NORTHENDEN COMMUNITY SCHOOL

POLICY DOCUMENT

SAFEGUARDING
CHILD PROTECTION

SEPTEMBER 2019

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NORTHENDEN COMMUNITY SCHOOL

POLICY : SAFEGUARDING (Updated September 2019)

1. INTRODUCTION

1.1 SCHOOL VISION, AIMS and VALUES

Central to the work of the school are three main vision statements. These are:

- **Respect for each other**
- **Quality and Success for All**
- **A Caring Community**

The above three statements underpin all of the school's work and policies. The school's work also reflects its commitment to a range of values, including the **Fundamental British Values** of mutual respect, democracy, the rule of law, individual liberty and tolerance of those of different faiths and beliefs and those without faith.

1.2 POLICY AIMS

This document makes clear the school's policies, practices and procedures which collectively aim to ensure that the school provides a safe and secure environment for children, their families, staff and visitors. It makes clear the school's approach and practice with regard to a range of safeguarding measures, including Child Protection, that is protecting children from neglect and significant harm. These are covered in separate appendices to the main overarching policy.

The policy specifically aims to make clear:

- the school's commitment to safeguarding children and young people;
- the responsibilities of all adults working with children in school;
- the management systems and other arrangements in place to safeguard children;
- the actions which should be taken by staff should they need to raise a concern.

1.3 SCHOOL COMMITMENT and ETHOS

At Northenden Community School, the safety, welfare and well-being of all children is of paramount importance. The school has a welcoming atmosphere and ensures that children's welfare needs are met through a number of management systems, policies, procedures and a whole-school approach to ensure that children are cared for and supported. We accept that parents send their children to the school with the expectation that the school will take the necessary steps to minimise the risks to their children's safety and ensure that their children are safe from physical, emotional or other harm. The school recognises that safeguarding is a whole-school issue and that it is an integral part of the life of the school and the quality of its provision. The school recognises that its ethos and aims play an important part in creating a setting which is caring, safe and secure and values all children and their families, irrespective of their backgrounds and circumstances. The school is committed to the principles outlined in legislation and guidance (see below), including working and sharing information with other agencies.

1.4 LEGAL FRAMEWORK and GUIDANCE

In developing this policy, the school has made reference to the following documents:

- Keeping Children Safe in Education (KCSIE), Statutory Guidance, DfE, September 2019
- Working Together to Safeguard Children, September 2019
- Model Safeguarding Policy (MCC, November 2018)
- Safer Working Practice for Adults working with Children (2019)

1.6 LINKS TO OTHER SCHOOL POLICIES AND PROCEDURES

We understand that safeguarding and promoting the safety and welfare of children and young people goes beyond implementing child protection procedures to protect children from neglect and significant harm and abuse. It is an integral part of all activities and functions of the school. This is an overarching policy and underpins and supports the aims and principles of the following policies, procedures and guidance:

- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy and Public Sector Equality Duty (PSED)
- Attendance Policy
- Health and Safety Policy
- Security and Site Visitors Policy
- Physical Intervention and Restraint Policy (see Behaviour)
- PSHCE Curriculum
- E-Safety Policy
- Educational Visits Policy
- Risk Assessments
- Special Educational Needs and Disabilities Policy
- Safer Working Practice for Staff and Volunteers (Guidance)
- Safe Recruitment Policy
- Administration of Medicines Policy and Guidance
- Managing Allegations against Staff Policy (MSCB/City Council)

2. SAFEGUARDING and CHILD PROTECTION

2.1 Definition of Safeguarding

Safeguarding is the term used to describe the school's policies, procedures, curriculum and actions it has in place to protect children from any form of risk to their general safety, welfare or well-being. Safeguarding is concerned with the provisions and systems the school has in place to create and maintain a safe environment for children. It covers all areas of child welfare, including health and safety, care and support, behaviour, anti-bullying, child protection, school security and safe recruitment. It also covers the school's provision for promoting safe practices at home and at school. Safeguarding is the overarching term covering all aspects of keeping children and young people safe.

2.2 Definition of Child Protection

Child Protection is the term used to describe the school's policies, procedures and actions it has in place to protect children who are considered at risk from **harm** or **significant harm**, including neglect and emotional, physical, sexual and domestic abuse. It refers specifically to those procedures which are in place to protect children whom the school suspects are at risk of different forms of

abuse, children in need and children who may require additional intervention and support from outside agencies, including Early Help and Children's Services.

3 ROLES AND RESPONSIBILITIES

3.1 The Governing Body

The Governing Body will ensure that:

- a member of the Governing Body is identified as the designated governor for safeguarding, including Prevent, and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding, will liaise with the Designated Safeguarding Lead (DSL) and will take a leading role in providing a level of scrutiny and challenge to the Senior Leadership Team;
- there is a senior member of the school's leadership team who is designated to take responsibility as DSL in the school and that there is a deputy DSL to work alongside this person;
- the school's Safeguarding Policy are reviewed and updated in line with the latest national legislation and local guidance on an annual basis (Autumn term);
- the school operates safe recruitment and selection practices including appropriate use of references;
- that at least one governor involved in recruitment procedures has undertaken Safe Recruitment training;
- governors are aware of the latest training and guidance available, including revisions of the document 'Keeping Children Safe in Education' (Part 1)
- procedures are in place for dealing with allegations of abuse against members of staff, including the Headteacher, and volunteers and these are in line with Local Authority procedure;
- there is an opportunity at meetings of the full governing body or committees to review the effectiveness of school policies and procedures and challenge specific areas of policy or concern where necessary;
- safeguarding is a standing agenda item on Governing Body meetings.

3.2 The Headteacher

The Headteacher will ensure that:

- the school fosters a climate where all staff have high regard for the safeguarding and protection of children;
- the policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff;
- safeguarding policy and procedures are reviewed at least annually, including using the LA's Safeguarding Audit;
- that safeguarding policy, procedures and guidance is updated in response to national and local legislation and guidance;
- staff and volunteers are aware of and comply with the school's Staff Code of Conduct and safe working practices;
- safe recruitment and selection of staff and volunteers is practised, including by all staff delegated to carry out recruitment processes;
- a Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision;

- sufficient time and resources are made available to enable the DSL to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- all staff and volunteers receive appropriate training which is regularly updated in line with guidance;
- all temporary staff and volunteers are made aware of the school's safeguarding policy and safe working practices;
- the school has a culture whereby all staff and volunteers feel safe and confident and know how to raise a concern about the poor or unsafe practice of colleagues or volunteers in regard to the safeguarding and welfare of the children;
- parents/carers are made aware of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations and policies clear on the school website and via other relevant information;
- the Safeguarding Policy and other relevant information is made available on the school's website;
- through the school curriculum, pupils have the opportunity to learn about aspects of their own safety, including how report their concerns about themselves or other children.

3.3 Designated Safeguarding Leads (DSL)

The Designated Safeguarding Lead(s) will:

- act as a first point of contact with regards to all safeguarding matters;
- attend training, including training for DSLs (every two years) and specialised training for specific areas of child protection (as required);
- provide support and training for staff and volunteers and make sure that staff undertake refresher training (face-to-face or online) every three years;
- make effective referrals to the Children's Services and any other agencies, including Early Help, where there are concerns about the welfare of a child;
- maintain records relating to safeguarding pupils and child protection;
- ensure that all staff and volunteers receive information on safeguarding policies and procedures;
- ensure that any staff with specific responsibility for safeguarding children receive appropriate training and supervision;
- ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child, including how to discuss matters with a child;
- liaise with the Headteacher (if not the DSL) and SENCO about any safeguarding issues;
- keep up to date with changes in national and local policy and procedures and be aware of any guidance issued by the DfE concerning safeguarding;
- send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.

3.4 Teachers

Teachers will:

- have due regard for their specific duties for safeguarding and pupil welfare in accordance with the School Teachers' Pay and Conditions Document (STPCD) and the Teachers' Standards 2013
- have due regard for their specific statutory duties, including to report (directly to the police, if necessary) any cases of known or suspected Female Genital Mutilation;

- have due regard for the responsibilities to provide a safe learning environment for pupils, including undertaking risk assessments of activities and educational visits;
- have due regard for the welfare of the pupils in their care, including through the behaviour, anti-bullying and SEND policies;
- contribute to the teaching of safety and safeguarding through the school's curriculum.

3.5 All Staff

All Staff will

- have due regard for their statutory and contractual duties to provide a safe environment for pupils at the school, including providing adequate levels of supervision for pupils, carrying out risk assessments and following procedures;
- follow our Staff Code of Conduct and Safe Working Practices and be aware of their professional status and reputation;
- undertake safeguarding and other related training as required by the school;
- ensure that they read at least Part 1 of *'Keeping Children Safe in Education'* on an annual basis;
- ensure that they read and understand any guidance, updates or information provided by the Headteacher or DSL with regard to safeguarding and child protection;
- be approachable to children and families and respond appropriately to any concerns;
- never promise a child that information disclosed will not be shared as this may ultimately not be in the best interests of the child;
- maintain confidentiality with regard to any disclosures made to them by pupils and information shared with them by members of staff in the best interests of the child;
- record and report concerns about the safety or welfare of pupils;
- contribute to safeguarding meetings where necessary.

3.6 Volunteers

Although not school staff, volunteers also have responsibilities with regard to their role and behaviour in school. They will:

- have due regard for the safety of children during any activities;
- have due regard for their own behaviour and responsibilities, particularly when supervising or working with children when unsupervised by a member of staff;
- agree to the completion of a Disclosure and Barring Service (DBS) application and disclosure on appointment to the school;
- have due regard to the Safe Working practice and role in maintaining their role and reputation at school and in their personal life;
- attend training where appropriate or at least have due regard for the school's policies and Safe Working Practice;
- have due regard for the security of the school site and safety of children;
- report all concerns about safety, child welfare or site security to a member of staff;
- be aware of the procedures in place for dealing with a disclosure from a child regarding their safety or home circumstances, referring the matter with sensitivity and in confidence to a member of staff.

4. SAFE WORKING PRACTICE

All staff should, in their day-to-day duties, be aware of their own professional conduct and behaviour, and their relationship with pupils. Staff should be aware and follow:

- Staff Code of Conduct
- Guidance for Safe Working Practice

4.1 Safe Working Practice Guidance

The 2019 (revised) document '*Guidance for safer working practice for those working with children and young people in education settings'* sets out some clear behaviours and expectations of staff working with children in different situations in schools. The document covers expectations with regard to, for example:

- Professional Behaviour
- Dress and Appearance
- Infatuations and crushes
- Communication, including use of technology
- Home visits
- Transport
- Social contact outside of the workplace

5. STAFF TRAINING, AWARENESS AND INDUCTION

A range of training will be undertaken by staff. This will include:

- Designated Safeguarding Lead (DSL) refresher training (every two years);
- staff and volunteer refresher training (every three years);
- annual reading of *Keeping Children Safe in Education* (KCSIE Part 1) document;
- on-line training provided via MSCB and other providers;
- awareness of school policy training and updates (e.g. via email);
- induction for new staff.

6. INFORMATION SHARING

- All staff and volunteers have a professional responsibility to share information with other agencies when it is in the best interests of the child.
- We have arrangements in place that set out the process and principles for sharing information within school and with the three safeguarding partners (Local Authority, Clinical Commissioning Group, police), other organisations, agencies and practitioners, as required.

7. CONFIDENTIALITY

- The school is committed to the confidentiality of information regarding individual children and members of staff, regardless of the relevance of that information to safeguarding.
- With regard to safeguarding, all staff will ensure that information is shared appropriately and only with those who need to know. In most cases, an initial concern will be shared with a DSL only and a decision made regarding the extent to which this information needs to be shared with other members of staff, outside agencies or with parents.
- Staff and volunteers must not discuss safeguarding or child protection matters regarding individual children or families with anyone who does not need to know, including outside of their professional role.
- All breaches of confidentiality will be investigated under the school's Staff Discipline Policy and may lead to disciplinary action.

- All staff and volunteers must be clear that a disclosure from a child cannot be kept as a secret.
- All staff and volunteers must understand that they have a professional and legal responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets or withhold information disclosed by a child which clearly indicates that they are at some risk of harm.
- We process all information in accordance with the principles of the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) and keep it safe and secure.
- The school keeps Safeguarding and Child Protection records for a period of time in line with our information retention policy.

8. MULTI-AGENCY WORKING

The school and its staff have a responsibility to work with other agencies to promote and implement effective support for children and young people. These outside agencies might include:

- The School Nurse
- Children's Services – social workers
- City Council Attendance Team
- Statutory Assessment Team (Special Educational Needs)
- Other schools (particularly where siblings in other schools are involved)
- Specialist teams, e.g. Drugs and Alcohol Support Team

9. WHISTLE BLOWING

Whistle-blowing is the mechanism by which adults can voice their concerns, including those about the conduct of other members of staff made in good faith, without fear of repercussion. The school has a whistle-blowing policy that meets the terms of the Public Disclosure Act 1998 and all staff and volunteers are encouraged to bring matters of concern to the attention of a senior member of staff, particularly if the welfare of children is at risk.

10. RAISING CONCERNS (GENERAL)

All staff will have due regard to their professional duty to raise concerns regarding:

- the supervision, welfare or care of a child
- the effects of bullying, discrimination or other actions towards a child
- the behaviour or actions of colleagues towards a child
- the behaviour of parents towards a child
- aspects of the school's policy or safety procedures which are failing to adequately meet the needs of children and provide adequate levels of safeguarding, safety and protection.

All staff and volunteers should raise concerns with an appropriate colleague or person responsible, including:

- Designated Person for Safeguarding
- School Business Manager / Health and Safety Officer
- Caretaker (with regarding to the safety of the premises)
- Teacher

If a concern arises, all staff, volunteers and visitors must:

- speak to the designated person or the person who acts in their absence;

- agree with this person the action that will be taken;
- record the concern;
- ensure that any information is kept in confidence.

11. MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

- we adhere to the DfE guidance in Section 4 of 'Keeping Children Safe in Education (KCSIE)' when dealing with allegations made against staff and volunteers;
- all allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quick and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made;
- allegations which meet the threshold will be referred to the Designated Officer who will oversee the management of the allegation and its investigation;
- we ensure that all are aware of how to raise a concern through the school's Whistle Blowing policy (see separate policy).

12. PARENTS / CARERS

- All parents will be made aware through the school's website and other relevant information of the school's statutory study to provide adequate safeguarding and protection for children.
- Where concerns are raised about a child, parents will normally be informed and given an opportunity to address any concerns raised. Initial discussions with parents may involve staff from Children's Services or the police following a referral from the school.
- Parents and other adults also have the right to raise concerns about the welfare of their own and other children and the actions and behaviour of adults towards children at school. These concerns will be treated in confidence and taken seriously.

NORTHENDEN COMMUNITY SCHOOL

POLICY : SAFEGUARDING

APPENDIX A : SPECIFIC PROVISIONS

A INTRODUCTION

This section of the Safeguarding Policy covers specific provisions which aim to promote safeguarding and safety of pupils and staff across the school.

A1 ETHOS

Northenden Community School has a positive and welcoming ethos. The school has a strong commitment to high expectations for all children and to teaching and learning which aims to prepare children for the next stage in their school career as well as being responsible citizens in a diverse Britain. The school promotes respect for groups and individuals and encourages children to think about their own role, rights and responsibilities in making the school and its community a positive and safe place to be. The school is committed to promoting fundamental British Values.

A2 CURRICULUM

All children have access to an appropriate curriculum, differentiated to meet their needs. Teaching and other activities aim to build children's self-esteem and confidence as learners as well as promoting respect for others and developing skills to resolve conflicts, help or defend those in need and make a positive contribution to the life of the school and the community.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of opportunities which promote their social, spiritual and moral understanding and respect and empathy for others. The curriculum includes opportunities for children to learn about relationships and sex education, safe use of medicines and drugs, personal safety, including road safety, and about the ways they can protect themselves from discrimination and bullying, including online bullying.

Personal Health and Social Education (PSHE), Citizenship and Religious Education lessons and the Social and Emotional Aspects of Learning (SEAL) programme will provide opportunities for pupils to explore and discuss a range of subjects including personal choices, lifestyles, respect for others, family patterns, religious beliefs, rights and responsibilities and health.

Specific curriculum programmes/opportunities include:

- Stranger Danger (delivered by PCSOs)
- ELFS (Early Learning for Safety)
- IMPS (Injury Minimisation Programme for Schools)
- Anti-Bullying Week (November)
- E-Safety Day (February)
- Keeping Safe (delivered by the NSPCC)

A3 ATTENDANCE POLICY

The school promotes high levels of attendance. The school has high expectations of pupil attendance and annually sets a target of 97% attendance for all pupils. All absences are recorded and investigated on the first day in accordance with the relevant regulations and guidance. The school, in partnership with Manchester City Council, takes action to address unauthorised absence in order to promote high levels of attendance.

The school follows up all absence on the day of absence. The school knows its pupils and their circumstances well. If the school has not been contacted, parents of absent children will be contacted during the first hour of the school day to determine the whereabouts of the child and ensure that they are safe.

A4 CHILDREN MISSING IN EDUCATION

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

A5 BEHAVIOUR AND ANTI-BULLYING POLICY

The school has in place a Behaviour policy which sets out the expectations of all children. School rules are made clear and are displayed around school. Children are expected to show respect for their peers and adults in school. There is a system of escalating sanctions in place to enable staff to deal with poor behaviour.

The school has an anti-bullying policy in place which makes clear the school's approach to challenging bullying of any kind. Children are encouraged to tell an adult in school if they feel unsafe or are being bullied or harmed in any way by another person. Guidance about the school's behaviour policy and anti-bullying policy is available for parents.

Exclusions

The school excludes children as a last resort as a sanction for behaviour which is abusive to staff, is persistently uncooperative, affects the safety of others or intentionally damages school property. In most cases, exclusions will be for a fixed-term period. Where it is felt that a child is likely to be permanently excluded, a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the children and their family and that the key agencies are involved.

A6 FIRE SAFETY

The school has a Fire Risk Assessment in place. This is updated every year. The document makes clear the procedures to be followed by adults and children in preventing a fire or the spread of a fire and in the event of discovery of a fire and the sounding of the fire alarm. Fire drills take place every term.

A7 HEALTH AND SAFETY

The school has a comprehensive Health and Safety Policy which covers all aspects of the school's responsibilities towards maintaining a safe learning and working environment for pupils and staff. The school has a designated Health and Safety Officer (School Business Manager) who works closely with Caretakers, the Headteacher and staff, in ensuring that systems are in place to minimise the risk of harm to children and adults take swift and appropriate action should it be needed. Security and safety systems are regularly checked by the Health and Safety Officer and Caretaking staff and the school has a comprehensive Service Level Agreement with an external company to provide a programme of Planned Preventive Maintenance (PPM) and checks on all of its facility, utility, safety systems and electrical equipment.

A8 SCHOOL SECURITY and VISITOR MANAGEMENT

The school takes adequate steps to ensure that persons other than members of staff or volunteers do not have access to the school during the school day. A time-locked door security system is in place. All staff and volunteers have access fobs which are personalised so that access rights and permissions can be assigned to individuals. All visitors are required to report to the school office, sign the visitors' register and display their visitors' badge at all times whilst on premises. Staff are asked to be vigilant with regard to unfamiliar adults on site and are encouraged to stop and question those who are unaccompanied or do not wear a visitors' badge. Staff must not allow unknown adults into the building or leave them unaccompanied if their role and work in the school is not clear.

A9 ROAD SAFETY / TRAFFIC MANAGEMENT

The school vehicle gates are locked at the beginning and end of the school day to encourage children and their parents to use the pedestrian gate and to prevent parents from driving into the driveway to park or turn their cars. The school encourages all parents to park away from Bazley Road so that a safe pedestrian environment can be maintained before and after school. The school works closely with the Police Community Support Officers (PSCOs) to discourage parents from parking near the school or contravening local traffic regulations.

A10 RISK ASSESSMENTS

Risk assessments are carried out on activities to identify and minimise the risks of harm to children and adults. Risk assessments for educational visits are carried out by the person in charge of each visit with the support of the school's Health and Safety Officer. Comprehensive packs are provided to each person accompanying an educational visit to enable them to deal with off-site incidents efficiently. The school complies with all of the regulations regarding residential visits and ensures that all information regarding out-of-area visits or residential visits is shared with the Health and Safety Officers at Manchester City Council.

A11 CRITICAL INCIDENTS

The school has a plan to be followed in the case of a critical incident. Should the school require evacuation, arrangements have been made with St Hilda's Church and St Wilfrid's CE Primary School, to move the children to alternative premises. The school has a 'critical incident pack', including emergency contact numbers, which are available off-site in the case of a critical incident which requires the school to be evacuated.

A12 INTERNET and MEDIA SAFETY

The school has in place an E-Safety (Safe use of ICT and Media) Policy which makes clear how children's safety can be affected by the use of technology at school and at home, including through access to inappropriate materials or online bullying. The policy makes clear the steps taken in school to protect children from harmful or inappropriate images digital content in school and the efforts the school takes in promoting safe use of media and digital devices outside of school.

School-Based Digital Content

The school recognises that children can be exposed to inappropriate and harmful digital content via its ICT systems, particularly the internet. The school, through its Safe Use of ICT Policy, aims to ensure that children are encouraged to use the internet as much as possible to support their learning but that this must be done safely and with responsibility. The school uses a filtering and caching system provided by One Education and undertakes regular checks to ensure that the content used by the children and adults is appropriate and fit the purpose intended. The school receives and checks weekly reports from the system, including reports of access to adult, hate, violence and peer-to-peer sites. Searches for content are supervised and teachers are encouraged to ensure that content-driven inquiry is filtered via the links on the school's website. Where search engines are used, staff are asked to ensure that children's choices of content are directed and appropriate for the intended purpose and for their age group. If teachers know of any inappropriate use of the school's ICT systems, the issue must be reported to the Health and Safety Officer or Headteacher. Where children or members of staff discover inappropriate content, use of the website should stop immediately and the website reported to the Headteacher. Where children are given time for 'free choice' activities, perhaps in a pre-school or after-school club setting, the websites must be pre-selected and free of images which are inappropriate or promote violence or other inappropriate behaviour.

A13 COLLECTION FROM SCHOOL

Children are only allowed home with a known adult. Where parents arrange for another person to collect their child from school, they are expected to telephone the school to let us know who that person will be. Children are not allowed to leave the school premises with someone they do not know or with someone under the age of 14. Staff will not let children go home with someone they or the children do not know without contacting parents first. Parents or carers who fail to collect their children from school on time will be contacted by 3.15pm. Where contact cannot be made within a reasonable length of time, the school will attempt to make contact with family relatives and family friends using the contact numbers available in school.

If no contact can be made after a reasonable length of time, the school will contact Social Services for advice or intervention. Parents who fail to collect their children from school on time on a regular basis will be made aware of their responsibilities to do so and the school will seek advice from the Children's Services department. Failure to collect children on time on a regular basis will be recognised as neglect.

Where staff do not feel that a pupil should be released to an adult or other person because they lack confidence in their ability to care for the child or suspect that the adult or other person may be under the influence of alcohol or drugs, the member of staff will immediately seek advice from the Headteacher, member of the senior management team or DSL. Where staff suspect that someone collecting a child is under the influence of alcohol and thought to be unfit to care for the child, the senior member of staff will speak with the adult or other person to make them aware of the situation, their responsibilities and the duties of the school to adequately safeguard children. Staff must never offer to accompany the adult and the child home.

Where children are not collected from the after-school club by 6.00pm, staff will contact parents or carers and family members in. Where contact cannot be made within a reasonable length of time, the school will attempt to make contact with family relatives and family friends using the contact numbers available in school. If no contact can be made, the After-School Club will consult with the Headteacher in person or by telephone. The Headteacher or After-School Club manager may then contact the Social Services department for advice or intervention. In rare circumstances, members of staff could accompany the pupil to their home but must do so within the guidance set out in this policy. There must, however, be at least two members of staff available to do so and staff should be aware of their responsibilities.

The school does not recommend that children under the age of 10 (Year 5) walk home from school on their own. Where this is the case, parents should inform the school in writing. In the winter months and during the period of dark nights, children should not be allowed to walk home without an adult. Where parents wish this to be the case, they must inform the school in writing.

A14 CHILDREN LEAVING THE SCHOOL PREMISES

Once in school, children are never allowed to leave the school premises without a known adult. Children will not be allowed to return home for their belongings or to attend a medical appointment without an adult coming to collect them. On rare occasions, a member of staff may accompany them home.

When a child leaves the school without permission, the matter should be reported immediately to the school office and a senior member of staff. The parents must be contacted immediately and, failing the child being located by the school or parents, designated members of staff will begin a search of the local area. This should not be exhaustive as valuable time may be wasted. Where the child cannot be found, the police will be contacted.

A15 USE OF IMAGES OF CHILDREN

Use of Images for School Use

Working with children may involve the taking or recording of images. Any taking of photographs should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of children. The school must comply with the provisions of the Data Protection Act (2018) and the General Data Protection Regulations (GDPR) and must only make use of photographs for the purposes agreed with parents via the consent form. Any photographs taken on residential visits are copied for parents only with the written permission of the parents of all children involved. Photographs of children in a state of limited dress will never be taken. Photographs of children in PE kit will be taken where appropriate. It is not appropriate for adults to take photographs of children for their personal use.

Parents' Use of Images

The school takes a sensible view of the taking of photographs by parents and permits the taking of photographs at school events. However, it makes it clear to parents that photographs or video recordings must be for their personal use only and that any publication of photographs of children other than their own, in printed or electronic form, including on social networking sites, is not allowed. Any parent found doing so will be prevented from taking further pictures at school events. The carers of Looked-After Children (LAC), children in need or those on the child protection register will be consulted before any photographs of such children are taken or used in any way.

A16 ADMINISTRATION OF MEDICINES

Except in exceptional circumstances, the school does not take responsibility for the administration of medicines. Parents are encouraged to administer medicines to their children at the beginning and end of the school day. Parents are welcome to administer medicines to pupils during the school day and where appropriate children will be encouraged to self-administer medication, including inhalers and ointments. Where exceptions are made, parents will be asked to complete and sign a health care plan and medicines will be administered by a qualified first-aider who has agreed to do so.

For safety reasons, children must not have medicines, except inhalers, in their possession at any time. All medicines should be handed in at the school office and medicines required for educational or residential visits will be kept and administered by a designated member of staff who will normally be a qualified first-aider.

First Aid

The school has a number of qualified first-aiders who provide care for children and adults who injure themselves whilst on school premises or educational visits. First Aid certificates are reviewed and training is updated on a regular basis. First Aid kits are situated around the school and all accidents are recorded. When a child is poorly or has an accident, a First-Aider is consulted and appropriate action is taken. It should be recognised that first-aiders provide an initial assessment of need and treatment. Where further medical expertise is required or first-aiders are uncertain of any injuries, parents will be contacted and asked to seek medical advice or further treatment.

NORTHENDEN COMMUNITY SCHOOL

POLICY : SAFEGUARDING

APPENDIX B : CHILD PROTECTION POLICY

B1 INTRODUCTION

Child protection is that area of safeguarding which is concerned with ensuring children are safe from **maltreatment**, **significant harm** and **abuse** (in various forms), particularly in the family setting. This document makes clear the school's policies and practices which aim to:

- protect children from maltreatment and significant harm;
- prevent impairment of children's health or development;
- ensure that children grow up in circumstances consistent with the provision of safe and effective care;
- ensure all staff take actions to enable all children to have the best outcomes.

The policy specifically aims to make clear:

- types of significant harm;
- the responsibilities of all adults working with children in school;
- the actions which should be taken by staff should they need to raise a concern;

B2 SIGNIFICANT HARM AND ABUSE

Significant harm is defined for the purpose of this policy and for child protection procedures as:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

Significant harm and abuse also covers:

- Child sexual exploitation
- Children Criminal Exploitation
- Domestic violence
- Faith-based abuse
- Fabricated or induced illness (FII)
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence
- Homelessness
- Honour-Based Violence
- Radicalisation
- Peer-On-Peer Abuse
- Private Fostering
- Sexting
- Sexual Harrassment
- Teenage relationship abuse
- Trafficking
- Upskirting

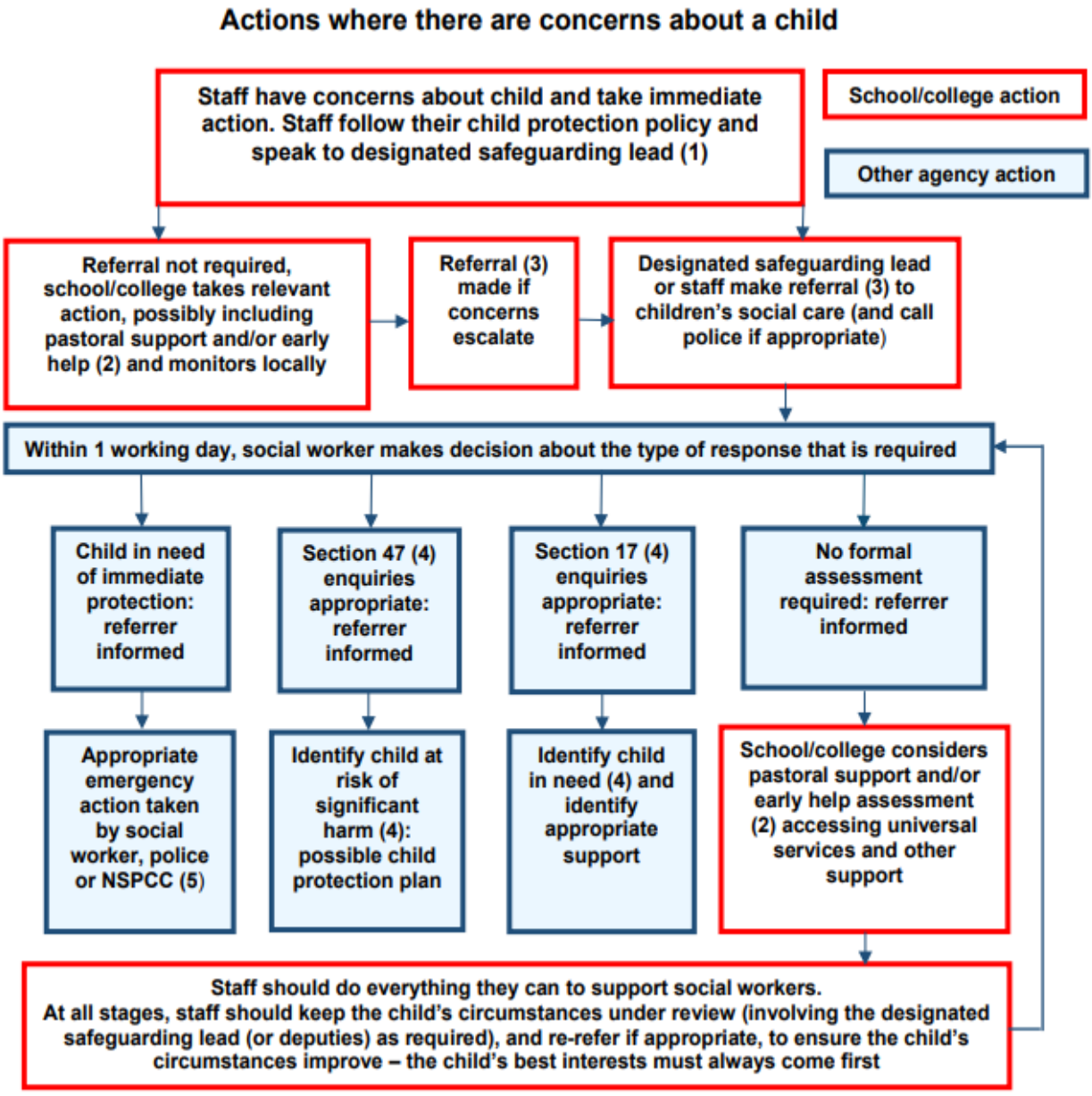
Staff should familiarise themselves with the characteristics and possible indicators of each type of abuse. Details of each are set out in Appendix B2. Information is also available in Part 1 of Keeping Children Safe in Education (KCSIE) which should be read by all staff.

B3 RAISING CONCERNS ABOUT A CHILD

All staff and volunteers have a responsibility to raise concerns about any child they think might be at risk of harm or need support. In noting and raising concerns, staff should:

- make a written note of their concern or observation;
- discuss the matter with a Designated Safeguarding Lead (DSL) or Headteacher;
- discuss the support that might be available for the child.

This flowchart (KCSIE, 2018) shows the process that should be followed.



B4 HANDLING A DISCLOSURE

When a child shares information about their welfare or safety, staff should:

- follow the procedures and guidance which have been covered in their training;
- listen carefully;
- not ask probing questions, make judgments or dismiss what is being shared;
- not make a promise to the child that the information will not be shared;
- maintain confidentiality (do not share it with those who do not need to know);
- reassure the child that it is our job to keep them safe;
- make notes immediately after the information is shared by the child;
- share their concerns with the DSL or Headteacher.

B5 SUPPORT AND REFERRAL

Once a concern has been shared, options will then include one or more of the following:

- arranging and managing support within the school;
- Early Help Assessment;
- referral to statutory Children's Services, particularly if the child is in need or is suffering or likely to suffer harm or abuse;
- referral to police, e.g. in case of Female Genital Mutilation

B6 SCHOOL SUPPORT

The Designated Person will usually decide, using the information available and any historical information, whether to make a referral to Children's Services or keep a record and further monitor the situation. Any member of staff can make referral to Children's Services if they feel that the child is at risk of significant harm. Where a decision not to refer is made, the DSL and the staff member should agree a period of monitoring. Where the staff member has further concerns or the child's situation or welfare has not improved, the staff member should seek further advice and action from the DSL.

B7 EARLY HELP ASSESSMENT

Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, DSL, SENCO, General Practitioner (GP), family support worker, and/or health visitor.

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

B8 REFERRAL TO THE LOCAL AUTHORITY

If at any point, there is a risk of immediate serious harm to a child, a referral MUST be made to Children's Services (and if appropriate to the police) immediately. Anybody can make a referral. A referral can be made in a number of ways:

- By telephone in the first instance
- Completion of referral form
- E-Mail

All referrals must go through the Children's Services Contact Centre:

Telephone : 0161 255 8250
Fax Number : 0161 255 8266

Once referred, a Social Worker at the Contact Centre will assess the referral and help the school in making a decision whether or not further action needs to be taken. If so, the matter will be referred to the duty team at the local Children's Services office. In most cases, except where there is immediate risk of significant harm, the duty team will contact the school for further information. Contact may, in some cases, also be made with the parents, initially by school and then by social workers assigned to the case.

B9 LOCAL AUTHORITY ACTION

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

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under Section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under Section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services;
- further specialist assessments are required to help the local authority to decide what further action to take;
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

Once a referral has been made:

- the referrer should follow up if the above actions are not forthcoming;
- if social workers decide to carry out a statutory assessment, the DSL and school staff should do everything they can to support that assessment;
- if, after a referral, the child's situation does not appear to be improving, the school should consider following the local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

B10 STATUTORY ASSESSMENT

8.1 Children in Need (CIN)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under Section 17 of the Children Act 1989.

8.2 Children suffering or are likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under Section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

B11 STATUTORY MEETINGS

Once a referral has been made to the Local Authority:

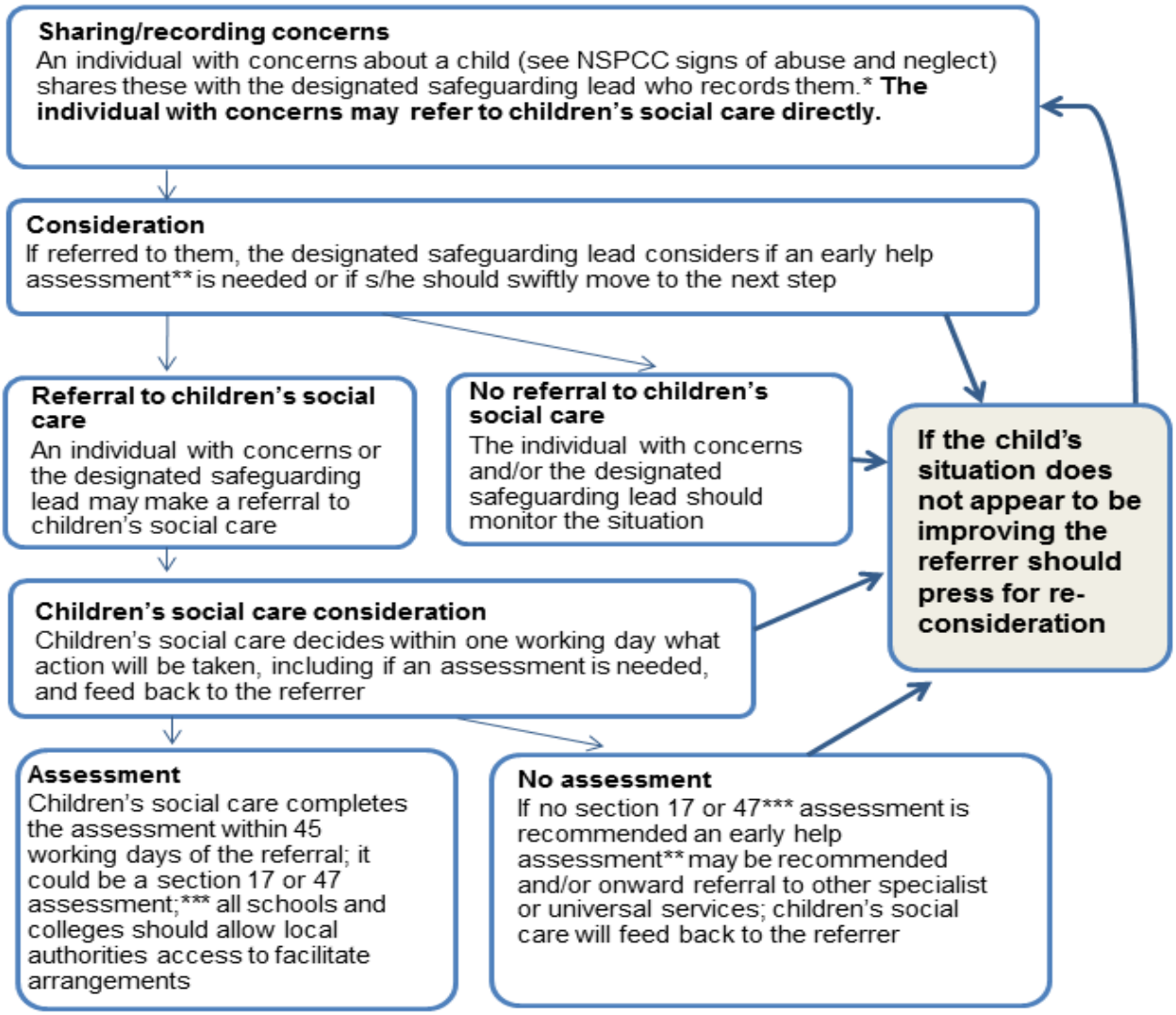
- an initial Child Protection conference will be held if it is considered that the child is suffering or at risk of significant harm;
- we will attend and contribute to initial and review Child Protection conferences, CIN conferences and relevant multi-agency meetings, including core group meetings;
- members of staff who are asked to attend a Child Protection conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date pro-forma, to the meeting chair within the required timescales, at least 48 hours before the conference;
- our reports will include the voice of the child
- we will, if appropriate, discuss and share our reports with the parents before the conference;
- all relevant staff will be confident in using the tools which are part of the Signs of Safety approach.

B12 SERIOUS CASE REVIEWS

- Manchester Safeguarding Children Board (MSCB) will undertake a Serious Case Review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, the school will co-operate fully with the review process;
- The school DSLs will keep up-to-date with the findings of Serious Case Reviews in Manchester and share the learning and review our safeguarding procedures, if relevant.

Action when a child has suffered or is likely to suffer harm

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



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

APPENDIX B2 – FORMS OF ABUSE / RISK

NEGLECT

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

Neglect is usually an *Act of Omission* rather than an *Act of Commission* as the parents usually fail to do something to meet the child's basic needs rather than intentionally abuse the child. This may be as a result of very poor parenting, substance abuse, mental health conditions or other circumstances which prevent the parent from actively and consistently providing adequate care for their child.

PHYSICAL ABUSE

Physical abuse is 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.

EMOTIONAL ABUSE

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

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

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

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

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

CHILD CRIMINAL EXPLOITATION (COUNTY LINES)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

EXTREMISM AND RADICALISATION

Children are vulnerable to extremist ideology and radicalisation. **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to e child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should us their judgement in identifying the children who might be at risk of radicalisation and act proportionately which may include the DSL making a referral to the Channel programme.

All schools are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. The duty is know as the Prevent Duty. The school's Prevent Duty Policy and the procedures to be followed can be found in Appendix E.

FABRICATED OR INDUCED ILLNESS

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness. Behaviours in FII include a mother or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning their child with unnecessary medication or other substances

FAITH-BASED ABUSE

Faith and belief-based child abuse, including practices around 'spirit possession' and 'witchcraft', is a hidden crime, which makes it difficult to quantify in terms of magnitude. However, from our own experience and in consultation with communities, we know this kind of abuse is under-reported.

Forms of abuse

Abuse can be separated into five different areas;

- abuse as a result of a child being accused of being a 'witch';
- abuse as a result of a child being accused of being possessed by 'evil spirits';
- ritualistic abuse which is prolonged sexual, physical and psychological abuse;
- satanic abuse which is carried out in the name of 'satan' and may have links to cults;
- any other harmful practice linked to a belief or faith.

FEMALE GENITAL MUTILATION (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.

Whilst all staff should speak to the Designated Safeguarding Lead (or deputy DSL) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers.** If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

FORCED MARRIAGE

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

HAZING

Hazing refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, including a fraternity, sorority, team or club. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, colleges, universities, military units, and fraternities and sororities. The initiation rites can range for relatively benign pranks to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing is often prohibited by law or prohibited by institutions such as colleges and universities because it

may include either physical or psychological abuse. Acts of hazing may include nudity and/or sexual assault.

HOMELESSNESS

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

(SO-CALLED) HONOUR-BASED VIOLENCE

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

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

PEER-ON-PEER ABUSE

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

SEXUAL HARRASSMENT and SEXUAL VIOLENCE

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

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

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

Sexual Harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media; and
    - sexual exploitation; coercion and threats

Sexual Violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003. Such offences include rape, assault by penetration and sexual assault.

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

SEXTING

Sexting (also known as 'Youth-produced sexual imagery') is the exchange of sexual messages or self-generated sexual images or videos through a mobile phone network or the internet. Once a message or image has been shared, the sender has no control about how it's used. Sexting can leave a child vulnerable to bullying, blackmail, online grooming or abuse. It's also a criminal offence to create or share explicit images of a child, even if the person doing it is a child.

If a young person tells you they've been involved with sexting, it's important to remain calm and be understanding. You should follow your organisation's policy and procedures. Try and find out:

- if it's an image, video or message
- how the young person is feeling
- how widely has the image been shared and with whom
- if there were any adults involved
- if it's on an organisational or personal device.

The College of Policing recommends that safeguarding should be the main concern of any investigation into a sexting incident and that we should avoid criminalising young people unnecessarily.

UPSKIRTING

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It can be a form of peer-on-peer abuse. Upskirting under the Voyeurism Offences Act (2019) is a criminal offence, publishable by up to two years in prison.

NORTHENDEN COMMUNITY SCHOOL

POLICY : SAFEGUARDING

APPENDIX C : SAFER RECRUITMENT AND SELECTION OF STAFF

C1 INTRODUCTION / CONTEXT

It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. This part of the policy describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school. The Governing Body must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

1.1 Safer Recruitment Process : Pre-Appointment Checks

In determining whether or not a person is suitable to work with children, the school will gather information from the following sources as part of the recruitment process. An offer of appointment to a successful candidate must be conditional upon satisfactory completion or pre-employment checks.

- application form
- interview
- references (including one from previous employer)
- DBS Check with Barred List Check
- Verification of the candidate's identity (photographic)
- Verification of the candidate's address
- Barred List check if an individual will start work before the DBS certificate is available
- Check that the teacher is not subject to a prohibition order issued by the Secretary of State (Employer Access Online Service)
- Verify candidate's mental and physical fitness to carry out their work (Health Screening Checks)

1.2 Disclosure and Barring Service (DBS)

The DBS helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) in 2012. The DBS is an executive non-departmental public body, sponsored by the Home Office. The DBS is resposible for carrying out three types of checks:

- Standard (a check of the Police National Computer)
- Enhanced (a check of the PNC plus other relevant information)
- Enhanced with Barred List Check

1.3 Regulated Activity

DBS checks are required for all those in **regulated activity** which is defined as

a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,

b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes relevant personal care (helping a child with eating, drinking, washing or toileting), or health care provided by or provided under the supervision of a health care professional.

1.4 DBS Checks

For most appointments, including some volunteers, a DBS Enhanced check with Barred List check will be required. The successful candidate or volunteer will be asked by the school to complete a DBS application on appointment to the school and readiness for a future start date. This will be processed by the Registered Body for the school which is Manchester City Council (Shared Service).

Once completed, the DBS check may take 2-6 weeks to complete and be returned. The DBS certificate is now returned to the employee only. Neither the Registered Body nor the school receive notification of a completed DBS check. The school will therefore ask to see the candidate's DBS certificate. The school does not have a right to make a copy of this certificate. However, it must record from the certificate:

- The certificate / disclosure reference number
- The date of the certificate
- Any notes related to convictions or Barred List checks

Normally, the headteacher will complete this task and update the School Central Record. Should the headteacher or other person have any concerns regarding the information disclosed in the certificate and how this may affect the person's suitability to work with children, the headteacher or other senior member of staff will discuss these matters with the individual and seek advice from the Compliance Team at Manchester City Council.

There are times when a DBS check is not required. These include:

- Volunteers (e.g. parents) who only occasionally have supervised contact with children. A DBS check is not required but one may be obtained.

- New staff who are transferring from a similar position without a break in service of more than three months. There is no legal requirement to obtain a new DBS check but one may be obtained.

1.5 Employment History and References

Employers should always ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, it is also advisable to check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

The school's application form for all positions gives an opportunity for candidates to give details of their complete employment history. The selection and appointment panel will ensure that candidates are asked to explain why their employment history may be incomplete.

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References should always be obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They should always be requested directly from the referee and employers should not rely on open references, for example in the form of 'to whom it may concern' testimonials. Ideally, references should be sought on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. On receipt, references should be checked to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies should be taken up with the candidate.

The school's reference form will seek to obtain information regarding the candidate's skills and capabilities. In addition, a separate page will be used to seek information regarding the candidate's:

- Suitability to work with children
- Past disciplinary actions or allegations

Where information is shared by the referee which raises concerns, the Headteacher or other senior leader will contact the referee to seek further clarification and information. The matter will also be discussed with the candidate.

1.5.1 Open References

Where cases where the school is presented with an open reference from a previous employer, care should be taken to establish with the employee the reasons that this reference is available.

1.6 Safer Recruitment Training

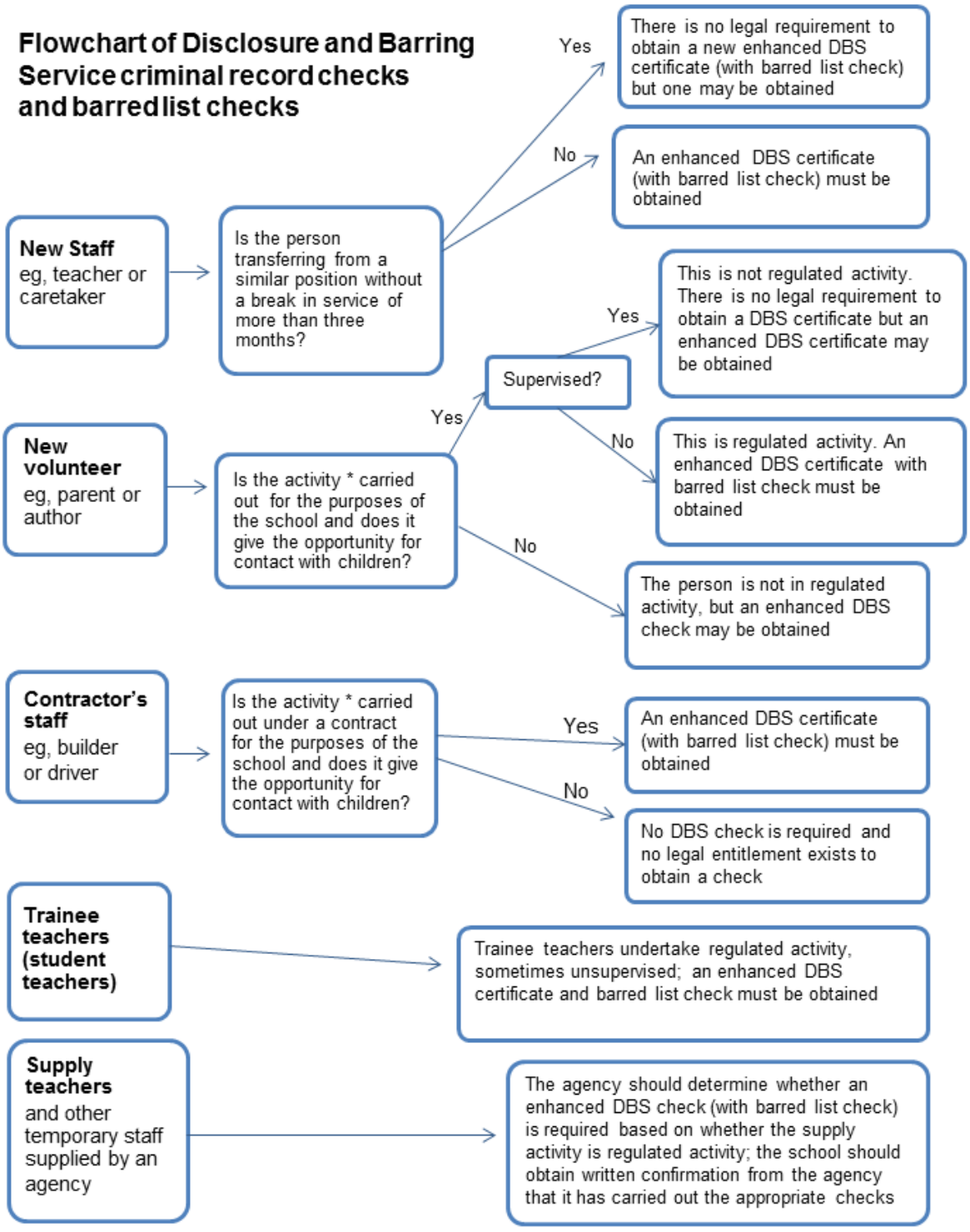
Staff and governors involved in recruitment decisions will undertake training in safer recruitment. Recruitment documentation shall make clear to candidates the school's commitment to safeguarding and the selection process, including references, shall include a thorough exploration of safeguarding issues.

1.7 Single Central Record

The school, in accordance with the statutory guidance, shall maintain a Single Central Record (SCR) of those who are working and volunteering at the school, including all those in regulated activity. The SCR shall be maintained with the SIMS database and shall include confirmation of

- An identity check
- a Barred List Check
- an Enhanced DBS check
- a prohibition from teaching check (NCTL)
- further check for people living or working outside the UK
- professional qualifications
- a check to establish the person's right to work in the UK

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

NORTHENDEN COMMUNITY SCHOOL

POLICY : SAFEGUARDING

APPENDIX D : PREVENTING EXTREMISM AND RADICALISATION

1. Introduction

The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults in terrorism or activity in support of terrorism or other activity motivated by hatred.

This policy is intended to provide a clear framework for all professionals working with children for whom there are concerns that they are at risk of becoming involved in extremist activity. The policy makes the link between safeguarding procedures and the CHANNEL programme, and provides a mechanism for supporting those who may be vulnerable to violent extremism by assessing the nature and the extent of the potential risk and, where necessary, providing an appropriate support package.

Violent extremism is defined by the Crown Prosecution Services (CPS) as:

"The demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to take part in terrorist acts;
- encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- foster hatred which might lead to inter-community violence in the UK."

There are a number of offences that can be considered when dealing with violent extremism. They include offences arising through spoken words, creation of tapes and videos of speeches, internet entries, chanting banners and written notes and publications.

The **Greater Manchester Local Safeguarding Boards** recognise the government position that Violent Extremism inspired by an Al Qaeda or ISIS (Islamic State) ideology, which advocates a distorted version of Islam, is considered to be the greater threat to the UK by the security services. However, they also seek to protect children and young people against the messages of all extremism, including Far Right, Neo-Nazi, White supremacist, and Loyalist paramilitary groups, and that linked to animal rights movements.

2. Legislative and Policy Framework

- The Children Act 1989 (as revised by the Children Act 2004)
- Working Together to Safeguard Children (March 2015)
- CONTEST (Counter Terrorism) Strategy 2011
- PREVENT Strategy, including CHANNEL
- Keeping Children Safe in Education 2019

3. **Identification**

The process of identification of those potentially involved in extremist activity should be based on the following principles:

- There is no such thing as 'typical extremism' and those involved in extremism come from a range of backgrounds and experiences;
- The research and evidence based pertaining to this risk group is limited, but is developing rapidly;
- most individuals, even those who hold radical views, do not become involved in violent extremism;
- numerous factors can contribute to, and influence, the range of behaviours that are defined as violent extremism. It is important to consider these factors in order to develop an understanding of the issues. It is also necessary to understand those factors that build resilience and protect individuals from engaging in violent extremist activity;
- it is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they posses a characteristic or fit a specific profile;
- it is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices;
- it is necessary to remember that violent behaviour operates on many levels in the absence of protective factors and that individuals largely act within the context of their environment and experiences.

4. Indicators of Vulnerability

The following list of indicators of vulnerability is not exhaustive. Nor does it mean that all young people experiencing the above are at risk of exploitation or radicalisation for the purposes of violent extremism.

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

5. Critical Risk Factors

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Articulating support for violent extremist causes or leaders;
- Accessing violent extremist websites, especially social networking;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Significant changes to appearance and/or behaviour.

6. Requirements of Schools

6.1 Single Point of Contact

Each agency/school must have **a Prevent Single Point of Contact (SPOC)** who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The SPOC will be responsible for:

- ensuring that other staff in the school are aware of the role of the SPOC in relation to protecting individuals from radicalisation and involvement in terrorism;
- maintaining and applying a good understanding of the relevant guidance in relation to preventing individuals from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raising awareness about the roles and responsibilities of the school in relation to protecting individuals from radicalisation and involvement in terrorism;
- ensuring other staff have an awareness and suitable training to help them identify children and young people potentially at risk of radicalisation or involvement in terrorism and know what to do to refer matters to the SPOC;
- acting as the first point of contact within the school for case discussions relating to protecting individuals from radicalisation and involvement in terrorism;
- making referrals of individuals at risk to Greater Manchester Police or the CHANNEL Co-ordinator as appropriate;
- collating relevant information from the school in relation to referrals of vulnerable children and young people or adults into the CHANNEL process;
- attending CHANNEL meetings as necessary and carrying out any actions as agreed;
- reporting progress on actions to the CHANNEL Co-ordinator;
- sharing any relevant information in a timely manner.

6.3 PREVENT DUTY

Risk Assessment

Schools must demonstrate that they:

- are protecting children and young people from being drawn into terrorism;
- consider the level of risk to identify the most appropriate referral;
- have protocols for ensuring that any visiting speakers are suitable and appropriately supervised

Staff Training

Staff should receive training that gives them:

- knowledge to identify children at risk of being drawn into terrorism;
- skills to challenge extremist ideology;
- awareness of how to refer children and young people for further help.

Knowledge

- staff should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a result of it;
- staff must know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it.

Leadership

Those in leadership positions should:

- establish mechanisms for understanding the risk of radicalisation;
- ensure that staff understand the issues and how to approach them;
- communicate and promote the importance of the duty;
- ensure that staff implement the duty effectively.

Working in Partnership

- safeguarding arrangements should take into account the policies and procedures of the Local Safeguarding Children Board (LSCB). Schools must demonstrate evidence of productive co-operation with local Prevent co-ordinators, the Police and local authorities.

IT Policies

- Children are expected to be safe from terrorist and extremist material when accessing the internet and other IT facilities at the school

7. Referrals and Support

As with other safeguarding issues, where a professional has any concerns that a child, young person or their family may be at risk of radicalisation or involvement in terrorism, they should speak with the School's Designated Safeguarding Lead or SPOC, if this is not the same person. The SPOC should offer advice and guidance about the appropriateness of making a referral to Children's Services and/or undertaking integrated processing, such as the Common Assessment Framework, to better understand the issue and gather information.

Immediate Danger / Risk

If, at any stage, it is felt that the individual poses an immediate danger to themselves or any other persons, the police should be contacted immediately.

8. CHANNEL Team Assessment

CHANNEL is a multi-agency approach, led by Greater Manchester Police, to provide support to individual who are at risk of being drawn into terrorist-related activity. CHANNEL seeks to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being into terrorist-related activity;
- Provide early intervention to protect and divert people away from the risk they face and reduce vulnerability.

CHANNEL TEAM Contacts

- **North West Counter Terrorism Unit**
  GMP Headquarters
  0161 856 6362
  E-Mail : channel.project@gmp.police.uk