO), as with any safeguarding allegation

Confidentiality and information sharing

- 1.1 The College will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working together to safeguard children* (2018).
- 1.2 Where allegations have been made against staff, the School will consult with the MCC Designated Officer (formerly known as the LADO), (Designated



Officer KCSIE and WT March 2018) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

- 1.3** Keeping Children Safe in Education (2023), paragraph 120: 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.' Additionally, paragraph 119 states: 'This includes allowing practitioners to share information without consent...'

The Curriculum

- 1.1** We are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.
- 1.2** All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 1.3** This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 1.4** Personal, Social, Moral and Economic Education (PSMEE), Relationships and Sex Education (RSE), Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. Relationships education, relationships and sex education (RSE) and health education: from September 2020, the College will be following TEN:TEN programme – Life to the Full.
- 1.5** We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Child on Child/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
- 1.6** When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their



own data plan. To minimise inappropriate use, as a school we do not allow pupils to use mobile phones during the school day, except Upper Fifth and the Sixth Form. Older pupils may only do so in supervised areas.

- 1.7 Pupils will be kept safe when accessing online learning as the College web filtering systems still work on pupils' Chromebooks when outside of College.
- 1.8 All children know that there are adults in our College whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.
- 1.9 Children are encouraged to contribute to the development of policies and share views via Student Voice.

Monitoring

- 1.1. Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the College and a prompt report to the Chair of Trustees. Where an incident involves a member of staff, the MCC Designated Officer (formerly known as the LADO), will assist in this review to determine whether any improvements can be made to the School's procedures.
- 1.2. The College will monitor safeguarding risks using IMTLazarus software. All information on the school network will be monitored by IMTLazarus.
- 1.3. In addition, the DSL will ensure that this policy is reviewed annually. When completing the review, the DSL will work with the safeguarding team. As part of the INSET, at the start of the academic year, the DSL will discuss the policy with all the staff. There will be an opportunity for everyone to share their views thus building upon the expertise of all of the teachers.
- 1.4. The Chair of Trustees will undertake an annual review of this policy and its procedures including good cooperation with local agencies and of the efficiency with which the relevant duties have been discharged.
The Chair of Trustees will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

The details of the MCC Designated Officer (formerly known as the LADO), are as follows:

Majella O'Hagan

GMSP (Greater Manchester Safeguarding Partnership)



Ground Floor
R&D Block
Wenlock Way Offices
Wenlock Way
West Gorton
M12 5DH
Tel: 0161 234 1214
Email: majella.o'hagan@manchester.gov.uk

- 1.1. The telephone numbers of local children's social care services departments are as follows:

Manchester	0161-234-5001 (out of hours 0161 234 5001)
Stockport	0161-217-6028 (out of hours 0161 718 2118)
Tameside	0161-342-4186 (out of hours 0161 342 2222)
Trafford	0161-912-5125 (out of hours 0161 912 2020)

Useful information

Childline	0800 1111
NSPCC FGM	0808 800 5000 Local police
Anti-terrorist - Prevent Duty Counter-extremism@education.gsi.gov.uk	Hotline 0800789321, emergency 999, non-emergency 02073407264 Local police 101 Julie Haworth, Prevent/Channel Lead GMP JulieX.Haworth@gmp.police.uk 0161 856 6362 Jane Murphy Prevent Lead for Schools



	0161 245 7171 j.murphy5@manchester.gov.uk prevent@manchester.gov.uk
Ofsted's Whistle-blower Hotline	0300 123 3155

Approved by FGB

Date: Sept 2022

Reviewed: June 2019, September 2019, January 2020, September 2020, January 2021, September 2021, January 2022, September 2022, September 2023

Next Review: September 2024



Appendix 1: Role of the Designated Safeguarding Lead DSL

The main responsibilities of the Designated Safeguarding Lead, DSL, are:

1. Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

2. Work with others

- Liaise with the headteacher and inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Liaise with both internal and external support for pupils who are experiencing mental health difficulties, where safeguarding concerns are linked to mental health.

3. Undertake training

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training.



- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- 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;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or College's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the College with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or College may put in place to protect them.

4. Raise Awareness

- The designated safeguarding lead should ensure the College's child protection policies are known, understood and used appropriately;
- Ensure the College's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or College in this; and
- Link with the Manchester Safeguarding Partnership (Local Safeguarding



partners) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

5. Child protection file

- Where children leave the school or College ensure their child protection file is transferred to the new school or College as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- All files will be kept securely.
- Any concerns will be recorded in a child protection file for the named pupil. These will be reviewed to see if there are any patterns.
- November 2020 - the electronic recording system CPOMS was adopted by the College.

6. Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during College hours) for staff in the College to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

7. Supporting children who have a Social Worker

- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and College leadership staff

8. Looked after Children

The DSL should support looked after children. They should have the name of the child's social worker and the name of the virtual school head in the authority that looks after the child. The DSL must work to promote the educational achievement of the children who are looked after.



9. Online Safety

When children use the College's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are regularly reviewed for their effectiveness. The DSL will work with the ICT department and the Pastoral Team to oversee the Online Safety provision, including filtering and monitoring systems – see Online Policy.

The Deputy Designated Safeguarding Lead DSL will carry out this role where the Designated Safeguarding Lead DSL is unavailable.



Appendix 2: Types of signs of abuse

1 Types of abuse

All College staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most case multiple issues will overlap with one another.

- 1.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- 1.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 1.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 1.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline



abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or Colleges policy and procedures for dealing with it.

- 1.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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.
- 1.6 All staff should be aware that **child sexual** and **child criminal exploitation** are forms of child abuse.
- 1.7 **Child-on-child abuse:** All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). It can happen both inside and outside of College and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. All staff should be clear as to the school or College's policy and procedures with regards to child-on-child abuse.
 - 1.7.1 Sexual violence - It is important that school and College staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of College.
 - 1.7.2 When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of College. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- 1.8 The **NSPCC** lists some common **signs** that there may be something concerning happening in a child's life, these include:



- 1.8.1 unexplained changes in behaviour or personality
- 1.8.2 becoming withdrawn
- 1.8.3 seeming anxious
- 1.8.4 becoming uncharacteristically aggressive
- 1.8.5 lacks social skills and has few friends, if any
- 1.8.6 poor bond or relationship with a parent
- 1.8.7 knowledge of adult issues inappropriate for their age
- 1.8.8 running away or going missing
- 1.8.9 always choosing to wear clothes which cover their body.
- 1.8.10 You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

Other possible signs of abuse include, but are not limited to:

- 1.8.11 pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference
- 1.8.12 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries
- 1.8.13 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour
- 1.8.14 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- 1.8.15 the pupil's development is delayed; the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing
- 1.8.16 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed and the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers.
- 1.8.17 These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour.



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

- 1.8.18 bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- 1.8.19 abuse in intimate personal relationships between peers;
- 1.8.20 physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- 1.8.21 sexual violence, such as rape, assault by penetration and sexual assault;
- 1.8.22 sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- 1.8.23 non-consensual sharing of nude and semi-nude images and/or videos;
- 1.8.24 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;
- 1.8.25 upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- 1.8.26 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).

1.9 Keeping children safe in education – Annex B also acknowledges the following as specific safeguarding issues:

- 1.9.1 **Child abduction and community safety incidents** - Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.
- 1.9.2 **Children and the court system** - Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides in KCSIE (page 124) explains each step of the process, support and special measures that are available.



- 1.9.3 **Children absent from education** - All staff should be aware that children going missing, or absent for prolonged periods and/or repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or College's unauthorised absence and children missing from education procedures.
- 1.9.4 **Children with family members in prison** - Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.
- 1.9.5 **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**- Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. 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. Different forms of harm often overlap, and perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Victims can be sexually or criminally exploited even if the activities appear consensual. CSE and CCE do not always involve physical contact; they can also occur through the use of technology.



- 1.9.6 **County lines** - County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
- 1.9.7 **Modern Slavery and the National Referral Mechanism** - Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
- 1.9.8 **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).
- 1.9.9 **Domestic abuse** - The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/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. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

The College will be alerted through Operation Encompass about any incidents of Domestic Abuse when the police have been called. Alerts will be logged on CPOMS, and the DSL will contact home to see what support, if appropriate, can be offered to the child in school.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

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

1.9.11 So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage) - So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Where staff are concerned that a child might be at risk of HBA, they



must contact the Designated Safeguarding Lead as a matter of urgency.

1.9.12 FGM - FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM typically occurs between birth and 15 years old, but in the majority of cases between 5 and 8. FGM may be likely if there is a visiting female elder, there is talk of a special procedure of celebration to become a woman or parents wish to take their daughter out-of-school to visit an 'at-risk' country, or parents wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (most likely through disclosure by the victim) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Teachers should know how to make a report. It is recommended that a report is made orally by calling 101, as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.

1.9.13 Forced marriage - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. It is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used (February 2023). Threats can be physical or emotional and psychological. A lack



of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and Colleges can play an important role in safeguarding children from forced marriage.

1.9.14 Preventing radicalisation - As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the Prevent Duty. Where staff are concerned that children and young people are vulnerable to extremist ideology and radicalisation, they should discuss this with the Designated Safeguarding Lead. The College uses the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral. The College is committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the College's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

1.9.15 Upskirting - The Voyeurism (Offences) Act 2019, 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 sex, can be a victim.

1.10 Keeping children safe in education – Annex B also gives advice and support for how to identify and deal with the above safeguarding concerns.

Guidance for staff on suspecting or hearing a complaint of abuse



3 Action Staff must take

- 1.1 Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff always act in the best interests of the child. A member of staff suspecting or hearing a complaint of abuse:
 - 1.1.1 must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place
 - 1.1.2 must not ask leading questions, i.e. a question which suggests its own answer; prompt the child where necessary with open questions - where, when, what, etc;
 - 1.1.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead DSL who will ensure that the correct action is taken and
 - 1.1.4 must keep a sufficient record of the conversation using the electronic recording system CPOMs. The record should include:
 - (a) the date and time
 - (b) the place of the conversation
 - (c) the essence of what was said and done by whom and in whose presence.
- 1.2 The record should use names, not initials.
- 1.3 All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to the DSL.
- 1.4 All suspicions or complaints of abuse must be reported to the DSL as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 5 should be followed. If there is a risk of immediate serious harm to a child and it is not possible to report to the DSL or DDSL, a referral should be made to children's social care immediately.

Mental Health



1. The College staff are aware that certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community or life events.
 - 1.1 Some of these risk factors in children are: genetic influences; low IQ and learning disabilities; specific development delay or neuro-diversity; communication difficulties; difficult temperament; physical illness; academic failure; low self-esteem.
 - 1.2 Some of these risk factors in the family are: overt parental conflict including domestic violence; family breakdown (including where children are taken into care or adopted); inconsistent or unclear discipline; hostile and rejecting relationships; failure to adapt to a child's changing needs; physical, sexual, emotional abuse, or neglect; parental psychiatric illness; parental criminality, alcoholism or personality disorder; death and loss – including loss of friendship.
 - 1.3 Some of these risk factors in school are: bullying including online (cyber); discrimination; breakdown in or lack of positive friendships; deviant peer influences; peer pressure; child-on-child abuse; poor pupil to teacher/school staff relationships
 - 1.4 Some of these risk factors in the community are: socio-economic disadvantage; homelessness; disaster, accidents, war or other overwhelming events; discrimination; exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation and any other significant life events.
- 2 Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. The College is aware of this and monitors these pupils closely. These may include:
 - 2.1 Emotional state (fearful, withdrawn, low self-esteem)



- 2.2 Behaviour (aggressive or oppositional; habitual body rocking)
 - 2.3 Interpersonal behaviours (indiscriminate contact or affection seeking, over- friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).
- 3 School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. The College seeks to reliably identify children at risk of mental health problems. These include:
- 3.1 Effective use of data so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon.
 - 3.2 An effective pastoral system so that the form tutor knows every pupil well and has received training to spot where bad or unusual behaviour may have a root cause that needs addressing. Where this is the case, the Head of Year, School Nurse and DSL, along with school policies provide the structure through which staff can escalate the issue and take decisions about what to do next. This system also provides the opportunity for pupils to seek support in a confidential way.
- 4 When schools suspect that a pupil is having mental health difficulties, the College does not delay putting support in place, using a graduated response process:
- 4.1 An assessment to establish a clear analysis of the pupil's needs
 - 4.2 A plan to set out how the pupil will be supported
 - 4.3 Action to provide that support
 - 4.4 Regular reviews to assess the effectiveness of the provision and lead to changes where necessary.
 - 4.5 This gradual response happens whilst the school is gathering the evidence, and the pupil's response to that support can help further



identify their needs. Tools such as the Strengths and Difficulties Questionnaire (SDQ) are used through this process.

- 5 All staff are aware that 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.
- 6 When considering excluding a pupil, schools should consider any contributing factors that are identified after an incident of poor behaviour has occurred, which could include where the pupil has mental health problems.
- 7 The College provides support to pupils experiences mental health problems, including those who are not presenting any obvious issues. Providing early help is more effective in promoting the welfare of children than reacting later, and can also prevent further problems (including mental health problems) arising.
 - 7.1 Loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships, family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families.
 - 7.2 Life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form
 - 7.3 Traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries
 - 7.4 Other traumatic incidents such as a natural disaster or terrorist attack.
- 8 Where a child is being supported through local authority children's social care, their allocated social worker will be used as an important source of appropriately-shared information about wider developmental needs, child protection concerns, and parental, familial and contextual circumstances. Effective multi-agency working between the College and social care will help



to inform a school's assessment of child's educational and mental health needs, as well as enabling a prompt response to any safeguarding concerns.

- 9 It is important that children are provided with support as soon as a problem emerges, at any point in their life. Providing early help is more effective in promoting the welfare of children than reacting later.
 - 9.1 Manchester City Council has a comprehensive range of effective, evidence-based services in place to address assessed needs early, and the College will seek support if appropriate.
 - 9.2 The College has access to local educational psychology services, who will support children with SEND, but can also be well placed to advise on emerging mental health needs and either to provide direct intervention or signpost to other, more appropriate, forms of support. support pupils with medical conditions should receive at school
- 10 Whilst the College will seek to involve families wherever possible, in some circumstances the child may not wish to have their families involved with any interventions or therapies they are receiving. In these cases the College is aware that those aged 16 or over are presumed to be capable of consenting to their own medical treatment, and any ancillary procedures involved in that treatment (by virtue of section 8 of the Family Law Reform Act 1969). Children under the age of 16 may in certain circumstances consent to their own treatment if they are deemed to be 'Gillick competent', i.e. a relevant medical professional judges that they have sufficient intelligence, competence and understanding to appreciate what is involved in their treatment. Otherwise, an adult with parental responsibility will consent for them.



Appendix 3 Dealing with allegations against staff

1. The School's procedures

1.1 The guidance in KCSIE (Part Four) will be followed where it is alleged that anyone working in the College, including supply teachers and volunteers, 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;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

1.2 All such allegations must be dealt with as a priority so as to avoid any delay.

1.3 Any allegations not meeting these criteria will be dealt with in accordance with the Manchester Safeguarding Children Board's procedures.

1.4 The College will not make its own decisions about what appear to be borderline cases but will discuss any doubts and concerns with the MCC Designated Officer (formerly known as the LADO), in the first instance. The College will not undertake its own investigation without prior consultation with the MCC Designated Officer (formerly known as the LADO), or in the most serious cases the police so as not to jeopardise statutory investigations.

1.5 When an allegation is made, the College makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

2 Reporting an allegation against staff, supply teacher or volunteer

2.1 Where an allegation or complaint is made against any member of staff or volunteer, or any adult from an organisation using the premises out of school hours, the matter should be reported immediately to the Head. In the absence of the Head, the report should be made to the Chair of Trustees. Where appropriate, the relevant Head / Chair of



Trustees will consult with the Designated Safeguarding Lead DSL and the allegation will be discussed immediately with the MCC Designated Officer (formerly known as the LADO), before further action is taken.

- 2.2 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Trustees, or in his / her absence the Vice-Chair, without first notifying the Head. Again, the allegation will be discussed immediately with the MCC Designated Officer (formerly known as the LADO), before further action is taken.
- 2.3 If it is not possible to report to the Head or Chair of Trustees in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead or, if he / she is unavailable, the Deputy Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Trustees.
- 2.4 Any allegations against a member of supply staff will also be reported to the supply agency, who will be fully involved in any investigation.
- 2.5 The person taking action in accordance with the procedures in this Appendix is known as the "case manager".

3 Disclosure of information

- 3.1 The case manager will inform the accused person of the allegation as soon as possible after the MCC Designated Officer (formerly known as the LADO), has been consulted.
- 3.2 The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. Parents and carers will also



be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraphs 233-234). If parents or carers wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

- 3.3 Where the MCC Designated Officer (formerly known as the LADO), advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Action to be taken against the accused

- 4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.
- 4.2 Where an investigation by the police or children's social care is unnecessary, the MCC Designated Officer (formerly known as the LADO), will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.
- 4.3 It may be necessary to undertake a further investigation enquiry to determine the appropriate action. If so, the MCC Designated Officer (formerly known as the LADO), will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent



investigator as advised by the Manchester Safeguarding Children Board.

4.4 Suspension

4.4.1 Suspension will not be an automatic response to an allegation and will only be considered in a case where

- (a) There is cause to suspect a child or other children at the College is or are at risk of significant harm or
- (b) The allegation is so serious that it might be grounds for dismissal.

4.4.2 Suspension will not be automatic and consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The MCC Designated Officer (formerly known as the LADO), will be contacted for advice if necessary.

4.4.3 A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

4.5 Criminal Proceedings

4.5.1 The School will consult with the MCC Designated Officer (formerly known as the LADO), following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

4.6 Return to work

4.6.1 If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the



provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child[ren] who made the allegation.

5 Ceasing to use staff

- 5.1 If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement / compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Chair of Trustees without delay.
- 5.2 If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.
- 5.3 Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency should be made. A prohibition order may be appropriate because of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.

6 Timescales

- 6.1 All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should institute appropriate action within three working days. If a disciplinary



hearing is required and can be held without further investigation, it should be held within 15 working days.

7 Unsubstantiated or malicious allegations

- 7.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.
- 7.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.
- 7.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

8 Record keeping

- 8.1 Details of allegations found to be malicious will be removed from personnel records.
- 8.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer.
- 8.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.



Service	Contact if	Name of contact	Telephone Number	Email/website
Children's Social Care (Local Authority)	You have concerns about a child or young person in your care	Manchester Stockport Contact Centre Tameside Contact Centre Trafford Contact Centre	0161 234 5001 0161 217 6028 (0161 718 2118) 0161 342 4186 (0161 342 2222) 0161 912 5125(0161 912 2020)	
Local Children's Safeguarding Board (Local Authority)	You are concerned about a child or young person but are not sure how to proceed Concern related to a member of staff	M S C B Majella O' Hagan Greater Manchester Safeguarding Partnership Ground floor Red Block Wenlock Way Offices	0161 234 5001 0161 234 1214	majella.o'hagan@manchester.gov.uk



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		Wenlock Way West Gorton M12 5DH		
Prevent Duty (Department of Education)	You are concerned about a child or young person who might be at risk of extremism	LA Prevent Lead: Jane Murphy	Gov hotline: 020 7340 7264 LA Prevent Lead: Jane Murphy 0161 2457171	Prevent contact: Jane Murphy jane.murphy5@manchester.gov.uk counter.extremism@education.gsi.gov.uk
Channel Programme (Gov)	You are concerned about a child or young person who might be at risk of extremism	Local Channel representative: Julie Haworth	Local Channel Representative: Julie Haworth 0161 856 6362 For referrals to Channel or for more information around the process, in the first instance contact	Prevent contact: Julie Haworth juliex.haworth@gmp.police.uk counter.extremism@education.gsi.gov.uk



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			your LA Prevent Coordinator.	
Female Genital Mutilation helpline (NSPCC)	Mandatory reporting! Apply in cases of 'known' FGM - i.e. instances which are disclosed by the victim and/or are visually confirmed (by health professionals)		<ul style="list-style-type: none">• Immediate danger: 999• Concerned: FGM (NSPCC) hotline 24/7: 0800 028 3550	fgmhelp@nspcc.org.uk
Child Sexual Exploitation (NSPCC)	You know a child is in immediate danger or are concerned		<ul style="list-style-type: none">• Immediate danger: 999• Unsure: NSPCC	www.nspcc.org.uk



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	about a child but unsure what to do		hotline: 0808 800 5000 • LSCB:	
Childline NSPCC	You are a pupil in need of help You are a child who is being bullied You are a child who has a concern about internet safety		• Childli ne: 0800 1111 • NSPCC: 0808 800 5000	
Ofsted's whistle-blow er Hotline NSPCC	You are concerned about an action within the establishmen		0300 123 3155 08000280285	



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	t that is detrimental to pupils or staff and is not being acted upon			
Independent School Inspectorate	Staff, pupils, parents or indeed anyone with a safeguarding concern about an independent school		02076000100	<u>concerns@isi.net</u>



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