Safeguarding Children Policy

November 2022

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Schools Safeguarding Policy

POLICY AUTHOR	CLAIRE SPINKS
RATIFIED BY THE GOVERNING BODY	AUTUMN TERM 2022
SIGNED:	
TO BE REVIEWED:	AUTUMN TERM 2023

At All Saints the following members of the school community hold the following positions

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Claire Spinks	Katie Evans	Cath Birtwistle

Concerns or allegations about a member of staff or volunteer should be shared with:

The Headteacher / Principal	Deputy Head / Principal (in the absence of the Headteacher)	Chair of Governors (in the event of an allegation against the headteacher)
Claire Spinks	Katie Evans	Lindsay Yates

1. OUTLINE

Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding them and promoting their welfare. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive 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. In line with this understanding, any adult working or volunteering the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

2. SAFEGUARDING DEFINITION:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
(*"Working Together to Safeguarding Children" DfE 2018)*

3. CHILD PROTECTION DEFINITION:

Child Protection is a part of the safeguarding agenda. It refers to the action that is required to be undertaken to protect children who are suffering, or are likely to suffer, significant harm.

THIS POLICY ENCOMPASSES CHILD PROTECTION

4. RATIONALE:

At All Saints we recognise the responsibility that we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the schools commitment and compliance with safeguarding legislation.

Staff and volunteers working in our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this school is trained to recognise signs of concern and in line with this policy must report concerns following school and local authority procedures.

Staff and volunteers are updated on safeguarding issues frequently across the year. This is done in the following ways:

- Induction process
- Any new member of staff is signposted for training - Level 1 safeguarding training
- Staff briefing at weekly CPD meetings - Headteacher or Deputy Headteacher
- Support Staff meetings - Headteacher or Deputy Headteacher
- Staff shown and signposted to documentation - email or signature required after reading

These updates include learning from serious case reviews and local learing reviews on how to improve practice to prevent children from harm.

In our school we believe that the welfare of every child is paramount and we take safeguarding very seriously. Therefore, should staff have any concerns they feel are of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected, and that key staff in school are aware promptly of any such concerns. We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

5. PURPOSE:

The purpose of the policy is to ensure that the welfare of children is understood and promoted at all times. In this school we understand that the welfare of the child is paramount.

We strive to ensure that all children regardless of their age, gender, ability, culture, race, language, religion or sexual identity are protected from harm in all its forms. All staff and volunteers have an equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be is at risk of harm.

As part of our duty of care we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support.

All staff and volunteers are required to adhere to our Code of Conduct (including the use of ICT and social media). All staff and volunteers understand what to do if there are concerns or allegations about any adult working or volunteering in our school during or outside of the normal school day.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of *All Saints Primary School*. We expect that this policy takes primacy over other agency policies when work is being delivered on this site or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken.

6. LANGUAGE:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Early Help refers to mechanisms providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Child Protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the School in either a paid or voluntary capacity and will be used from this point on in this document.

Child refers to all children and young people who have not yet reached the age of 18.

Parent refers to birth parents and other adults who are in a parenting role including; step-parents, foster parents, carers and adoptive parents.

7. CONTENTS

This policy has been divided into four key areas:

- Prevention
- Procedures and Record Keeping
- Support
- Safer Recruitment

Additional materials are referenced or provided in the Appendices.

Detailed procedural guidance and additional references are available to all staff and governors here- Greater Manchester Safeguarding Procedures.

8. PREVENTION

We will establish and maintain an ethos where:

Children feel safe and secure in an environment which allows them to learn, and develop on a journey to achieving their full potential. We will educate and support our children in an inclusive, supportive non-judgemental environment.

Children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty. We will work hard to be a staff team who actively listen and respond.

Staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda. **All our staff and volunteers are required to read Keeping Children safe in Education (KCSiE) Part 1 and annex A. All staff are required to undertake annual safeguarding training and update training in line with KCSiE 2020.**

We deliver a broad, balanced and age appropriate PSHE (Personal, Social, Health and Economic) Education Programme, where children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It will support them to manage and assess risk effectively and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are supported in recognising risks in various forms including on the internet. They understand what kind of physical contact is acceptable and are able to recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this.

Staff feel empowered to share safeguarding concerns in a swift and timely way bringing them to the attention of the Designated Safeguarding Lead (DSL) and/ or the Head Teacher Accepting that safeguarding is the responsibility of all in our community, staff feel able to ask safeguarding questions and receive appropriate feedback following up on concerns as part of this shared responsibility to safeguard children.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Stockport Safeguarding Children Board (SSCB), via the Senior Advisor for Safeguarding in Education (SASE) to ensure a multi-agency awareness and that strategies are developed.

There is a clear approach to substance misuse (drugs and alcohol). Any issues of drugs and substance misuse are recorded following school procedures and policy and there are strategies to educate children appropriately delivered throughout the school and curriculum.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our school's arrangements for consulting with, listening and responding to pupils include:

- School assemblies
- Pupil voice through the School Council
- All staff developing close working relationships with the children
- Circle time
- Access to staff and school leaders
- Children's learning review processes
- Use of external agencies such as NSPCC
- Sign post Child Line

Our school's arrangements for consulting with, listening and responding to parents include:

- Sharing of Policy and Practice
- Newsletters with highlights and updates
- An open door policy that encourages parents to communicate with staff
- Learning Review meetings with parents
- Parents are informed of DSLs in school
- Enthusiastic involvement in the TAC/CP processes and "Stockport Family"

There is a commitment to the continuous development of staff with regard to safeguarding training:

- All staff access training annually with regular updates across the academic year
- We undertake SSCB 'endorsed' Basic Awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement.
- The Designated Lead attends the DSL safeguarding training on bi-annual basis
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Network Meetings provided by the school improvement service, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally.

9. DEFINITIONS

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience and work to the following definitions:

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

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.
- demonstrate unresponsiveness to, a child's basic emotional needs.

Complex Safeguarding

Complex safeguarding is used to describe criminal activity (often organised) or behaviour associated to criminality, involving often vulnerable children where there is exploitation and/or a clear or implied safeguarding concern.

In Stockport domestic abuse has been included within this definition in acknowledgement of the similarities between the process of grooming and controlling victims of domestic abuse and those subject to complex abuse and the need for a specialist and sensitive approach to working with children and families at highest risk of all these areas of concerns to reduce risk and effect positive outcomes. Stockport family have agreed that the following areas are encompassed within complex safeguarding:

- Domestic Abuse including honour-based violence and forced marriage
- Child Sexual Exploitation (CSE)
- Serious Organised Crime – including Child Criminal Exploitation (CCE)
- Modern Slavery and Trafficking
- Female Genital Mutilation
- Radicalisation and Extremism

Child Sexual Exploitation (CSE): is a form of child sexual abuse, it involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts or money) as part of a grooming process. Ultimately, this results in them engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.
All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan Greater Manchester CSE policy and procedures and of the school screening tool (SERAT) including where to find it, how to complete it and what happens next.

We take a proactive approach to preventative work by:

- Having clear process for notes of concern
- Engage with parents quickly
- TAC meetings structure
- Assemblies (whole school/Key Stage to promote school values)
- Behaviour policy

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 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 occur through the use of technology.
(Child Sexual Exploitation, DfE February 2017)

Children and young people who harm others (also referred to as Peer-on peer abuse):

We understand that safeguarding issues can manifest themselves via peer on peer abuse. This may include:

- bullying (including cyber bullying),
- gender based violence/sexual assaults
- sexting and *upskirting*
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- initiating/hazing type violence and rituals

Staff are clear on our procedures with regards to peer on peer abuse and such matters are always taken seriously. More information can be found in the Anti-bullying policy.

In our school our preventative strategies include:

- Relationships education
- PHSE curriculum
- Assemblies
- Parental engagement and communication
- School behaviour policy and expectations

Our support strategies both for the victim and the child who may have displayed harmful behaviour may include:

- Talking to both parties to get both sides of the story (we want all parties involved to feel listened to)
- Team around the child meetings
- Follow up support and check ins with senior leaders or learning mentor
- Sign post information
- Refer to MASSH if needed

Sexual Violence and Sexual Harassment

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and it may adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) **and are never acceptable**. It is important that **all** victims are taken seriously and offered appropriate support.

We understand that reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate. We take reports of sexual harassment and sexual violence seriously and will always act to address reports and concerns we do this by:

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;

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

- understanding that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. Ensuring we have a whole school approach (especially preventative education).

- We adhere to Government guidance as described in Sexual Violence and Sexual Harassment Between Child in Schools and Colleges and local guidance including harmful sexual behaviours presented by children and young people . We will always make referrals as appropriate and ensure are staff are trained and informed of our approaches to this matter.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

- Our staff are briefed regarding contextual aspects of our locality and the environmental factors that may affect children's well-being
- We offer a Team Around the School facility which involves a multi-agency team (including the school pastoral lead, school nurse, school plus worker, education welfare officer and the school link social worker) who meet to discuss and report individuals with parental consent.

10. ROLES AND RESPONSIBILITIES

The school will ensure that every member of staff and person working on behalf of the school:

- Knows the name of the DSL and any deputies and understands his/her role and responsibilities and know how to contact them.
- Understands they have an individual responsibility to refer safeguarding and child protection concerns.

Will receive training at the point of induction so that they know:

- their personal responsibility / code of conduct / teaching standards
- SSCB child protection procedures and how to access them
- the need to be vigilant in identifying cases of abuse at the earliest opportunity
- how to support and respond to a child who discloses abuse/ significant harm
- their duty concerning unsafe practices of a colleague
- the DSL will disclose any information about a pupil to other members of staff **only** on a need to know basis
- the school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate
- the school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate
- to develop effective links with relevant agencies in relation to safeguarding (child protection)
- to ensure that, where there are unmet needs, an assessment of early help is initiated
- to send appropriate representatives to case conferences, core groups and child protection review meetings

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm, they should report this to the Designated Safeguarding Lead, or their Deputy, **without delay**. A written record will be made of these concerns as immediately following the disclosure/concern being raised.

Where staff have conversations with a child who discloses abuse, they follow the basic principles:

- listen and remain calm
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- never take photographs of any injury
- never record a child
- never undress a child to physically examine them
- allow time and provide a quiet space for support
- at no time promise confidentiality to a child or adult.

We will notify any Lead Social Worker if:

- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
- there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- if a child is missing and there is a need to follow Stockport's policy and any statutory guidance on Children Missing Education (CME).
- additional concerns arise

We understand that parents often hold key information about incidents, allegations or concerns therefore, **in the majority of situations; the Designated Safeguarding Lead or key staff member of school staff will speak to the parents and gain their consent** to discuss any matters with other relevant agencies. There will be very few instances where, to speak to the parents, could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.
This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

- Staff are trained in Team Teach which will be reviewed following a planned cycle

Students who harm others (peer- on- peer abuse)

We believe that all students have the right to be taught in a safe environment to enable them to optimise their learning and achievement. We expect all students to have respect for themselves and others and work to ensure everyone in our community feels safe, valued and supported. The school promotes the values of honesty, acceptance, inclusion and fairness within a caring and nurturing environment.

Students at our school have a variety of needs, some being very complex. We aim to provide a high level of pastoral care and support for all students and encourage appropriate and cooperative behaviour. Underpinned by this support students are expected to take responsibility for their own behaviour with appropriate strategies offered to enable this.

We understand that safeguarding issues can manifest themselves via peer on peer abuse. This may include:

- Bullying (including cyber bullying)
- Gender base violence
- Sexting
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Initiating/hazing type violence and rituals

Staff are clear on our procedures with regards to peer on peer abuse and such matters are always taken seriously. In our school we:

- Ask children where they feel safe/unsafe in school (to enable staff to gain knowledge of any potential areas for greater vigilance)
- We give children strategies/processes for communicating their concerns such as talking to an adult, writing it down, contacting NSPCC or Child Line
- We respond to children's concerns by listening with the intent to understand and then inform senior leaders if deemed necessary - write a note of concern
- We involve parents of both perpetrators and victims
- Staff share issues at staff meetings
- PSHE curriculum (including Circles) aims to address such matters as above

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2018. Sexual violence and sexual harassment between children guidance.

11. SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)

All Saints C.E Primary School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However a child/young person's safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision and in accordance with the school's acceptable use policy.

If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy.

Children are not permitted to directly access items that do not belong to the school.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Head Teacher or DSL will be informed immediately.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Head Teacher or DSL will be informed immediately and the steps laid out in Sexting In Schools and or When to call the police- guidance for schools and colleges may be applied.

12. Use of mobile phones

Mobile phones have a place in settings, especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children are kept safe.

We will:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.
- Adhere to the school policy on the recording of images and the use of equipment This is include in the Staff Code of Conduct for ICT.

13. Personal mobiles

To protect children we will ensure that personal mobiles:

- Are not used whilst staff are on duty.
- Are not used to take pictures of the children attending the setting or that images are not shared.
- Will not be used to take photographs, video or audio recordings in our setting.

- Are not used to contact parents or children. Any exceptions will only be by agreement with the SLT.

Visitors are not permitted to use mobile phones or other camera/internet enabled devices without the express permission of the Headteacher.

Any child bringing a mobile phone to school must hand them to office staff for safe keeping during the day.

In line with Keeping children safe in education 2020, we have a clear policy on the use of mobile technology in the school.

Mobile phones are not permitted to be used at any point during the school day by children.

14. Cameras: Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).
- Ensure the school's designated cameras are only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed, and only use the child's first name with an image.
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school, for example, for a special event, such as a school production.
- Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- Ensure where professional photographers are used, we have taken appropriate steps such as DBS checks, references and parental consent prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

15. YOUTH PRODUCED SEXUAL IMAGERY

Sexting' describes the use of technology to share sexual and sexually implied content. This content includes texts, photos of partial nudity and sexual images or video. This could be shared between partners, peers and strangers. Individuals may use a range of technology to share the content.

The sharing of naked pictures is not a new thing but the speed with which you can share & the potential audience size has dramatically changed as a result of the online world.

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis this advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses.

'Youth produced sexual imagery' best describes the practice because:

'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.

'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.

'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

"Sexting in schools & colleges: responding to incidents and safeguarding young people" (DfE, Nov 2016)

'Sexting' (self-generated inappropriate images) is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

However All Saints C of E Primary School takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- Inappropriate images or videos generated by children under the age of 18, or
- Of children under the age of 18 that are of a sexual nature or are indecent.
- These images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may or may not know.

- Up skirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that All Saints applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

Further advice can be found here:
http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx

16. Cyber-bullying

Cyber bulling is defined and covered in our anti-bullying policy- cross reference.

17. Online & Gaming Safety

The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games isn't without risk.

As part of our approach to online safety we will support pupils and their families in understanding the potential risks of online activity and how best to avoid them. We will work with parents and carers to support them in the following:

- Understanding the appropriateness of games and apps
- location and access to information and resources for adults and pupils
- teaching e-safety in the curriculum
- offering parental information and advice sessions
- raising awareness of online grooming
- teaching our children how to report abuse or concerns
- Parental advice is available here- https://www.thinkuknow.co.uk/11_13/Need-advice/Gaming/

In school we ensure that we have suitable filtering and monitoring systems in place, as described in *Keeping Children Safe in Education 2020.* This is referred to in the Online Safety policy.

18. Mental health and wellbeing

KCSiE 2020 reminds us of the importance of understanding emotional wellbeing and mental health and the relevance of these to the safeguarding agenda. It is important to remind staff of the links.
This is referred to in the Anti-bullying policy, internet safety policy, behaviour, PSHE and SRE policy.
Our are reminded that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. They are also aware of how children's lived experiences, can impact on their mental health and wellbeing, behaviour and education. Where staff are concerned that a child or young person may be experiencing issues or displaying behaviour that causes concern, they will report this to the DSL in accordance with our safeguarding procedures.

19. PROCEDURES AND RECORD-KEEPING

All Saints will follow Greater Manchester Safeguarding Procedures in detail and adhere to any local guidance and policies from SSCB as required.

Safeguarding Records are hard copies of records on a Note of Concern or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Head teacher and Designated Safeguarding Lead.

The school will ensure that:
Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure

Any concerns about a child will be recorded in writing as soon as possible and in any circumstance within 24 hours. **The inability to record a concern should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible.**

All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care (via the MASSH), Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary.

Hard copies of records or reports relating to safeguarding and child protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these or electronic records will be controlled by the Headteacher and Designated Safeguarding Lead. There will be an indicator on the main file that the child has an additional record to ensure that this is not overlooked.

There is always a DSL on hand who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role.

This safeguarding policy is updated annually or in line with any new DfE guidance (as required).

In the case of child protection referral the DSL will contact MASSH immediately (alongside any other emergency or support services that may be required).

In the case of poorly explained serious injuries and injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASSH for advice.

The DSL will keep written (by hand), signed, timed and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken; should the MASSH agree to initiate a referral verbally a Child Protection Referral Form will still be required within 24 hours.

Conversations with a child who appear to disclose abuse should follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- make a record of discussion to include time, place, persons present and what was said (in their own words)
- advise the child you will have to pass the information on
- never take photographs of any injury or record conversations electronically
- never promise confidentiality to a child or adult

Allegations are always shared directly with the Head. Where an allegation of abuse is made against any member of staff/ volunteer, deputy or designated safeguarding person, the Headteacher will speak with the Local Authority Designated Officer (LADO) at the Safeguarding Children Unit to discuss the next steps.

If the allegation is against the Head, the Chair of Governors should be contacted immediately and seek advice from the LADO. If the allegation is against both the Head and Chair then the LADO should be contacted directly. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. Professionals can contact the LADO directly if they feel it is more appropriate to do so.

Our school has a whistle-blowing procedure as detailed in our policy statement. It is important to note that is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistle-blowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and taking action to enable all children to have the best outcomes. In contrast "whistle-blowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds.

All members of staff are aware of the school/college Whistleblowing procedure and are aware of their duty to report concerns about the conduct of a colleague that could place a child at risk.

School staff can also contact the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection processes - 0800 028 0285.

Where school has a statutory duty to refer to the Disclosure and Barring Service (DBS) it will do so ensuring that the LADO and the Senior Advisor for Safeguarding in Education are aware.

Any raised issues by parents are recorded and given to the DSL.

20. Children Missing out on Education and Missing from Education

Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences.

At *All Saints C of E Primary School* we follow Stockport's procedures for dealing with children that go missing from school. All staff are aware that children going missing, particularly repeatedly, are potentially vulnerable to harm including abuse and neglect, such as sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our school, we ensure we carry out all necessary checks and refer them as a child missing from education.

21. SUPPORTING VULNERABLE PUPILS

Vulnerable Pupils

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the lead Social Worker. If the pupil in question is a Looked After Child (LAC), this will also be brought to the notice of the Designated Teacher with responsibility for LAC. If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household, which is affected by family violence, this will be referred to the DSL. The school acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse, mental health and learning disability within the family, those who are young carers, mid-year admissions and pupils who are excluded from school or subject to a managed transfer. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, schoolwork or other children. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a safeguarding context.

The school will endeavour to support vulnerable pupils through:

- Its ethos and culture which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Its behaviour policy -aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach, working to support children in developing positive behaviour.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Ensuring designated safeguarding staff and their team have the opportunity to attend face to face SSCB training and network updates. (For example safeguarding child sexual exploitation, domestic violence, drugs / alcohol substance misuse, Female Genital Mutilation-FGM, etc.)
- Ensuring information is transferred safely and securely when a pupil with a child protection record transfers to another school. Also notifying Key Workers or Social Workers where a child leaves the school (as appropriate)

22. Children with special needs and disabilities

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers **can** include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities being disproportionally impacted by things like bullying - without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers

We regularly review our training and practice to enable staff to respond to these specific needs.

23. EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

The school acknowledges the findings of Serious Case Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures s/he has information from SSCB in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding.

As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff.

All staff have seen and understand the Stockport 'level of need' document (see Appendix 2) and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable. We ensure that the most appropriate referrals are made in a timely manner. We actively support multi agency approaches when supporting children and families. We do this based on an awareness that early help and intervention can prevent future escalation of any presenting issues. Where staff have concerns they will always alert the DSL.

In school we have staff that are trained and can support colleagues to identify and respond to:

- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Children missing education
- Domestic abuse
- Peer relationship abuse
- Peer abuse
- Risky behaviours
- Sexual health needs
- Obesity/malnutrition
- On line grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
- Self-Harm
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as- Looked After Children (LAC), previously LAC, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.
- How an Education Health Care (EHC) plan links with other safeguarding processes

The DSL and her deputy are members of the school leadership team. In line with local and national guidance, they receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to offer support and advice to

school staff when school is open including before and after school activities or for visits and trips.

School staff contribute to assessments and actively support multi- agency planning for children. Staff have an understanding of the Stockport Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family & environmental factors to support referrals. We use the Stockport Levels of Need document to inform our decision making.

In contributing to meetings, in addition to information about the child's academic functioning, the school provides information about the 'voice of the child' and the child's experiences of life as evidenced by observations or information provided through the multi-agency forum.

Our school operates using the "Team around the school" model (TAS). This relies upon close working partnerships with Stockport Family. Normal information sharing protocols are adhered to.

24. EXTREMISM AND RADICALISATION

All Saints seeks to protect children and young people from the influences of all violent extremism including, but not restricted to:

- Extremist Far Right / Neo Nazi / White Supremacist ideology
- Islamic extremist ideology
- Irish Nationalist and Loyalist paramilitary groups
- Extremist animal rights movements.

The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

All Saints is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern.

Prevention work and reductions of risks will include the SMSC, PSHE curriculum, SEND policy, assembly policy, integration of pupils by gender and SEN, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair school environment and community.

Whilst the education of children is the prime purpose of our school it is recognised that the school operates in the wider community. Its facilities are therefore only available to local groups when this does not conflict with either the interests of its pupils or the wellbeing and workload of its staff.

25. OTHER SPECIFIC SAFEGUARDING ISSUES

Domestic abuse/violence: In our school we believe that all our pupils have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Where we are concerned that domestic abuse or violence is present in the home we will follow our safeguarding and domestic abuse processes.

We are an Operation Encompass School, which helps us to identify specific families who need intervention. We receive information from the Police informing us of domestic abuse incidents relating to the circumstances of children and young people on our roll. Based on the information

received our trained staff will make informed decisions on how best to support children and their families.

Honour Based Violence (HBV) including Forced Marriage (FM): Our staff have been trained to understand honour based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

As a school we would never attempt to intervene directly; where this is suspected, nor would we speak to parents before sharing our concerns with appropriate agencies.

Female Genital Mutilation (FGM): All members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware of potential indicators that a child or young person may be at risk of FGM and will act accordingly on any concerns or disclosures. We will also follow national guidance on mandatory reporting requirements.

Breast Ironing: Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Where such abuse is suspected or disclosed staff will follow safeguarding and child protection systems.

Trafficked Children

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

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Greater Manchester guidance we also refer to Criminal exploitation of children and vulnerable adults: County Lines.

Serious Youth Violence

Serious youth violence (including Knife crime) has a huge impact on children and the communities in which they live. It is a societal problem and it cannot be tackled by schools or single agencies alone.

In our school we will seek to support, help and protect children on the school site, and to teach our children/young people about the dangers of weapons/knives and other related dangers. We understand that violence and knife crime do not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities. If we become aware that a child or young person is vulnerable, we will use the most appropriate interventions and pathways to address these needs such as; completing an Early Help Assessment, Child protection referral or support from Stockport Youth Offending Service.

Exceptional Circumstances (closures, partial closures, home learning)

At All Saints C of E Primary School, if we find that there is a need to close or partially close the school and offer home learning we will ensure that any communication, information sharing , and the use of online learning platforms is in line with privacy and data protection requirements.
All communication with pupils, parents and carers will take place using school communication systems; for example, school email accounts, phone systems and agreed platforms **e.g. Google Classroom. Should exception be required this will be with permission of the Headteacher.**
There is an expectation that staff and pupils will engage with home learning by adhering to the principles described in our existing staff code of conduct, pupil behaviour policy and online acceptable behavior policies. Where we have issued additional guidance in relation to online working, this will be circulated via school systems and staff will be advised accordingly.
Staff and pupils will be advised how to share concerns as part of any alternative arrangements.
Information on who will deliver sessions, along with lesson content and any sites children may be asked to visit as part of their studies will be shared with parents and carers. Parents/carers will asked to ensure children are supervised in line with our home school distance learning agreement.
In making our arrangements we will be cognisant of Safeguarding and remote education during coronavirus (COVID-19)

Site safety

We take the safety of staff and pupils seriously and have in place a range of measures to protect and promote the wellbeing of all on site. This includes controlled access to our premises such as; undertaking appropriate checks, signing visitors in and out and issuing guidance on acceptable conduct on site.

As part of our response to the Covid-19 pandemic we may need to introduce additional steps and measures in response to local and national guidance. Where this occurs, we will aim to communicate changes via our usual notification routes.

26. SAFER RECRUITMENT AND SAFER WORKING PRACTICE

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2016 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:
Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by the School Business Manager.

Every member of staff (including volunteers, supply staff and those contracted to deliver other activities) has a 'safeguarding induction' and we ensure that staff and volunteers adhere to a published code of conduct and other relevant professional standards at all times. This extends to before and after school activities.

Staff and visitors are aware of the requirements in respect of phone usage, camera enabled devices, social media and online conduct.

Other professionals and visitors to our school are made aware of the requirement and expectations that we have in respect of safeguarding our children.

We ensure that:

- Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2018" and SSCB, LADO and HR Policy, procedures and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Adequate risk assessments are in place including for extended school/ wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, where to find 'whistleblowing policies' and are confident to report concerns of misconduct.
- All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).
- Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the LADO and or others as required.

  NB Whilst the placing Teaching Agency is responsible for the investigation, the referring school will be expected to assist with this process

More detailed information can be found by visiting Greater Manchester Safeguarding Procedures-allegations management

27. GOVERNING BODY DUTIES & RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education (2018).

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- Have robust safeguarding procedures in place this includes online safety and acceptable use policies.
- Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site.
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Has appointed a member of the Leadership Team who is designated to take lead responsibility for dealing with safeguarding and Child Protection issues.
- Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- Carries out an annual review of the safeguarding policy and procedures.
- Carries out an annual safeguarding Audit in consultation with the Governing body, sharing this with the Stockport safeguarding Children Board on request.

28. OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is overarching. The school also maintains other linked policies in line with the legislative requirements. Together these make up the suite of policies to safeguard and promote the welfare of children in this school.

- Attendance Policy
- Data Protection
- Staff Code of Conduct/Staff Behaviour Policy
- Anti-bullying policy
- Whistleblowing policy
- Internet Safety Policy
- Behaviour policy
- PHSE and SRE policy
- Health and Safety
- Care and Control policy
- Acceptable use
- Keeping Children Safe documentation

APPENDICES

Appendix 1-poster

safeguarding children in Stockport

The staff and volunteers in our school are committed to safeguarding all our children

We work to:

- provide a safe environment for our children
- support children and families using early intervention strategies
- notice and take appropriate action to help any of our children who are either at risk of, or are suffering from, significant harm

Our Designated Safeguarding Lead is: Mrs C Spinks	Our Deputy Designated Safeguarding Lead is: Mrs R Roper

If you have any concerns about the welfare of any of our children you can report them to the above named persons.

Staff and volunteers must record their concerns on:

a note of concern form

a physical injury/body map

<u>These should be passed in a sealed envelope to the Designated Safeguarding Lead immediately</u>

Further Advice and guidance can also be sought from

The Safeguarding Unit 0161 474 5657

Appendix 2 - Levels of Need

PROMOTING CHILDREN AND YOUNG PEOPLE'S WELL-BEING:

UNDERSTANDING LEVELS OF NEED

LEVEL 1: These are children and young people who make good overall progress in all areas of development. Broadly, these children receive appropriate universal services, such as health, care and education. They may also use leisure and play facilities, housing or voluntary sector services. These children may have a **single** identified need that can be met adequately by a **universal** service, however if further additional needs are identified a CAF will be required and step up to level 2.

1. Development Needs of Infant, Child or Young Person

Health, e.g.

- Physically well
- Adequate diet/hygiene/clothing
- Developmental checks/immunisations up-to-date
- Regular dental and optical care
- Health appointments are kept
- Developmental milestones met
- Speech and language development met

Education and Learning, e.g.

- Skills/interests
- Success/achievement
- Cognitive development
- Access to books/toys, play

Emotional and Behavioural Development, e.g.

- Feelings and actions demonstrate appropriate responses
- Good quality early attachments
- Able to adapt to change
- Able to demonstrate empathy

Identity, e.g.

- Positive sense of self and own abilities
- Demonstrates feelings of belonging and acceptance
- An ability to express needs age appropriately

Family and Social Relationships, e.g.

- Stable and affectionate relationships with care givers
- Good relationships with siblings
- Positive relationships with peers
- Positive role models

Social Presentation, e.g.

- Appropriate dress for different settings
- Good level of personal hygiene

Self-care Skills, e.g.

- Growing level of competencies in practical and emotional skills, such as feeding, dressing and independent living skills

2. Parents and Carers

Basic Care

- Provides for child's physical needs, e.g. food, drink, appropriate clothing, warmth, medical and dental care

Ensuring Safety

- Protect from danger or significant harm, in the home and elsewhere

Emotional Warmth

- Shows warm regard, praise and encouragement

Stimulation

- Facilitates cognitive development through interaction and play
- Empowers child to experience success

Guidance and Boundaries

- Provides guidance so that child can develop an appropriate internal model of values and conscience

Stability

- Ensures that secure attachments are not disrupted
- Provides consistency of emotional warmth over time

Family History and Functioning

- Good relationships within family, including when parents are separated
- Few significant changes in family composition

3. Family and Environmental Factors

Wider Family

- Sense of larger familial network and positive friendships outside of the family unit

Housing

- Accommodation has basic amenities and appropriate facilities

Employment

- Parents able to manage the working or unemployment arrangements and do not perceive them as unduly stressful

Income

- Reasonable income over time, with resources used appropriately to meet individual needs

Family's Social Integration

- Family feels integrated within the community
- Good social and friendship networks exist

Community Resources

- Good universal services in neighbourhood

LEVEL 2: These are children and young people whose needs require some extra support from a **targeted** intervention/service. This may be short term but requires a co-ordinated response from additional services, these children and young people will benefit from a CAF/TAC episode to ensure that needs are met and risk of escalation of need is minimised. A CAF will also ensure that information is held centrally and visible to other professionals who may also have concerns.

1. Development Needs of Infant, Child or Young Person

Health, e.g.

- Defaulting on immunisations/checks
- Is susceptible to minor health problems
- Slow in reaching developmental milestones
- Minor concerns re diet/hygiene/clothing
- Starting to default on health appointments
- Teenage pregnancy

Education and Learning, e.g.

- Has some identified learning needs that place him/her on "School Action" or "School Action Plus" in the Code of Practice
- Poor punctuality
- Pattern of regular school absences
- Not always engaged in learning, e.g. poor concentration, low motivation and interest observed

Emotional and Behavioural Development, e.g.

- Some difficulties with peer group relationships and with adults
- Some evidence of inappropriate responses and actions
- Can find managing change difficult
- Starting to show difficulties expressing empathy

Identity

- Some insecurities around identity expressed, e.g. low self-esteem
- May experience bullying around "difference"

Family and Social Relationships, e.g.

- Some support from family and friends
- Has some difficulties sustaining relationships
- Attachment issues observed

Social Presentation, e.g.

- Can be over-friendly or withdrawn with strangers
- Can be provocative in appearance and behaviour
- Personal hygiene starting to be a problem

Self-care Skills, e.g.

- Not always adequate self-care, e.g. poor hygiene
- Slow to develop age-appropriate self-care skills

2. Parents and Carers

Basic Care

- Parental motivation to engage with services low
- Parent requires support on parenting issues
- Professionals are beginning to have some concerns around child's physical needs being met
- Signs of/ suspected misuse of substances

Ensuring Safety

- Some exposure to potentially risky situations in the home or community
- Parental stresses starting to affect ability to ensure child's safety

Emotional Warmth

- Inconsistent responses to child by parent(s)
- Able to develop other positive relationships

Stimulation

- Spends considerable time alone, e.g. watching television/playing electronic gaming
- Child is not often exposed to new experiences

Guidance and Boundaries

- Can behave in an anti-social way in the neighbourhood, e.g. subject to enforcement action
- Parent/carer offers inconsistent boundaries or colludes with negative behaviour

Stability

- Key relationships with family members inconsistent or negative
- May have different carers
- Starting to demonstrate difficulties with attachments

3. Family and Environmental Factors

Family History and Functioning

- Parents have some conflicts or difficulties that can involve the child
- Has experienced loss of significant adult, e.g. through bereavement or separation
- May be required to look after younger siblings
- Parent has physical/mental health difficulties

Wider Family

- Some support from friends and family

Housing

- Adequate/poor housing
- Family seeking asylum or refugee status

Employment

- Periods of unemployment of the wage-earning parent(s)
- Parents have limited formal education
- Parents starting to feel stressed around unemployment or work situation

Income

- Low income

Family's Social Integration

- Family may be new to the area
- Some social exclusion experiences

Community Resources

- Adequate universal resources but family may have access issues

LEVEL 3: These are children and young people with increasing levels of unmet needs that are more **complex.** The depth of need with level 3 children is more significant than those experienced in level 2. Children and families may require both specialist and statutory intervention to support these needs. The CAF and subsequent TAC should be coordinated to address the needs of the child and reduce further escalation of need. The CAF will inform specialist assessments that may be required and can be used to 'step down' to level 2 (when issues have diminished) or step up to level 4 (when issues have escalated). The CAF can be led by a Lead Professional from a range of services or by a Social Worker.

1. Development Needs of Infant, Child or Young Person

Health, e.g.

- Concerns re diet, hygiene, clothing
- Has some chronic health problems
- Missing routine and non-routine health appointments
- Attending health appointments however concerns emerging regarding fabricated illness
- Overweight/underweight/enuresis
- Smokes, substance misuse
- Developmental milestones are unlikely to be met
- Some concerns around mental health
- Inappropriate sexual relationships/risk of CSE

Education and Learning, e.g.

- Identified learning needs and may have a Statement of Special Educational Needs
- Not achieving key stage benchmarks
- Poor school attendance and punctuality
- Some fixed term exclusions
- No interests/skills displayed

Emotional and Behavioural Development, e.g.

- Finds it difficult to cope with anger, frustration and upset
- Disruptive/challenging behaviour at school or in neighbourhood and at home
- Cannot manage change
- Self-harm
- Unable to demonstrate empathy

Identity, e.g.

- Is subject to discrimination, e.g. racial, sexual or due to disabilities
- Demonstrates significantly low self-esteem in a range of situations

Family and Social Relationships, e.g.

- Has lack of positive role models
- Misses school or leisure activities
- Peers also involved in challenging behaviour
- Involved in conflicts with peers/siblings
- Regularly needed to care for another family member

Social Presentation, e.g.

- Is provocative in behaviour/appearance
- Clothing is regularly unwashed
- Hygiene problems

Self-care Skills, e.g.

- Poor self-care for age, including hygiene
- Precociously able to care for self

2. Parents and Carers

Basic Care

- Difficult to engage parents with services
- Parent is struggling to provide adequate care
- Previously looked after by Local Authority
- Professionals have concerns
- Substance misuse affecting parenting capacity

Ensuring Safety

- Perceived to be a problem by parents
- May be subject to neglect
- Experiencing unsafe situations

Emotional Warmth

- Receives erratic or inconsistent care
- Has episodes of poor quality of care
- Parental instability affects capacity to nurture
- Has no other positive relationships

Stimulation

- Not receiving positive stimulation, with lack of new experiences or activities
- Lack of interaction with child e.g. distracted by social media

Guidance and Boundaries

- Erratic or inadequate guidance provided
- Parent does not offer a good role model, e.g. by behaving in an anti-social way

Stability

- Has multiple carers
- Has been "looked after" by the Local Authority

3. Family and Environmental Factors

Family History and Functioning

- Incidents of domestic abuse between parents/significant others
- Acrimonious divorce/separation
- Family have serious physical and mental health difficulties

Wider Family

- Family has poor relationship with extended family or little communication
- Family is easily isolated

Housing

- Poor state of repair, temporary or overcrowded

Employment

- Parents experience stress due to unemployment or "overworking"
- Parents find it difficult to obtain employment due to poor basic skills

Income

- Serious debts/poverty impact on ability to have basic needs met

Family's Social Integration

- Parents socially excluded
- Lack of a support network

Community Resources

Reduced access to/engagement with quality universal resources and targeted services

LEVEL 4: These are children and young people whose needs have reached the threshold of significant harm or risk of significant harm. Needs is level 4 are **complex and** cross many domains. These are cases of a Child Protection nature (Sec 47 of the Children Act) or are within Care Proceedings (Sec 20 and Sec 31 of the Children Act). They will be coordinated and led by a Social worker. The CAF/TAC process will be used to 'step down' to level 3 when levels of risk and need diminish.

1. Development Needs of Infant, Child or Young Person

Health, e.g.

- Has severe/chronic health problems that are not being treated/addressed
- Persistent substance misuse/smoking
- Developmental milestones unlikely to be met
- Early teenage pregnancy
- At risk or exposed to sexual exploitation
- Serious mental health issues

Education and Learning, e.g.

- Is out of school (unofficially)
- Permanently excluded from school or at risk of permanent exclusion
- Has no access to leisure activities

Emotional and Behavioural Development, e.g.

- Regularly involved in anti-social/criminal activities
- Puts self or others in danger, e.g. missing
- Suffers from periods of depression
- Self-harming or suicide attempts

Identity, e.g.

- Experiences persistent discrimination, e.g. on the basis of ethnicity, sexual orientation or disability
- Is socially isolated and lacks appropriate role models

Family and Social Relationships, e.g.

- Periods of being accommodated by the Local Authority
- Family breakdown related in some way to child's behavioural difficulties
- Subject to physical, emotional or sexual abuse or neglect
- Is main carer for family member

Social Presentation, e.g.

- Poor and inappropriate self-presentation

Self-care Skills, e.g.

- Neglects to use self-care skills due to alternative priorities, e.g. substance misuse

2. Parents and Carers

Basic Care

- Parents unable to provide "good enough" parenting that is adequate and safe
- Parents' mental health problems or substance misuse significantly affect care of child
- Parents unable to care for previous children

Ensuring Safety

- There is frequent instability and violence in the home
- Parents involved in crime
- Parents involving child in crime
- Parents unable to keep child safe
- Victim of crime

Emotional Warmth

- Parents inconsistent, highly critical or apathetic towards child

Stimulation

- No constructive leisure time or guided play
- No interaction with child e.g. constantly distracted by social media

Guidance and Boundaries

- No effective boundaries set by parents
- Regularly behaves in an anti-social way in the neighbourhood

Stability

- Beyond parental control
- Has no-one to care for him/her

3. Family and Environmental Factors

Family History and Functioning

- Significant parental discord and persistent domestic violence
- Poor relationships between siblings

Wider Family

- No effective support from extended family
- Destructive/unhelpful involvement from extended family

Housing

- Physical accommodation places child in danger

Employment

- Chronic unemployment that has severely affected parents' own identities
- Family unable to gain employment due to significant intergenerational unemployment, lack of basic skills or long-term barriers, e.g. substance misuse

Income

- Extreme poverty/debt impacting on ability to care for child

Family's Social Integration

- Family chronically socially excluded
- No supportive network

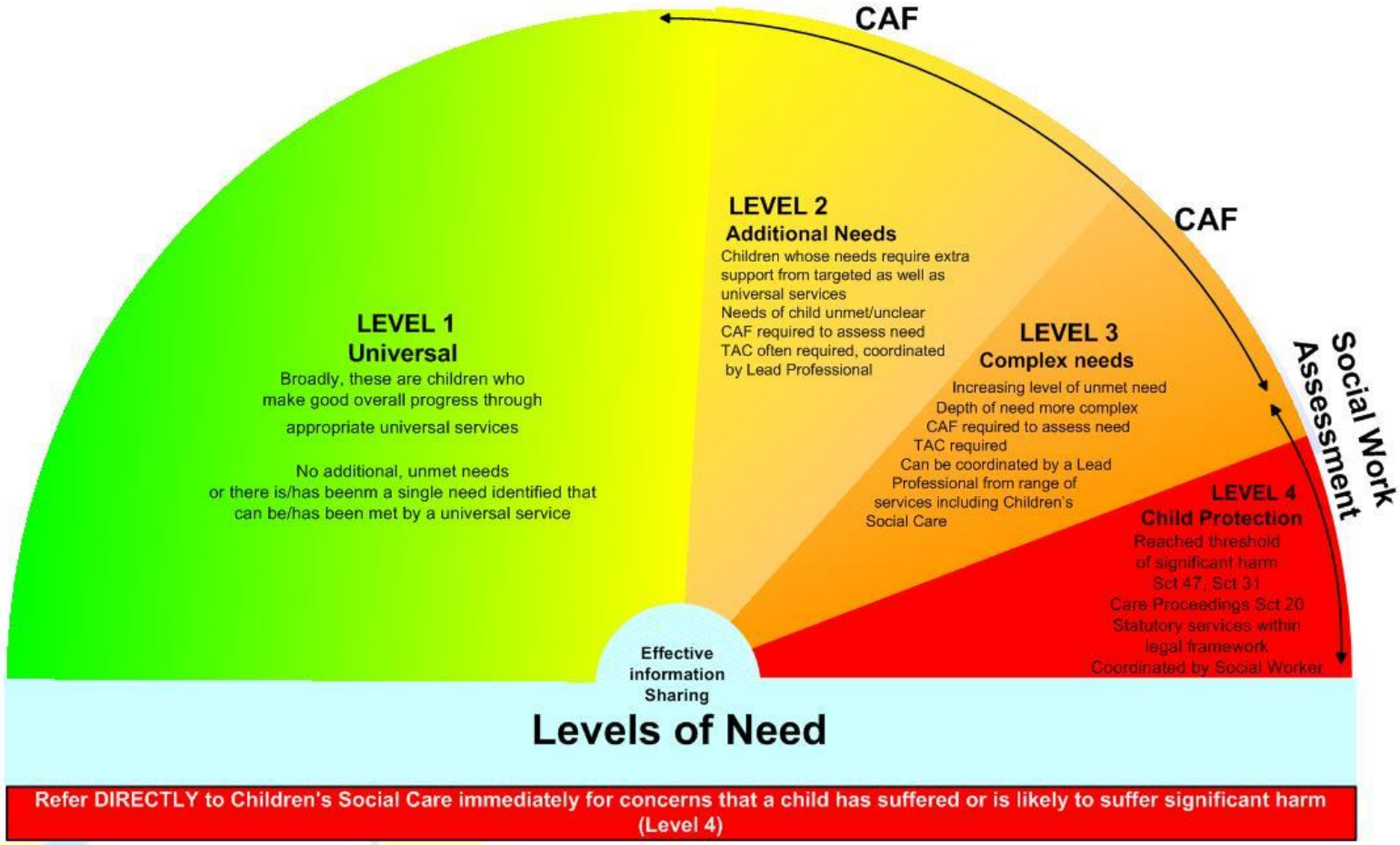
Community Resources

- No/little access to/engagement with quality universal resources and targeted services

Stockport
Levels of Need: Visual Tool

Important: This tool should ALWAYS be used in conjunction with the Levels of Need document

Final Updated July 2013



Definitions/Abbreviations

CAF- Common Assessment Framework
TAC- Team around the Child
SFP- Supporting Families Pathway

Step Up occurs when children's needs are escalating and outcomes are not being met despite intervention via the Team around the Child Process. In these instances the CAF and any additional, supporting evidence should be shared with Children's Social Care who will make a decision on whether the issues highlighted warrant allocation to a social worker.

Step Down – The Step Down process is an extremely important function in the journey of a child through services, in ensuring that children and families receive consistent, seamless support, at the right time and from the right range of professionals. When children have received a statutory intervention, and the family have progressed positively, it is important that the progress made is sustained and that children and families do not feel that they are being passed from 'service to service'. The Step Down process enables relevant professionals from Children's Social Care and a range of other services to support the intervention plan appropriately. CAF and TAC are crucial to the step down process as it enables the effective planning and monitoring of cases once statutory services step out of the team around the child.

Further information and advice:

MASSH - 0161 217 6028

Supporting Families Pathway and CAF - 0161 217 6160

Senior Safeguarding Advisor for Education - 0161 474 5652

Safeguarding Children Unit Duty Officer - 0161 474 5657

Appendix 3-Flowchart for concerns

What to do if you are concerned that a child/young person is being abused (flowchart for Education)

INFORMATION YOU MAY BE ASKED TO PROVIDE

When you make a referral to Children's Social Care or to the police, you should provide as much of the following information as possible:

- **Child's name, date of birth, address, telephone number** and **ethnic origin**;
- **Family details** - who lives in the home - and any other significant adults;
- What is causing concern and the **evidence** that you have gathered to support your concerns;
- Any **special needs** the child and/or family may have including language, disability and communication;
- Clarification of discussion with any family members if a discussion has been appropriate;
- Clarification of any ongoing assistance that you are giving to the family;
- Your name, workplace and contact telephone number.

All Child Protection referral phone calls made to the MASSH to secure a response from Social Care must be supported with written documentation. In Stockport this is the Child Protection Referral form. This should be sent to the MASSH via secure e-mail, or as a password protected attachment to cyp@stockport.gov.uk.

Remember- Anyone can make a child protection referral

TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

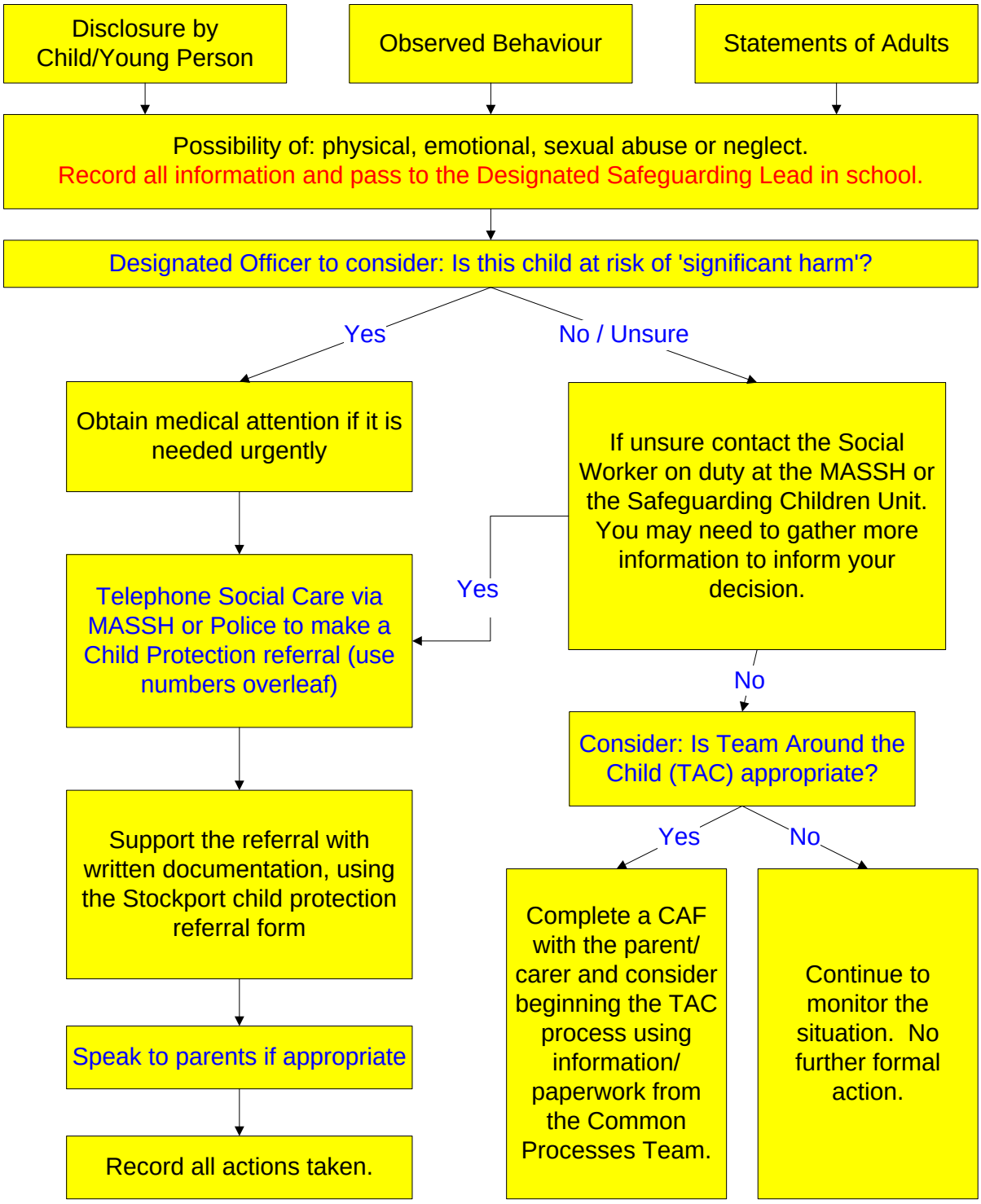
Children's Services- child protection referral

- The Multi –agency Safeguarding and Support Hub (MASSH)
  Monday to Thursday 8.30am to 5.00pm, Friday 8.30am to 4.30pm.
  tel. (0161) 217-6028 or 6024.
- Out of hours referrals and advice tel.: (0161) 718-2118
- Greater Manchester Police tel:101 (non- emergency) 999 emergency

Advice

- Safeguarding Children Unit tel. (0161) 474-5657
- The Multi –agency Safeguarding and Support Hub (MASSH)
  Monday to Thursday 8.30am to 5.00pm, Friday 8.30am to 4.30pm.
  tel. (0161) 217-6028 or 6024
- Senior Adviser for Safeguarding in Education tel. (0161) 474-5657

What to do if you are concerned that a child/young person is being abused (flowchart for Education)



REMEMBER: It is <u>not</u> the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.

Appendix 4-possible indicators of abuse

Sexual

- Genital discomfort, pain, itching, bruising, injuries
- Public /compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

Physical

- Bruises, black eyes and broken bones
- Unexplained or untreated injuries
- Injuries to unusual body parts e.g. thighs, back, abdomen
- Bruising that resembles hand/finger marks
- Burns/scalds
- Human bites/cigarette burns
- Injuries that the child cannot explain or explains unconvincingly
- Injuries in babies and non mobile children

Behaviour

- Change in general behaviour
- Low self-esteem
- Extremely passive/aggressive
- Sleeping difficulties
- Eating disorder
- Lethargy/tiredness
- Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviours
- School attendance difficulties
- Disclosure
- Self-harm

Neglect

- Inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems e.g. dental decay, head lice etc.
- Lethargy, tiredness or aggressive tendencies
- Lack of basic needs being met-food, shelter warmth etc.

Emotional

- Physical, mental & emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self-deprecation, low self esteem

The LADO

Greater Manchester procedures online- Allegation management

The process of managing allegations starts where information comes to the attention of a manager which suggests that an adult working with children may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.

Concerns or allegations about the behaviour of an adult may be brought to the attention of a manager in a variety of ways. For example:

- An allegation made directly by a child or parent;
- An allegation made by a colleague or member of staff;
- Information from police or local authority social care team;
- Information from a third party or the general public;
- Information disclosed anonymously or online; or
- Concerns generated through an employment relationship.

The procedures allow for consideration of the adult's behaviour at the earliest opportunity when a concern or allegation arises and is brought to the manager/employer's attention.

When to contact the Local Authority Designated Officer (LADO)

It is important to ensure that even apparently less serious allegations are seen to be followed up, and that they are examined objectively by someone independent of the organisation concerned.

Discussion should always take place between the employer and the LADO when the concern or allegation meets the criteria.

Some examples of this may be where an individual has:

- Contravened or has continued to contravene any safe practice guidance given by his/her organisation or regulatory body;
- Exploited or abused a position of power;
- Acted in an irresponsible manner which any reasonable person would find alarming or questionable given the nature of work undertaken;
- Demonstrated a failure to understand or appreciate how his or her own actions or those of others could adversely impact upon the safety and well-being of a child;
- Demonstrated an inability to make sound professional judgements which safeguard the welfare of children;
- Failed to follow adequately policy or procedures relating to safeguarding and promoting the welfare of children;

- Failed to understand or recognise the need for clear personal and professional boundaries in his or her work;
- Behaved in a way in her or her personal life which could put children at risk of harm;
- Become the subject of criminal proceedings not relating to a child;
- Become subject to enquiries under local child protection procedures and/or child subject to **Child Protection Plan**;
- Behaved in a way which seriously undermines the trust and confidence placed in him or her by the employer.

Colleagues with concerns can contact the LADO on 0161 474 5657.

Useful links, further advice and guidance

Local Guidance

Greater Manchester Safeguarding Procedures
Young People and Self-harm- Stockport Schools' Version
Stockport Female Genital Mutilation Pathway
Stockport procedures for responding to Child Sexual Exploitation
It'snotokay.co.uk- GM CSE resources-for-professionals
Safeguarding children with disabilities
Sexually harmful behaviour displayed by children and young people
Safeguarding children and young people vulnerable to violent extremism

National Guidance & Resource

Keeping Children Safe in Education 2016
early-years-foundation-stage-framework
working-together-to-safeguard-children 2015
what-to-do-if-you're-worried-a-child-is-being-abused
teachers-standards
Responding to sexting incidents
prevent-duty-guidance
Educate Against Hate
safeguarding-children-who-may-have-been-trafficked-practice-guidance
Multi-agency statutory guidance on FGM
Inspecting-safeguarding-in-early-years-education-and-skills-settings

Please also refer to the **SSCB Basic Awareness Booklet** for more detailed information on vulnerability, types of abuse and resource.