



STOCKPORT GRAMMAR SCHOOL

SAFEGUARDING POLICY

Reviewed by Governors 19.10.2021

This policy applies to all pupils at Stockport Grammar School including those in our EYFS setting.

1 Contact Details

DESIGNATED SAFEGUARDING LEADS AT STOCKPORT GRAMMAR SCHOOL

Junior School and EYFS:

Mrs C Hampson

0161 419 2405 hampsonc@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 (office hours and out of hours)

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

OLDHAM

Children's Social Services: 0161 770 7777

Emergency Duty Team: 0161 770 6936

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.publicprotection@gmp.pnn.police.uk

Department for Education's dedicated contact for advice and support regarding concerns
relating to extremism: 020 7340 7264

2 Policy statement

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

- Keeping Children Safe in Education (Department for Education 2021)
- Working Together to Safeguard Children (HM Government July 2018)
- What to do if you are worried a child is being abused (HM Government March 2015)
- Information Sharing (HM Government July 2018)
- The Prevent Duty Departmental advice for schools and childcare providers (Department for Education June 2015)
- Child Sexual Exploitation (Department for Education February 2017)
- Criminal exploitation of children and vulnerable adults: County Lines guidance (Home Office February 2020)
- Children Missing Education (Department for Education September 2016)
- Sharing nudes and semi-nudes Advice for education settings working with children and young people Responding to incidents and safeguarding children and young people (UK Council for Internet Safety December 2020)
- Sexual violence and sexual harassment between children in schools and colleges (Department for Education September 2021)
- Searching, Screening and Confiscation (Department for Education January 2018)
- Local Safeguarding Children Partnership threshold document
- Online Safety Policy p (available on the School's website)
- IT Acceptable Use Policy for Staff (available on the School's website)
- Acceptable Use of Technology Policy for Pupils (available on the School's website)
- Data Protection Policy (available on the School's website)

- Information Security Policy
- 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 Alcohol, Drugs and Substances 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) 2021 defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- 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 2021 also states that safeguarding and promoting the welfare of children are everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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 practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the 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 2021 (or any further updates), and Working Together to Safeguard Children July 2018, 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 Designated Safeguarding Lead and Deputy Designated Safeguarding Leads identity and contact sheet, Part One and Annex B of KCSIE 2021 (or any further updates), the Safeguarding Policy which includes as appendices the staff code of conduct and the School's safeguarding response to children missing education, the School's Pupil Behaviour and Discipline Policy, the School's Online Safety Policy, the School's IT Acceptable

Use Policy for Staff, the School's Data Protection Policy, the School's Information Security Policy, 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 B of KCSIE 2021 (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 Partnership but at least annually, and receive regular safeguarding and child protection updates as required.
- to ensure that all teaching and associate staff undergo online safety training on a schedule to be determined in consultation with the Local Safeguarding Children Partnership, 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 as necessary via early help assessments and TAF (Team Around the Family) meetings and to support children who have child in need or child protection plans in place.
- to promote the educational achievement of any children who are looked-after or previously-looked after and be aware that previously looked-after children remain vulnerable
- to put in place safeguarding responses to children who may go missing from educational settings.
- to be aware that children with special educational needs and disabilities (SEND) 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 and other forms of peer on peer abuse 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 comply with data protection legislation but, as per Information Sharing (July 2018), this is not a bar to sharing safeguarding information
- 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 bullying, online safety, sexual behaviour and sexting (youth produced sexual imagery), drugs, alcohol, mental health, self-harm, body image and radicalisation, through PSHE lessons, form period activities and assemblies. The School's Online Safety Policy, Acceptable Use of Technology Policy for Pupils and Alcohol, Drugs and Substances Policy are 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 Safeguarding Children Partnership. 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, Trafford, Staffordshire and Oldham.
- 2.5 The School has a small number of international pupils aged 16 or above sponsored by school under the Tier 4 route. The School only works with one agent, Icon Education, who we deem to be reputable. Icon Education is responsible for arranging the pupils' accommodation and ensuring that the accommodation meets the requirements of this route. When these pupils first join the School the sixth form pastoral staff:
- tell these pupils that they can see the pastoral staff if they have any concerns about their living arrangements or if they do not feel safe outside of school.
 - ensure that these pupils put the SMT emergency phone number in their mobile phone and tell them that they can contact a member of the Senior Management Team on this phone number if they have any concerns outside of the school day or term time.

The sixth form pastoral staff then regularly remind these pupils of the above.

3 The Designated Safeguarding Lead

KCSIE 2021 Annex C: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). 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 and the role should be explicit in their job description.

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.

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 media 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. Manage referrals

The designated safeguarding lead is expected to refer cases:

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

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for staff.
- act as a point of contact with the safeguarding partners;
- 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 local authority designated officer(s)(LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs) or the named person with oversight for SEN in a college) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice.

Where children leave the school or college (including in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs, or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- 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;
- 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 safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

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.

Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- 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;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children's social care in order to safeguarding and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- 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;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND children to stay safe online;
- 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. 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, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in KCSIE 2021 and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UKGDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

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) or EHAs (Early Help Assessment) and leading/attending TAF (Team Around the Family) meetings.
- to attend meetings for pupils on child in need and 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 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 actions as necessary 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 Fitzgerald, Head of Middle School, who may be contacted on 0161 456 9000 or fitzgeraldj@stockportgrammar.co.uk, or Mrs H Lawson, Head of Lower School, who may be contacted on 0161 456 9000 or lawsonh@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 Junior School and EYFS this is Mr M Copping, Junior School Headmaster, who may be contacted on 0161 419 2405 or coppingm@stockportgrammar.co.uk , or Mr S Milnes, Junior School Deputy Head, who may be contacted 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 or previously looked-after. These responsibilities are exercised by Mrs J White in the Senior School and Mr M Copping 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 Lucy Gholkar. Dr Gholkar meets formally with the Designated Safeguarding Leads towards the end of each term. 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 report any early help requirements and matters of concern to the Designated Safeguarding Lead or Deputy.
 - 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 2020 (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.
 - 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 Partnership but at least annually, and receive regular safeguarding and child protection updates as required.

- 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. a Designated Safeguarding Lead and Deputy Designated Safeguarding Leads identity and contact sheet
2. a copy of Part One and Annex B of KCSIE September 2021 (or any further updates);
3. the School's Safeguarding Policy which includes as appendices the staff code of conduct as outlined in the Staff Handbook and the School's safeguarding response to children missing education
4. a copy of the School's Pupil Behaviour and Discipline Policy
5. a copy of the School's Anti-Bullying Policy
6. a copy of the School's Online Safety Policy
7. a copy of the School's IT Acceptable Use Policy for Staff
8. a copy of the School's Data Protection Policy
9. A copy of the School's Information Security Policy
10. a copy of the School's Protected Disclosure (Whistle-Blowing) Policy
11. 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 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 online general awareness training module on Prevent that includes information on when it is appropriate to make a referral to Channel on a schedule to be determined in consultation with the Local Safeguarding Children Partnership; currently their advice is that training should be completed every three years. The Designated Safeguarding Leads have undertaken WRAP (Workshop to Raise Awareness of Prevent) training or appropriate online training as advised by the Local Safeguarding Children Partnership. Other staff and volunteers receive appropriate training from the Designated Safeguarding Lead on a schedule to be determined in consultation with the Local Safeguarding Children Partnership; currently their advice is that training should be completed every three years.

The School has considered the levels of risk to which pupils might be exposed to radicalisation within the local context. The Radicalisation Risk Assessment is attached as Appendix 5.

Staff are aware of the increased risk of online radicalisation. Suitable IT filtering/screening and monitoring is in place on the School's computer system.

Visiting speakers will be vetted so that the School can be satisfied that the information provided by speakers will be aligned to the ethos and values of the School and to British values. The procedures are included in the Visiting Speaker Protocol which is attached as Appendix 4.

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.

There are occasions when it is proper and necessary for staff to make physical contact with a pupil, including using reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Any decision on whether to physically intervene is based on the professional judgment of the teacher concerned. Such a decision should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned. 'Reasonable' in these circumstances means 'using no more force than is needed'.

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, specific safeguarding issues and signs and indicators of abuse, specific safeguarding issues and radicalisation

Types of Abuse

KCSIE 2021 - Types of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases multiple issues will overlap with one another.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside these environments. All staff, but especially the Designated Safeguarding Lead and Deputies should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse and serious youth violence.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place via online channels and in daily life.

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

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 from 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. Sexual abuse can take place online, and technology can be used to facilitate abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children (peer on peer abuse) is a specific safeguarding issue in education.

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, for example, 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

KCSIE 2021 - Safeguarding issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

KCSIE 2021 – Peer on peer abuse: All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school or college and online. All staff should understand that even if there

are no reports in their schools or colleges it does not mean that it is not happening, it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding peer on peer abuse they should speak to their Designated Safeguarding Lead or Deputy. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

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

KCSIE 2021 – Sexual violence and sexual harassment: Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. 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 and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. 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 the victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making 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 physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

KCSIE 2021 – Domestic abuse: The Domestic Abuse Act 2021 Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Criminal exploitation of children and vulnerable adults: County Lines guidance (February 2020) – Child Criminal Exploitation (CCE): County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Sexual Exploitation (February 2017) – Child Sexual Exploitation (CSE): 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.

KCSIE 2021 - So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage): So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the

family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

FGM: FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers: Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers should follow local safeguarding procedures.

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.

KCSIE 2020 – 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.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way to 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 a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

KCSIE 2021 - Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially

traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

Signs of abuse and indicators of domestic abuse, CCE, CSE, serious violence and radicalisation

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

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.

NSPCC website (www.nspcc.org.uk) – indicators of domestic abuse

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal

Criminal exploitation of children and vulnerable adults: County Lines guidance (February 2020) – indicators of CCE

Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones;
- excessive receipt of texts / phone calls;
- relationships with controlling / older individuals or groups;
- leaving home / care without explanation;
- suspicion of physical assault / unexplained injuries;
- parental concerns;
- carrying weapons;
- significant decline in school results / performance;
- gang association or isolation from peers or social networks; and
- self-harm or significant changes in emotional well-being.

Child Sexual Exploitation (February 2017) – indicators of CSE

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- acquisition of money, clothes, mobile phones etc. without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- exclusion or unexplained absences from school, college or work;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections;
- evidence of/suspicious of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

KCSIE 2021 – Serious violence

Indicators which may signal that children are at risk from, or are involved with, serious violent crime may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. A range of risk factors increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.

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

6. Early help and referrals to Children's Social Care for statutory assessments

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.

KCSIE 2021 states that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need

- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- has a family member in prison or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as female genital mutilation or forced marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

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) or Early Help Assessment (EHA), 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 consent is not given for an early help assessment, practitioners should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need or that the child has suffered significant harm or is likely to do so, a referral to Children's Social Care should be made immediately by any practitioner.

Staff should discuss emerging problems and early help requirements with the Designated Safeguarding Lead. If early help is appropriate, the Designated Safeguarding Lead or Deputy will generally lead on liaising with other agencies and setting up an inter-agency assessment. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. 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.

Referrals to Children's Social Care for statutory assessments

Referrals to Children's Social Care for statutory assessments are made under the Children Act 1989.

Section 17 Child in need: A child in need is 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.

Section 47 Child suffering or likely to suffer significant harm: Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries 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 abuse and extra-familial threats like radicalisation and sexual exploitation.

Where a child is suffering or is likely suffer from harm it is important that a referral to Children's Social Care (and if appropriate the police) is made immediately. Children's Social Care assessments should consider where children are being harmed in contexts outside the home so it is important that schools provide as much information as possible as part of the referral process.

There may be a need for Children's Social Care and/or the police to provide immediate protection whilst an assessment or enquiries are carried out.

7 Procedures

- 7.1 **Initial concern:** If staff or volunteers have any concerns about a child's welfare they should act on them immediately and speak to the relevant Designated Safeguarding Lead or Deputy. Teaching and nursing staff (including teaching assistants) should make a written record of the concerns on the School's CPOMS (Child Protection Online Monitoring and Safeguarding) system and alert the relevant Designated Safeguarding Lead to this record. If necessary, a skin map should also be completed on CPOMS. (Other associate staff and volunteers should give a written record or email a written record to the relevant Designated Safeguarding Lead for them to put on CPOMS.)

A member of staff or volunteer 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 that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child ever be made to feel ashamed for making a report.
- 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.
- make 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.

Staff and volunteers should maintain an appropriate level of confidentiality; this means only involving those who need to be involved, such as the Designated Safeguarding Lead or Deputy and Children's Social Care.

When necessary the Designated Safeguarding Lead or Deputy can be contacted outside of normal school hours. For any concerns out of school hours other than overnight trips (e.g. evening trips, Saturday morning sports, holiday care):

Senior School: the SMT emergency number 0161 419 2418 (printed on the weekly information sheet each week) should be used;

Junior School: the SMT emergency numbers 0161 419 2427 for Cath Hampson, 0161 419 2432 for Matthew Copping and 0161 419 2434 for Simon Milnes should be used.

For overnight trips the trip SMT emergency contact numbers provided for the trip should be used.

If the member of SMT is not a Designated Safeguarding Lead or Deputy themselves, they will be able to contact a Designated Safeguarding Lead or Deputy.

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.

- 7.2 **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.
- 7.3 **Action taken by the Designated Safeguarding Lead or Deputy:** All concerns must be reported to the Designated Safeguarding Lead or Deputy so that a course of action can be agreed in accordance with the Local Safeguarding Children Partnership thresholds. Options include managing any support for the child internally via the School's pastoral support processes, an early help assessment or a referral to Children's Social Care for statutory services. If a referral to Children's Social Care for Section 47 statutory services is required this will be done immediately. The police will be informed if a crime has been committed.

The School's pastoral support processes include support from the pastoral team, school nurses and Beacon counsellors. This support includes support for mental health issues and, when appropriate, the school nurses can make referrals to Healthy Young Minds/Child and Adolescent Mental Health Services.

If, in exceptional circumstance, the Designated Safeguarding Lead or a Deputy is not available, this should not delay appropriate action being taken. Staff or volunteers should speak to a member of the Senior Management Team and/or take advice from Children's Social Care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead or Deputy as soon as is practically possible.

If a referral is made to Children's Social Care they should make a decision, within one working day of the referral being made, about the type of response that is required and should let the Designated Safeguarding Lead or Deputy know the outcome. This will include determining whether the child requires immediate protection, whether the child should be assessed under section 47 or 17 statutory assessments, whether any services are required and what type of services or whether further specialist assessments are required in order to help Children's Social care decide what further action to take.

If Children's Social Care decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the Designated Safeguarding Lead or Deputy as required).

If, after a referral, the child's situation does not appear to be improving, the Designated Safeguarding Lead should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

7.4 **Action taken by the Designated Safeguarding Lead or Deputy** will take into account:

- the procedures published by Stockport Safeguarding Children Partnership or other Local Safeguarding Children Partnerships as appropriate.
- the need to record in writing details of how the concern was followed up and notes of actions taken, decision reached and outcomes.
- the nature and seriousness of the concern and the Local Safeguarding Children Partnership thresholds.
- 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 data protection legislation provides a framework to ensure that personal information is shared appropriately, it is not a barrier to sharing information in order to identify and provide appropriate services that safeguard and promote the welfare of children.
- 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 information and advice on responding to reports of sexual violence and sexual harassment in KCSIE 2021 and Department for Education advice Sexual violence and sexual harassment between children in schools and colleges
- 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 on 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 requirement to notify the local authority when it comes to the attention of school staff that a child is being privately fostered so that the local authority can check the arrangement is suitable and safe for the child. Private fostering occurs when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.
- 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 or Deputy 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. The referral will include as much information as possible since Children's Social Care assessments should consider all the available evidence and the full context of any abuse. 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 Partnership procedures. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead or Deputy will contact Children's Social Care again.

- 7.5 **Operation Encompass:** The school is part of Operation Encompass. Operation Encompass provides early reporting to schools of any domestic abuse incidents that occur outside of school which might have an impact on a child attending school the following day. Information is shared where it is identified that a child was present, witnessed or was involved in a domestic abuse incident. The information will be shared by the police with the school prior to the start of the next school day. When incidents occur on a Friday, Saturday or Sunday, the police will contact school prior to the following Monday. Nominated members of school staff, known as Key Adults, have been trained to liaise with the police. The Key Adults are Mrs White, the Senior School Designated Safeguarding Lead, and Mrs Lawson, one of the Senior School Deputy Designated Safeguarding Leads. The Key Adults use information that has been shared with them to ensure that the school is able to support children and their families. The information is treated as confidential and is only shared with the necessary, relevant staff.
- 7.6 **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.
- 7.7 **Safeguarding records:** These will be held confidentially and separately from main pupil files and will be reviewed regularly so that concerning patterns can be spotted. Safeguarding records will be retained in accordance with the relevant guidance at the time.
- 7.8 **External agencies:** Any person can make a referral to Children's Social Care or to the police. Whether or not the School decides to refer a particular allegation to Children's Social Care or the police, the person making the allegation will be informed of their right to make their own referral to Children's Social Care or the Police Public Protection Investigation Unit (PPIU) and will be provided with contact names, addresses and telephone numbers, as appropriate.

7.9 **Allegations against staff:** The School has procedures for dealing with allegations against teaching and associate staff (including supply teachers), headteachers, volunteers, contractors and other staff that aim to strike a balance between the need to protect children from abuse and the need to protect staff, volunteers and contractors from false or unfounded allegations. These procedures follow the guidance in KCSIE 2021.

Procedures in Section One of Part Four of KCSIE 2021 will be followed when it is alleged that a member of the teaching or associate staff (including supply teachers), headteacher, volunteer, contractors or other staff has:

- behaved in a way that has harmed a child or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children.

If a member of staff or volunteer of Stockport Grammar School has concerns about the behaviour of a member of either teaching or associate staff (including the Designated Safeguarding Lead), volunteer or contractor in the school, they should tell the Headmaster without speaking to the member of staff. 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).

If a child or his/her parent informs a member of staff about such concerns regarding the behaviour of another member of staff (including the Designated Safeguarding Lead), volunteer or contractor working in the school, the person receiving that information should pass it to the relevant Headmaster of the Junior or Senior School without speaking to the member of staff about whom the allegation has been made. The Headmaster/Chair of Governors will notify the Designated Safeguarding Lead (unless the Designated Safeguarding Lead is the subject of the allegation).

Any allegations that meet the criteria above will be referred to the local authority designated officer (LADO), when appropriate to Children's Social Care and, in the most serious cases, to the police.. The rights of individual members of staff and volunteers to be informed and protected will be upheld. The quick resolution of an allegation against a member of staff or volunteer 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 Teaching Regulation Agency (TRA) 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".

Procedures in Section Two of Part Four of KCSIE 2021 will be followed when concerns or allegations about the behaviour of a member of either teaching or associate staff (including the Designated Safeguarding Lead), volunteer or contractor in the school do not meet the criteria as set out in Section One of KCSIE 2021 (low level concerns).

Section Two of Part Four of KCSIE 2021 states that the term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in Section One. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

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

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Section Two of Part Four of KCSIE 2021 states that as part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture, enable schools and colleges to identify concerning, problematic or inappropriate behaviour early, minimise the risk of abuse, and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

If a member of staff or volunteer of Stockport Grammar School has low level concerns about a member of either teaching or associate staff, volunteer or contractor in the school, they should share the concern with the Designated Safeguarding Lead or Deputy, without speaking to the member of staff. Where a low level concern is raised about the Designated Safeguarding Lead it should be shared with the Head.

If a child or his/her parent informs a member of staff about low level concerns regarding another member of staff, volunteer or contractor working in the school, the person receiving that information they should share the concern with the Designated Safeguarding Lead or Deputy, without speaking to the member of staff. Where a low level concern is raised about the Designated Safeguarding Lead it should be shared with the Head.

All low level concerns should be recorded in writing by the Designated Safeguarding Lead or Deputy. The Designated Safeguarding Lead or Deputy should collect as much evidence as possible by speaking directly to the person who raised the concerns (unless it has been raised anonymously) and to the individual involved and any witnesses. The member of staff/volunteer should be advised of good practice where necessary. Notes relating to the investigation and its outcome will be retained on file.

If staff have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards, they are encouraged to self-refer to the Designated Safeguarding Lead or Deputy in the spirit of an open and transparent culture.

7.10 **Allegations against pupils (peer on peer abuse):**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school or college and online. All staff should understand that even if there are no reports in their schools or colleges it does not mean that it is not happening, it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding peer on peer abuse they should speak to their Designated Safeguarding Lead or Deputy. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

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

Peer on peer abuse has a gendered nature in that it is more likely that girls will be victims and boys perpetrators but all peer on peer abuse is unacceptable and will be taken seriously.

The School actively seeks to minimise peer-on-peer abuse by encouraging a culture of tolerance and respect amongst all members of the school community and by responding to allegations of peer-on-peer abuse promptly and appropriately. Staff model the way to treat others and reinforce positive behaviour in the everyday life of the School. They are

given training on peer on peer abuse and should be alert to the possibility of peer on peer abuse and report such abuse. Pupils are taught and encouraged to ask for help and share any concerns that they have about themselves or others.

Allegations of peer on peer abuse will be investigated and victims, perpetrators and any other child affected will be given appropriate pastoral support. Consideration will be given as to whether a child is in need of early help and where there is reasonable cause to suspect that a child is in need or is suffering or likely to suffer significant harm a referral will be made to Children's Social Care.

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 disclosure that they have shared or received nudes or semi-nude images or videos to member of staff or volunteer, the employee or volunteer should inform the Designated Safeguarding Lead or Deputy. Staff 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 or Deputy will investigate the disclosure and support pupils by following Sharing nudes and semi-nudes Advice for education settings working with children and young people Responding to incidents and safeguarding children and young people (UK Council for Internet Safety December 2020) and the Department for Education's advice on Searching, Screening and Confiscation January 2018.

If a child or their parent makes a report of sexual violence or sexual harassment to an employee or volunteer, the member of staff or volunteer should inform the Designated Safeguarding Lead or Deputy as soon as practically possible. The Designated Safeguarding Lead or Deputy will investigate the report and support pupils following the guidance in Part 5 of KCSIE 2021 and the Department for Education's advice on Sexual violence and sexual harassment between children in schools and colleges September 2021. Information on what constitutes sexual violence and sexual harassment and guidance on how staff and volunteers should manage a report of sexual violence or sexual harassment can be found in Appendix 1 Advice to staff. It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately.

The NSPCC helpline, Report Abuse in Education, has been set up by the NSPCC and Department for Education. The helpline can be contacted on 0800 136663 or help@nspcc.org.uk and offers support to children and young people making current and non-recent disclosures of sexual harassment or abuse on school grounds within school time and incidents linked to school in any capacity, children or young people who want to talk about being involved or witnessing any incident and parents and carers who have any concerns about their own or other children.

If a child or their parent informs a member of staff or volunteer about any other form of abuse by another pupil in the school, the member of staff 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 a member of staff 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.

8 Pupil mobile phone use

Pupils are not allowed to use their mobile phones on the school site before school or at break, lunch or between lessons during the school day. The only exception to this rule is that Sixth Formers are allowed to use their mobile phones in the Sixth Form only areas. The use of cellular data (e.g. GPRS, 3G, 4G, etc.) to access the internet while pupils are on School premises or otherwise in the care of the School is discouraged, as pupils are unable to benefit from the School's filtering and anti-virus software. Pupils accessing the internet outside the School's network whilst on School premises or otherwise in the care of the School do so at their own risk and must comply with all the provisions of the IT Acceptable Use Policy for Pupils regarding acceptable behaviour.

9 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) Staff code of conduct
- 3) Safeguarding response to children missing education
- 4) Visiting speaker protocol
- 5) Radicalisation risk assessment

Authorised by Chairman of Governors	<i>Christopher Dunn</i>
Date	19.10.2021
Circulation	Governors / teaching staff / all staff / parents / website
Status	Regulatory