

STOCKPORT GRAMMAR SCHOOL

SAFEGUARDING POLICY

(Reviewed by Governors 17.10.2017)

1 Contact Details

DESIGNATED SAFEGUARDING LEADS AT STOCKPORT GRAMMAR SCHOOL

EYFS:

Mrs C Hampson Foundation Stage Coordinator 0161 419 2405

hampsonc@stockportgrammar.co.uk

Junior School:

Mr T Wheeler Junior School Headmaster 0161 419 2405 wheelert@stockportgrammar.co.uk

Senior School:

Mrs J White Deputy Head (Pastoral) 0161 456 9000 whitej@stockportgrammar.co.uk

SOCIAL CARE CONTACT NUMBERS

STOCKPORT

Stockport Safeguarding Unit and LADO: 0161 474 5657 Out of hours: 0161 718 2118

Stockport Channel Panel (part of the Prevent strategy, a multi-agency approach to identify and provide support for individuals who are at risk of being drawn into terrorism: 0161 474 5657 (ask for Julia Storey who is the single point of contact for education)

MASSH (Multi Agency Safeguarding and Support Hub): 0161 217 6028 Emergency out of hours: 0161 718 2118

MANCHESTER

Contact Centre: 0161 234 5001

DERBYSHIRE

Children's Social Care: 01629 533190 (office hours and out of hours)

EAST CHESHIRE

Children's Assessment Team: 0300 123 5012

Emergency Duty Team (out of hours): 0300 123 5022

TAMESIDE

Children's Hub: 0161 342 4101

Emergency out of hours: 0161 342 2222

TRAFFORD

MARAT (Multi-Agency Referral and Assessment Team)

General Helpline: 0161 912 5125

Emergency out of hours: 0161 912 2020

STAFFORDSHIRE

First Response Service: 0800 1313 126

Emergency out of hours: 0345 604 2886

ADDITIONAL CONTACT DETAILS

CHILDLINE: 0800 1111
NSPCC Child Protection Helpline 0808 800 5000

Police non-emergency number - for reporting FGM to the local police: 101
Stockport Police Public Protection Investigation Unit (PPIU) - for consultation about crime-related safeguarding concerns: 0161 856 7974 stockport.ppiu@gmp.pnn.police.uk
Department for Education's dedicated contacts for advice and support regarding concerns relating to extremism: 020 7340 7264
counter.extremism@education.gsi.gov.uk

2 Policy statement

The following policies and documents are referred to in this policy;

- Keeping Children Safe in Education (Department for Education September 2016)
- Working Together to Safeguard Children (HM Government March 2015)
- What to do if you are worried a child is being abused (HM Government March 2015)
- Prevent Duty guidance (HM Government 2015)
- Children Missing Education (Department for Education September 2016)
- Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (UK Council for Child Internet Safety August 2016)
- Searching, Screening and Confiscation (Department for Education February 2014)
- Local Safeguarding Children's Board threshold document
- School's Email and Internet Policy (available on the School's website)
- School's Anti-Bullying Policy (available on the School's website)
- School's Pupil Behaviour and Discipline Policy (available on the School's website)
- School's Risk Assessment Policy – Pupil Welfare (available on the School's website)
- School's Protected Disclosure (Whistle-Blowing) Policy (available on the School's website)
- School's Recruitment, Selection and Disclosure Policy (available on the School's website)

- 2.1 The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- 2.2 Keeping Children Safe in Education (KCSIE) September 2016 defines safeguarding and promoting the welfare of children as:
- protecting children from maltreatment
 - preventing impairment of children's health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes

Child protection is a part of safeguarding. It refers to activities undertaken to protect specific children who are in danger or at risk of harm.

KCSIE September 2016 also states that safeguarding and promoting the welfare of children are everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure that their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive that right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

2.3 The School will take all reasonable measures:

- to ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people in accordance with guidance given in KCSIE September 2016 (or any further updates), and Working Together to Safeguard Children March 2015, including reporting to the Disclosure and Barring Service (DBS) any person who has left the school and is unsuitable to work with children. The School's Recruitment, Selection and Disclosure Policy is set down in a separate document available on the School's website.
- to ensure that all staff and volunteers read the DSL contact sheet, Part One and Annex A of KCSIE September 2016 (or any further updates), the Safeguarding Policy which includes as an appendix the staff code of conduct, the School's Protected Disclosure (Whistle-Blowing) Policy and the School's Risk Assessment Policy – Pupil Welfare as part of their induction and at the start of each academic year.
- to ensure that all staff and volunteers have read KCSIE Part One and Annex A of KCSIE September 2016 (or any further updates) and the other documentation listed above by collecting signatures of staff and volunteers to confirm that they have read this guidance.
- to ensure that staff and volunteers have understood KCSIE Part One through assessments and group discussions.
- to ensure that all staff and volunteers who are in regulated activity undergo safeguarding and child protection training on a schedule to be determined in consultation with the Local Safeguarding Children Board (LSCB) and receive regular safeguarding and child protection updates as required, but at least annually.
- to be alert to signs of abuse both in the School and from outside.
- to deal appropriately with every suspicion or complaint of abuse.
- to design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- to ensure that the pupils are aware of the school's provision for listening to children. This provision includes the Designated Safeguarding Lead, pastoral team, school nurses and Beacon counsellors.
- to support children who have been abused in accordance with his/her agreed child protection plan.
- to promote the educational achievement of any children who are looked after and to put in place safeguarding responses to children who may go missing from educational settings.

- to be aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of children which can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, that such children can be disproportionately impacted by things such as bullying without outwardly showing any signs and communication barriers and difficulties in overcoming these barriers.
- to be alert to the medical needs of children with medical conditions.
- to operate robust and sensible health & safety procedures.
- to take all practicable steps to ensure that school premises are as secure as circumstances permit.
- to operate clear and supportive policies on drugs, alcohol and substance misuse.
- to raise pupil awareness of keeping themselves safe, including issues such as online safety, drugs, alcohol, mental health, body image, self-harm and radicalisation, through PSHE lessons, form period activities and assemblies. The School Email and Internet Policy is available on the School's website.
- to review and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our school or in our local area.
- to have regard to guidance issued by the Secretary of State for Education and Skills in accordance with section 157 Education Act 2002 and associated regulations.

2.4 Every complaint or suspicion of abuse from within or outside of the School will be investigated and in all proper circumstances will be referred to an external agency such as the Children's Social Care Team of the local authority or the Police Public Protection Investigation Units (PPIU) in accordance with the locally agreed inter-agency procedures published by Stockport Local Safeguarding Children Board (LSCB). The School will also comply with the procedures of other Local Authorities in which families may be resident, such as East Cheshire, Derbyshire, Manchester, Tameside and Trafford.

3 The Designated Safeguarding Lead

KCSIE September 2016 Annex B: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the roleholder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

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.

Work with others

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the case manager 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.

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 school or 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.

Raise Awareness

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or 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 local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

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.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

3.1 The School has appointed senior members of staff to be responsible for matters relating to child protection and welfare (Designated Safeguarding Leads). The main responsibilities of the Designated Safeguarding Leads are:

- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding
- to co-ordinate the safeguarding procedures in the School, including online safety.
- to undertake appropriate early help inter-agency assessment and support in accordance with local processes, including completion of CAFs (Common Assessment Framework) and leading/attending TAC (Team Around the Child) meetings and attending meetings for pupils on child protection plans.
- to maintain an ongoing training programme for all school employees and volunteers and to ensure that temporary staff are made aware of the safeguarding procedures.
- to monitor the keeping, confidentiality and storage of records in relation to safeguarding and child protection and, for pupils moving school, to arrange the secure transfer of records and confirmation of receipt.

- to liaise with Children’s Social Care teams or other authorities.

3.2 The Designated Safeguarding Leads will:

- advise and act upon all concerns reported to them, including historical abuse allegations (which should be reported to the police).
- keep the Head informed of all actions unless the Head is the subject of an allegation. In this situation, the Designated Safeguarding Lead will consult with the Chairman of Governors or in his or her absence, a Vice-Chairman of Governors.
- liaise with the Children’s Social Care team and other agencies on behalf of the School.

3.3 If the relevant Designated Safeguarding Lead is unavailable or is himself or herself the subject of an allegation, their duties will be carried out by the Head or a Deputy Designated Safeguarding Lead who has received appropriate training.

For the Senior School this is Mrs J Smith, Head of Middle School, who may be contacted on 0161 456 9000 or smithj@stockportgrammar.co.uk , or Mrs H Lawson, Head of Lower School, who may be contacted on 0161 456 9000 or lawsoneh@stockportgrammar.co.uk , or Mr D Stone, Head of Sixth Form, who may be contacted on 0161 456 9000 or stonedj@stockportgrammar.co.uk

For the EYFS this is Mr T Wheeler, Junior school Headmaster, who may be contacted on 0161 419 2405 or wheelert@stockportgrammar.co.uk

For the Junior School this is Mrs C Hampson, Foundation Stage Coordinator, who may be contacted on 0161 419 2405 or hampsonc@stockportgrammar.co.uk

Junior School staff may also contact Mr S Milnes, Junior School Deputy Head, on 0161 419 2405 or milness@stockportgrammar.co.uk

3.4 The School is required to have a designated teacher to promote the educational achievement of any children who are looked after. These responsibilities are exercised by Mrs J White in the Senior School and Mr T Wheeler in the Junior School (including the EYFS).

3.5 The Designated Safeguarding Leads, Deputy Designated Safeguarding Leads and the Head have undertaken appropriate training and will attend refresher training at two yearly intervals. In addition to their formal training, their knowledge and skills will be updated at regular intervals, but at least annually.

3.6 The Governors’ Representative for Safeguarding is Dr Margaret Morris. Dr Morris meets formally with the Designated Safeguarding Leads towards the end of each academic year in order to prepare the annual safeguarding report for the governors. She is also available for more informal meetings and consultation by telephone. The governing body recognises the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis and provides opportunities for staff to contribute to and shape the safeguarding policy and arrangements.

4 Duty of employees and volunteers

4.1 Every employee and volunteer of the School is under a general legal duty:

- to protect children from abuse.

- to have due regard to the need to prevent pupils from being radicalised and drawn into terrorism.
- to be prepared to identify children who may benefit from early help.
- to read and ensure they have understood the School's Safeguarding Policy which includes as an appendix the staff code of conduct and Part One and Annex A of KCSIE September 2016 (or any further updates), and to follow them.
- to know how to access and implement the procedures, independently if necessary.
- to keep a sufficient record of any significant complaint, conversation or event.
- to report any early help requirements and matters of concern to the relevant Designated Safeguarding Lead.
- in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, to speak directly to Children's Social Care.
- to undertake safeguarding and child protection training on a schedule to be determined in consultation with the Local Safeguarding Children Board (LSCB) (normally at three yearly intervals) and receive regular safeguarding and child protection updates as required, but at least annually
- to take medical advice if they are taking medication which may affect their ability to care for children and ensure any personal medication is securely stored at all times.

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

1. the identity of the Designated Safeguarding Lead;
2. a copy of Part One and Annex A of KCSIE September 2016 (or any further updates);
3. the School's Safeguarding Policy which includes as an appendix the staff code of conduct as outlined in the Staff Handbook;
4. a copy of the School's Protected Disclosure (Whistle-Blowing) Policy;
5. a copy of the School's Risk Assessment Policy – Pupil Welfare

Staff and volunteers will also read these documents at the start of each academic year.

4.2 The Prevent Duty

The School has considered the levels of risk to which pupils might be exposed to radicalisation within the local context and staff are aware of the increased risk of online radicalisation. The School has due regard to 'the need to prevent people from being drawn into terrorism' in line with the Counter-Terrorism and Security Act 2015 and Prevent Duty guidance. Teaching staff complete an on-line general awareness training module on Channel that includes information on when it is appropriate to make a referral to Channel and the Designated Safeguarding Leads undertake WRAP (Workshop to Raise Awareness of Prevent) training. Other staff and volunteers receive appropriate training from the Designated Safeguarding Lead.

Any concerns in relation to possible radicalisation will be discussed with a pupil's parents unless there is a specific reason to believe that to do so would put the pupil at risk.

4.3 Staff Protection

It is possible to reduce situations in which allegations can occur and help protect staff by promoting good practice. The staff code of conduct contained in the Staff Handbook and attached as Appendix 4 provides the standards of professional conduct expected of all staff. Staff should always be open and public when working with pupils. Members of staff who are also parents of pupils in the school should be very mindful of their professional obligations within the social and domestic context.

Staff are not permitted to take photographs or recordings of a child on their own cameras, mobile phones, tablets or other personal devices.

In addition, for staff working in the Junior School (including all those staff working within the EYFS):

- Personal mobile devices should be kept in a designated 'staff area' during lessons. Devices should be switched off or set to 'silent'.
- Staff should not use personal mobile devices in school for texting, phone calls or as a camera during working hours when children are present.
- Personal mobile devices may be used during break times when in staff areas providing children are not present.

Further details may be found in the Junior School's 'Personal Mobile Device and Camera Policy'.

5 Types of abuse, signs of abuse, indicators of radicalisation and early help

Types of Abuse

KCSIE September 2016 Types of Abuse and Neglect

All school and 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 cases multiple issues will overlap with one another.

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 in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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.

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

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 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.

Specific safeguarding issues: All staff should have an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

Signs of abuse

What to do if you are worried a child is being abused (March 2015)

There are a number of warning indicators which might suggest that a child may be being abused or neglected. Some of the following signs might be indicators of abuse or neglect:

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

Indicators of radicalisation

Vulnerability

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

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/military training camps/locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) and it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?

- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

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

Early help

Early help means providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

Effective early help relies upon local agencies working together to identify children and families who would benefit from early help, to undertake an assessment of the need for early help, such as the Common Assessment Framework (CAF), and to provide targeted early help services to improve the outcomes for the child and prevent needs escalating to a point where intervention from Children's Social Care would be needed.

Inter-agency assessments should take place when a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police). The assessment should be undertaken by a lead professional who should provide support to the child and family and coordinate the delivery of support services. The lead professional could be a teacher, family support worker, health visitor or GP and the decision about who should be the lead professional should be informed by the child and their family. Examples of support services include family and parenting programmes, assistance with health issues and help for problems relating to drugs and alcohol.

For early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents and should involve the child and the family as well as the professionals working with them.
- professionals should be able to discuss concerns they may have about a child and family with a social worker in the local authority
- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary

Staff should discuss emerging problems and early help requirements with the Designated Safeguarding Lead. Staff may need to share information with other agencies and professionals in order to support early help assessment. In some cases, staff may need to act as the lead professional in undertaking an early help assessment. The Designated Safeguarding Lead should support staff in liaising with other agencies and setting up an inter-agency assessment. If early help is appropriate the case should be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving and additional support is needed. If at any time, it is considered that the child has suffered harm, is in immediate danger or is at risk of harm, a referral should be made immediately to Children's Social Care.

6 Procedures

6.1 **Initial concern:** A member of staff with concerns about a child should make a written record of the concerns on a note of concern form (see Appendix 2) and hand it to the relevant Designated Safeguarding Lead. A member of staff who hears a disclosure from a pupil must:

- listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.

- 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 relevant Designated Safeguarding Lead who will ensure that the correct action is taken.
- not ask leading questions, that is, a question which suggests its own answer.
- keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the relevant Designated Safeguarding Lead.

In circumstances where a child is thought to be 'missing' from the school site, parents and, where appropriate, the police will be contacted as a matter of urgency.

- 6.2 **Preserving evidence:** All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved. These would be potentially disclosable to both prosecution and defence lawyers in a court case.
- 6.3 **Reporting:** All concerns must be reported to the relevant Designated Safeguarding Lead so that a course of action can be agreed in accordance with the Local Safeguarding Children Board (LSCB) thresholds. If a child has suffered harm, is in immediate danger or is at risk of harm the Designated Safeguarding Lead should make a referral to Children's Social Care and/or the police immediately. However, it should be noted that anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made. Where a child is in need of additional support this will also be referred to Children's Social Care team. Where a pupil has suffered serious harm or an allegation involves a potential criminal offence the matter will be reported to the Police. If a child has not suffered harm, is not in immediate danger, not at risk of harm or not in need of additional support from Children's Social Care, early help intervention should be considered.
- 6.4 **Action by the Designated Safeguarding Lead:** The action to be taken will take into account:
- the procedures published by Stockport Local Safeguarding Children Board (LSCB) or other Local Safeguarding Boards as appropriate.
 - the need to record in writing all concerns, discussions and decisions and the reasons for those decisions
 - the nature and seriousness of the concern and the Local Safeguarding Children Board (LSCB) thresholds . If a child has suffered harm, is in immediate danger or is at risk of harm the Designated Safeguarding Lead should make a referral to Children's Social Care and/or the police immediately. However, it should be noted that anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made. Where a child is in need of additional support this will also be referred to Children's Social Care team. Where a pupil has suffered serious harm or an allegation involves a potential criminal offence the matter will be reported to the Police. If a child has not suffered harm, is not in immediate danger, not at risk of harm or not in need of additional support from Children's Social Care, early help intervention should be considered.

- the wishes of the pupil who has made the allegation, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken that override a pupil's wishes.
- the wishes of the pupil's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the relevant Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- duties of confidentiality, so far as applicable.
- the importance of information sharing between professionals and local agencies. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.
- the statutory duty for a teacher to personally report to the police (on the police non-emergency number 101) the discovery that FGM appears to have been carried out on a girl under 18 and for Children's Social Care to also be informed.
- the need to make a referral to Channel if a child is identified at risk of radicalisation.
- the requirement to inform the local authority of any pupil who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority, or in default of such agreement, at intervals determined by the Secretary of State.
- the need to undertake reasonable enquiries to establish a child's whereabouts and to consider notifying the local authority at the earliest opportunity when a pupil fails to attend school an agreed first day of attendance
- the requirement to notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in Annex A of Children Missing Education (September 2016).
- the requirement to notify the local authority within five days when a pupil's name is added to the admission register at a non-standard transition point.
- the lawful rights and interests of the school community as a whole including its employees and its insurers.

If there is room for doubt as to whether a referral should be made, the relevant Designated Safeguarding Lead may consult with the Children's Social Care team or other appropriate professionals possibly 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 will be made without delay and within 24 hours. If the initial referral is made by telephone, the relevant Designated Safeguarding Lead will confirm the referral in writing depending on the requirements of the Local Children's Safeguarding Board (LSCB) procedures. If no response or acknowledgment is received within three working days, the Designated Person will contact Social Services again.

- 6.5 **Concerns about the school's safeguarding practices:** All staff and volunteers should feel able to raise concerns about poor or unsafe practice. The school has a Protected Disclosure (Whistle-Blowing) Policy. If staff feel that they cannot raise their concern with School or feel that their genuine concern is not being addressed, other whistleblowing channels may be available to them e.g. the NSPCC Whistleblowing Helpline 0800 028 0285.
- 6.6 **Safeguarding records:** These will be filed confidentially and separately from main pupil files and will be reviewed regularly so that concerning patterns of behaviour can be spotted. Safeguarding records will be retained until the pupil whose information is contained in the file reaches the age of 25 in accordance with guidance issued by the Information and Records Management Society.
- 6.7 **External agencies:** Any person can make a referral to the Children's Social Care team or to the police. Whether or not the School decides to refer a particular allegation to the Children's Social Care team or the police, the person making the allegation will be informed of their right to make their own referral to the Children's Social Care team or the Police Public Protection Investigation Unit (PPIU) and will be provided with contact names, addresses and telephone numbers, as appropriate.
- 6.8 **Allegations against staff:** The School has procedures for dealing with allegations against teachers, headteachers, volunteers and other staff 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 follow the guidance in KCSIE September 2016. If a child or his/her parent informs a member of staff about abuse by another member of staff (including the Designated Safeguarding Lead) or a volunteer working in the school, the person receiving that information should pass it to the relevant Headmaster of the Junior or Senior School. If an employee of Stockport Grammar School has concerns about a member of either teaching or associate staff (including the Designated Safeguarding Lead) or volunteer in the school, they should also tell the Headmaster. If he is absent, the matter should be referred to the Chair of Governors. The Headmaster/Chair of Governors will notify the Designated Safeguarding Lead (unless the Designated Safeguarding Lead is the subject of the allegation).

Any suspicions of abuse that meet the criteria as set out in section 148 of KCSIE September 2016 will be referred to the local authority designated officer (LADO) within 24 hours and, in the most serious cases, the police. The Headmaster and Designated Safeguarding Lead will not undertake investigation of any claims made which meet the criteria as set out in section 148 of KCSIE September 2016 without prior consultation with the LADO. The rights of individual members of staff to be informed and protected will be upheld. The quick resolution of an allegation against a teacher will be a high priority and all unnecessary delays will be avoided. Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned; and
- the need for a full and fair investigation

Any allegation or complaint against the Head must be made to the Chairman of Governors, or in his absence a Vice-Chairman. In such circumstances the Designated Safeguarding Lead will report to and consult with the Chairman of Governors, or in his absence a Vice-Chairman. The Headmaster should not be informed.

The School will promptly report to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm, to a child and has been removed from working with children or would have been removed if they had not left.

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and the dismissal does not reach the threshold for DBS referral, a referral will be made to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

- 6.9 **Allegations against pupils (peer on peer abuse):** Children are capable of abusing their peers. KCSIE September 2016 states that peer on peer abuse is most likely to include, but is not limited to, bullying (including cyber-bullying), sexting and gender based violence/sexual assaults (such as girls being sexually touched/assaulted and boys being subject to initiation type violence) and is clear that abuse is abuse and should not be tolerated or passed off as 'banter' or 'part of growing up'. Peer on peer online sexual abuse can include, but is not limited to, online grooming and exploitation, exposure to pornographic content and engaging a child in sexual activity online. Employees and volunteers should be alert to the possibility of peer on peer abuse and report such abuse so that it can be investigated and victims can receive appropriate pastoral support. Incidences of peer on peer abuse where there is reasonable cause to suspect that a child has suffered harm, is in immediate danger or is at risk of harm, or is in need of additional support from Children's Social Care, will be treated as a child protection concern.

The School's Anti-Bullying Policy, which is available on the School's website, explains how allegations of bullying will be investigated and pupils supported.

If a pupil makes a sexting disclosure (that is, a disclosure of 'youth produced sexual imagery') to an employee or volunteer, the employee or volunteer should inform one of the Designated Safeguarding Leads. Employees and volunteers must not ask to view images, search mobile devices, print out any material or move any material from one storage device to another. The Designated Safeguarding Lead will investigate the concern and support pupils by following the UK Council for Child Internet Safety's advice in *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People* (August 2016) and the Department for Education's advice on *Searching, Screening and Confiscation* (February 2014).

If a child or his/her parent informs an employee or volunteer about any other form of abuse by another pupil in the school, the employee or volunteer should pass the information to the Designated Safeguarding Lead or relevant Headmaster of the Junior or Senior School as appropriate (depending on the form of abuse) so that the allegation can be investigated and pupils supported. If an employee or volunteer has concerns about abuse of a pupil by another pupil in the school, they should also tell the Designated Safeguarding Lead or Headmaster as appropriate.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Pupil Behaviour and Discipline Policy, which is available on the School's website, will apply. Consideration will also be given to the provision of pastoral support to the perpetrator and whether they may be in need of early help or in need of additional support from Children's Social Care.

7 **Monitoring**

The Designated Safeguarding Leads and the nominated Governor will scrutinise and monitor the operation of this policy and its procedures and make an annual report to the Governing Body. The full Governing Body will undertake an annual review of the policy and procedures and the efficiency with which the related duties have been discharged. This will normally take place in June/ July. Appropriate minutes will be kept to demonstrate the detail of the review.

Appendices:

- 1) Advice to staff
- 2) Note of concern
- 3) Skin map
- 4) Staff code of conduct
- 5) Visiting speaker protocol
- 6) Radicalisation risk assessment

Authorised by Chairman of Governors	
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