



Safeguarding Policy

(Approval by Board of Trustees)

Revised and adopted by Board of Trustees:	Approved by LGB: Spring 2017, Spring 2018, Autumn 2019, Spring 2020 Approved by the Board of Trustees: March 2021; December 2021, December 2022, December 2023
Review Dates:	Spring 2018, Autumn 2019, Spring 2020, Spring 2021, Autumn 2021, Autumn 2022, Autumn 2023, Autumn 2024
Changes:	Updated annually in line with Stockport's model policy and KCSIE. Updates in red/highlighted in yellow
Published on website:	Autumn 2021
Signed by Chair of Trustees	

This document is provided by Stockport Safeguarding Children's Board

It is written in line with Keeping Children Safe in Education published September 2022 and is::

- *personalised to reflect the setting and the needs of learners*
- *representative of the setting culture and ethos*
- *informed by staff views and training*
- *includes relevant structure information*
- *'understood and owned' by all in the school community*
- *Implemented and actioned by all*
- *Updated at least annually or when changes in policy or procedures occur, whichever is soonest*



UN Convention on the Rights of the Child



Article 3- best interests of the child
 Article 4 –Protection of every child's rights
 Article 6 – ensuring children survive and develop to their full potential
 Article 19- protection from all forms of violence
 Article 20- looking after children deprived of a family
 Article 28- right to an education
 Articles 32,33,34,35,36- protection against child labour, drug abuse, sexual exploitation and other forms of exploitation



At Hursthead Junior School, the following members of the school community hold the following positions:

Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Safeguarding Governor
Miss Potter	Mrs T Kendrick Ms Taylor Miss Walker	Mr W Gray

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

Headteacher	Assistant Heads (in the absence of the Headteacher)	Chair of Governors (in the event of an allegation against the headteacher)
Mrs T Kendrick	Miss C Potter Miss H Walker	Mr P Gibson

HR and legal support and advice is provided by:

Strictly Education HR

Foreword Tracy Kendrick, Headteacher

Hursthead Junior School's commitment to safeguarding the welfare of all children is our highest priority and is the centre of our ethos in school. All staff, Governors and Trustees are fully aware of their safeguarding responsibilities in school, employing a "it could happen here" attitude to safeguarding. Everyone understands the importance of information sharing and ensuring that the signs and symptoms of abuse are picked up, thus dramatically reducing the opportunity for those wishing to cause harm to children.

Purpose and principles

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Hursthead Junior School has in place for safeguarding and promoting the welfare of its pupils/students. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2021, and any other relevant UK legislation and government guidance.
- applies at all times when the school is providing services or activities directly under the management of the Hursthead Junior School staff.
- is publicly available on the schools website, and a printed copy can be made available via the school office.

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Keeping Children Safe in Education
- Attendance Policy
- Data Protection
- Staff code of conduct
- Behaviour policy and Anti-Bullying Policy
- Safer Recruitment Policy
- Responsible Use and Staff ICT Code of Conduct Policy
- Online Safety Policy
- Medical Conditions in School Policy
- Child missing in education policy
- Whistle Blowing Policy
- Care and Control Policy
- Site Safety Policy

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 and restorative action. In line with this understanding, any adult working or volunteering in 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.

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" 2018)

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 INCLUDES CHILD PROTECTION.

RATIONALE:

At Hursthead Junior School, we recognise the responsibility 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 our 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 takes place in school on INSET days and staff meetings. Safeguarding is also a standing item on the agenda at the staff weekly briefings where different safeguarding topics are addressed. In addition, the Senior Leadership Team/ Designated Safeguarding Leads hold weekly Emotional Health and Wellbeing Meetings (EHAW) where the needs of vulnerable children, and our responses to them are discussed and minuted. **At this meeting, the team also review open cases, children and families at risk and any other safeguarding concerns.** Safeguarding is an ongoing priority at Hursthead Junior School. These

updates include learning from serious case reviews and local learning 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

As part of our commitment to and compliance with safeguarding legislation and guidance; we also refer to:

- [Working Together to Safeguard Children 2018 \(2019\)](#)
- [What to do if you are worried a child is being abused. 2015](#)
- [keeping-children-safe-in-education--2021](#)
- [Guidance for safer working practice for staff working in education settings.](#)
- [Greater Manchester Safeguarding Policies and Procedures](#)
- [Preventing and tackling bullying advice](#)
- [Sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](#)

Information sharing and confidentiality

We take data handling and information sharing seriously. School staff have received appropriate training in relation to information sharing and confidentiality. We have a trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with confidentiality and information sharing requirements. Our DPO is Karen Lane.

Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Staff also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.

In regard to confidentiality and information sharing staff will only involve those who need to be involved, such as the DSL (or a deputy) and other allocated services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

Where we share information in relation to safeguarding or a child protection matter we follow local and national guidance, we pay particular regard to [Information sharing advice for practitioners in safeguarding services](#) and [Data Protection Toolkit for School/colleges](#).

PURPOSE:

The purpose of the policy is to ensure that the welfare of children is always understood and promoted. 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 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. In line with Keeping Children Safe in Education 2023 we work with a range of partners and adhere to local practice guidance supported by The Stockport Safeguarding Children Partnership.

All staff, volunteers and sessional workers are required to adhere to our Code of Conduct (including the use of ICT and social media) and Safer Working Practice Guidance. All staff, volunteers and sessional workers 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 Hursthead Junior 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. Colleagues from partner agencies who are based in our school adhere to school policies regarding reporting concerns, safer working practice and the use of ICT. Any parties hiring our facilities should also refer to safeguarding clauses in our hire agreement, and also note that in line with KCSiE 2023, we will ask for policies to be shared, and report any issues to the LA /Lado where appropriate.

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 acting 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.

CONTENTS

This policy has been divided into five key areas:

1. Prevention
2. Procedures and Record Keeping
3. Key Safeguarding Issues
4. Safer Recruitment
5. Additional information and sources of support

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](#) .

1. 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 restorative 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 other relevant documentation as directed. All staff are required to undertake annual safeguarding training in line with KCSiE 2023, read materials provided and attend further training and update sessions.

We deliver a broad, balanced and age appropriate PSHE (Personal, Social, Health & 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 and *virtual* contact is acceptable and can 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 children. Any member of staff who has concerns will raise these with one of the DSLs in school and record their concerns on CPOMS. These “notes of concerns” are reviewed regularly by the DSLs to address any emerging patterns and also to ensure that the appropriate support has been given to the children and/or family concerned.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Stockport Safeguarding Children Partnership (SSCP), 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 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 are

- Pupil questionnaires including buddy questionnaires
- Daily check-ins at register time and follow up with children who check in with a low score
- Scheduled one-to-one check-ins for vulnerable individuals
- Use of the School Council, Family Leaders, Mental Health Champions and Restorative Ambassadors
- Staff who build positive relationships with pupils and their families
- Safeguarding posters around school
- Use of circle time, PSHE curriculum and assemblies
- Referrals to outside agencies as appropriate

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

- Open Evening for new parents
- Curriculum briefings for parents at the start of the new school year
- Parent workshops including curriculum, e-safety and parenting that respond to the requests/ needs of parents
- Open Door policy and appointments with teachers/ senior leaders by arrangement
- Use of homework books for home-school communication
- Use of questionnaires and online feedback forms on annual report
- Parents' consultation appointments in the Autumn and Spring term
- Use of Team around the Child meetings
- Use of School Social Worker and School Age Plus worker through Team around the School meetings
- Use of outside agencies as appropriate

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 Basic Awareness training through the The Key Safeguarding Training Centre and all new staff, as part of their induction, access **Local Authority** safeguarding training within the first term of their employment/placement
- The Designated Lead and/or deputy attends the SSCP DSL safeguarding training on bi-annual basis
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Network Meetings held each term, coordinated by the SASE, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally
- All staff receive regular safeguarding briefings and updates throughout the year.

1(a) 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.
- include neglect of, or 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

Hursthead Junior School is registered as an Operation Encompass School.

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.

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)

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

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

- bullying (including cyber bullying and prejudice-based behaviours),
- gender based violence/sexual assaults
- taking, collecting and sharing of naked or semi-naked images 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 child on child abuse and such matters are always taken seriously. In our school we provide support both for the victim and the child who may have displayed harmful behaviour.

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. We have adopted a zero tolerance approach to such behaviour and recognise that 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 “young people being young people”;
- 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/college approach (especially preventative education).
- We will always make referrals as appropriate and ensure staff are trained and informed of our approaches to this matter.

For information on the sharing of naked images please refer to later section.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college 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.

Early Help

Team Around the School meetings are held between school leaders, the School Age Plus worker and School Allocated Social Worker every half term. The School Nurse may also be invited to attend alongside other professionals as appropriate. Permission will be sought in advance from parents to discuss children and families in Team Around the School meetings (TAS).

1(b) ROLES AND RESPONSIBILITIES

Governance and leadership

The Kirkstead Education Trust and school leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The Trust has regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.

The Trust will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.

The Trust is aware of its obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Stockport Safeguarding Children Partnership (SSCP).

The Trust and school leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The Headteacher will ensure that our child protection and safeguarding policies and procedures adopted by the Trust are understood, and followed by all staff.

The Headteacher will allocate sufficient time, training, support, and resources, including cover arrangements, when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.

The Headteacher will ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with confidential reporting/whistle blowing procedures.

The Headteacher will ensure that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

The Headteacher will liaise with the Local Authority Designated Officer where an allegation is made against a member of staff and ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

The Headteacher will ensure any learning requirements following an allegation management review are implemented effectively and will work with LA Officers as needed such as the Senior Advisor for Safeguarding in Education.

The Trust will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The Trust and the leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

Our school has a nominated governor for safeguarding, Mr W Gray, as well as a nominated Trustee for safeguarding, Mrs J Gorman. The nominated governor and trustee will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies,

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that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually or more often when required.

Designated Safeguarding Lead (DSL)

Our school has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL), Miss C Potter. Our school has also appointed Deputy DSLs, Ms Taylor, Miss Walker and Mrs Kendrick, who will have delegated responsibilities and act in the DSL's absence.

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The DSL (and any deputies) ensure there are robust systems to build an understanding of the presenting safeguarding needs of our children and young people. They retain oversight and will support and advise where there are safeguarding concerns. They will ensure an appropriate response is co-ordinated.

It is the role of the DSL to carry out their functions as identified in Annex C of KCISE 2023. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Coordinating safeguarding action and intervention for individual children
- When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
- Liaising with other agencies and professionals in line with KCSIE 2023 and WTSC 2018
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Stockport Safeguarding Children Partnership (SSCP) procedures, including referrals, are followed, as necessary.
- Representing the school at multi-agency safeguarding meetings (including child protection conferences), or ensuring appropriate representation
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during school hours for staff in the school to discuss any safeguarding concerns.
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Liaising with the headteacher to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- Ensuring that the requirement for children to have an Appropriate Adult (PACE Code C 2019) is understood and observed at all times.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually. This will include attending network events, reading updates and bulletins and engaging with the SSCP.

Members of staff

All staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- be prepared to identify children who may benefit from early help.
- understand the early help process and their role in it.
- understand the school/college/college safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- know how to maintain an appropriate level of confidentiality.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff at Hursthead Junior School recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff at Hursthead Junior School will seek to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies (see list of policies earlier in document.)

All DSLs have a Job Description (updated 2023) which sets out their role and the expectations placed upon them, which includes changes in KCSiE 2023 including their role in Filtering and monitoring.

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

- Knows the name and of the DSL and any deputies, understands his/her role and responsibilities, and 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
 - SSCP 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 understand 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.
- Details of conversations with professionals, family member or other relevant parties will be made and recorded on CPOMS

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.

1(c) THE USE OF “REASONABLE FORCE”

There are circumstances when it is appropriate for staff in schools and colleges 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’. All staff are Team Teach trained and apply these principles if a child needs to be restrained. All incidents of physical restraint are recorded and reported to parents. Restraint will only be used when reasonable, necessary and proportionate.

Circumstances **may** include **but not be limited to**:

- a) a child at imminent risk of causing personal injury to self or others
- b) causing significant damage to property
- c) prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise
- d) Committing any offence

See Care and Control Policy (approved 2021)

Further information regarding our approach and expectations can be found in our behaviour policy and is in line with the DfE ‘[Use of reasonable force in school/colleges](#)’ guidance. **Note: Further advice can be accessed in Part Two of KCSIE.**

1(d) STUDENTS WHO HARM OTHERS (CHILD-ON-CHILD 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, restorative and nurturing environment. From September 2021 we have included Relationship Sex and Health Education in the school timetable, in line with DfE guidance and the national curriculum.

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.

Any incidents involving peer abuse including harmful or problematic sexual behaviour will be addressed as follows:

- Listen to the victim’s account of events
- Refer to a senior member of staff (Head, AHTs or SENDCo)
- Decide if the alleged perpetrator(s) should be removed from the classroom if they share with the victim while the incident(s) are fully investigated by a senior member of staff
- Fully investigate the incident(s), listening to all sides and taking accounts from bystanders/witnesses
- Contact parents of both victim(s) and perpetrators
- Decide suitable consequence for perpetrator’s actions (ranging from missed lunchtimes/internal exclusion/fixed term external exclusion) in line with Behaviour Policy
- Decide if further support is needed for either victim(s) or perpetrator(s), including from external agencies.
- Restorative work on appropriate language and behaviour with perpetrator(s)

1(e) SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY

Hursthead Junior 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.

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 this guidance and [guidance for the sharing of naked images](#) may be applied.

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 understand how to 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 (Acceptable Use Policy)

Personal mobile phones

To protect children, we will ensure that personal mobiles:

- Are stored safely in stock cupboards or lockers and will be switched off whilst staff are on duty.
- May be kept on and close by a member of staff by prior consent of a member of SLT
- 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 –exception will only be by agreement with the SLT and **phone number should be blocked.**

- May be used on trips and visits for contact between adults or between adults on the trip and those in school.

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

Pupils are not allowed to use their mobile phones on site. Where parents wish older pupils to have their phones as they are walking independently to or from school, these must be switched off and handed in to their teachers immediately. These will be safely stored in the teachers' stock cupboard throughout the day. Any pupil abusing this privilege will not be allowed to bring their phone to school and parents will be contacted.

In line with Keeping Children Safe in Education **2023**, we have a clear policy on the use of mobile technology in the school.

Cameras: Photography and Images

Most 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/iPads are only used in the school or on school trips 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.
- Give regular reminders to parents that any photos taken at school events are for personal use only and not for sharing on social media.
- 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 Christmas play.
- 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 'responsible use' rules regarding the use of cameras and camera enabled devices by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

The sharing of nude or semi-nude pictures (SOMETIMES KNOWN AS SEXTING)

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing

between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'pics' or similar.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

Where staff members or others working in our setting become aware of the sharing of any such imagery the following steps should be taken.

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Further advice can be found here:

[sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people](#)

Online Harms

We recognise that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life. We take steps to reduce these harms through our curriculum and the application of our policies and ensure staff know to be professionally curious about the online lives of our children.

CYBERCRIME

We understand that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed, and consideration will be given to accessing local support to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the child protection and other appropriate policies.

See also- <https://www.gmp.police.uk/advice/advice-and-information/fa/fraud/online-fraud/cyber-crime-fraud/>

CYBER-BULLYING

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

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 and the Prevent Duty.

- Filtering system – Surf Protect
- Monitoring System - Securus

Our staff are aware of our systems and their individual responsibilities and roles.

The DSL (in consultation with the Head teacher) has responsibility for ensuring our filtering and monitoring systems and standards are efficient and effective in- as set out in KCSIE 2023 and [meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges](#) .

1(f) Mental health and wellbeing

KCSiE 2022 reminds us of the importance of understanding emotional wellbeing and mental health and the relevance of these to the safeguarding agenda.

All staff recognise 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.

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff are concerned about a child's mental health, they understand they must treat it as a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

1(g) SUPPORTING VULNERABLE PUPILS

Our school will endeavour to support vulnerable pupils through:

- Our ethos and culture which promotes a positive, supportive and secure environment, giving pupils a sense of being valued.
- Our behaviour policy - aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach, working to support children in developing positive behaviour.
- Our Team Around the School (TAS) partnership.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and need 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 SSCP training and network updates. (For example, Network events, 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 moves to another school. Also notifying Key Workers or Social Workers where a child leaves the school (as appropriate)

1(h) 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 disproportionately 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.

1(i)Site safety & security

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.

We follow the Government Guidance of November 2019 -[school-and-college-security](#) and have a site security policy in place, which is known by staff and is over seen by the Headteacher. For further detail see the Site Security Policy.

2. PROCEDURES AND RECORD-KEEPING

Hursthead Junior School will follow [Greater Manchester Safeguarding Procedures](#) in detail and adhere to any local guidance and policies from SSCP as required.

2(a) Raising Concerns

How to raise concerns or make a disclosure – students

Pupils at Hursthead Junior School are regularly informed through PSHE lessons and Safeguarding assemblies about how they can raise concerns and what these concerns might look like. They are educated in what is acceptable and unacceptable behaviour from their peers and from adults, through NSPCC assemblies, safer relationships lessons and online safety lessons.

Pupils know who the **four** Safeguarding Lead Teachers are in school, but they also know that they can talk to any adult in school if they are worried or concerned about something.

Pupils are taught that anything they say will be shared with the Safeguarding Leads and any other adults needed in order to keep them, or the person they are concerned about, safe.

How to raise concerns including disclosures from a child – staff, visitors, employees from outside agencies

Hursthead Junior School has adopted CPOMS to record all Safeguarding incidents and notes of concern. Hard copies of reports relating to Safeguarding and Child Protection concerns prior to the adoption of CPOMS 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 Leads.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) 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 (DO), whenever necessary.

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

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 / 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 (electronically or 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.

All adults who visit or work in the school will be expected to read the Safeguarding Briefing and Code of Conduct for visitors.

How to raise concerns about an adult in school

This section is based upon Part Four of Keeping Children Safe in Education and should be read in conjunction with Managing Allegations Policy and Procedures.

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 Designated Officer (DO) 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 he seek advice from the DO. If the allegation is against both Head and Chair, then the DO 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 DO directly if they feel it is more appropriate to do so.

Concerns that do not meet the 'harm threshold' (low level concerns)

In some cases, we may still need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our staff code of conduct and the Managing Allegations Policy and Procedures— this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

We strive to build an open and transparent culture in which concerns about **any** adults working in or on behalf of the Hursthead Junior School are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic, or concerning behaviour early, minimise the risk of abuse and

ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

- A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with our staff code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
- Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent, or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded, and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with our Staff Code of Conduct and Managing Allegations Policy and Procedures to Tracy Kendrick, Headteacher.

Where low-level concerns are reported to the school, the headteacher will be informed and is the ultimate decision maker in respect of the response to all low-level concerns.

- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO or the SASE.

Low-level concerns will be recorded in writing on **CPOMS StaffSafe** and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

- Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
- Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO or the SASE and following our disciplinary procedures.

Our school has a whistleblowing procedure. It is important to note that it is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and acting to enable all children to have the best outcomes. In contrast "whistleblowing" 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 DO and the Senior Advisor for Safeguarding in Education are aware.

2(b)Recording concerns

All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on CPOMS and the DSLs informed without delay. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes.

Records will be completed as soon as possible after the incident/event, using the child's words, and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries have been observed.

If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority. If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome. Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support. Where the school receives child protection files from another setting, the DSL will ensure key staff such as the SENDCO, will be made aware of relevant information as required. Where a pupil joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil and if so, if the files have been sent.

The school/college ensures that safeguarding information, including Child Protection information, is stored, and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) 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

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

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 / 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.

2(c)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 SSCP 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 [Levels of Need](#) document 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 seek to work in a transparent way with our families and where appropriate will share our concerns directly with parents and indicate possible routes of support. 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. We aim to provide information from the child's point of view in the context of their lived experience as evidenced by observations or information provided. 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
- Children at risk of radicalisation
- Emotional wellbeing & mental health
- Sexual health needs
- Obesity/malnutrition

- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying including cyber and prejudice-based bullying.
- Self-Harm
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as- Children Looked After (CLA), children who have been previously looked after, 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
- Bullying in its various forms
- Discrimination in its various forms

The DSL and their deputy are member(s) of the school senior 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 advice and support to school staff when school is open including before and after school activity or for trips and visits.

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 refer to [Stockport's-multi-agency-response-to-need-guidance-document](#) to support our decision making along with [Greater Manchester Procedures](#) 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 a ***Team around the school model*** (see earlier)

3. Key Safeguarding Issues

3(a) Children Missing Education

Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences. At Hursthead Junior School we follow Stockport's procedures for dealing with children that go missing from school - [missing-from-school](#), and adhere the guidance set out by the DfE-[Children Missing Education - Statutory guidance](#). 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.

3(b) Elective Home Education (EHE)

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with [Elective Home Education – national guidance](#) and local [Stockport](#) guidance. We will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

3(c) Searching and Screening

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the DfE <https://www.gov.uk/government/publications/searching-screening-and-confiscation#full-publication-update-history> July 2023 updated guidance.

The designated safeguarding lead (or deputy) will be informed of any searching incidents, this will be done as a matter of urgency where the member of staff has reasonable grounds to suspect a pupil was in possession of a prohibited item/s such as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items or any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
 - an article specified in regulations
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

Staff members should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Advice from the Head and or DSL will be sought if it is thought a police search is required.

The headteacher and DSL are aware of the requirement for children to have an Appropriate Adult ([PACE Code C 2019](#)) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with the DfE guidance.

3(d)EXTREMISM AND RADICALISATION

Hursthead Junior School 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.

Hursthead Junior School is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern. We are aware of the duties placed on us under section 26 of the Counter-Terrorism and Security Act 2015- [prevent-duty-departmental-advice](#)

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. Currently, our letting policy only allows limited use of our school facilities for Out of School Hours provision.

3 (e)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 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](#). 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.

So Called 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.

The criminal exploitation of 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.

4. SAFER RECRUITMENT AND SAFER WORKING PRACTICE

The school pays full regard to part three of DfE guidance 'Keeping Children Safe in Education' 2021 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:

Enhanced Criminal Records Bureau Check	Barred List Check (if working regulated activity before DBS certificate is available)
Two professional references	Establish confirmation of physical and mental fitness for the role
Identity confirmation	Confirmation of right to work in the UK
Qualification check	Confirmation of professional registration (if appropriate)
Staff suitability declaration (if appropriate)	Prohibition from teaching check (only if employed as a teacher)
Overseas police checks (if appropriate) follow the right government guidance following the UK's exit from the European Union Government website	(independent schools only – management position) Section 128 direction check
Childcare Disqualification Regulations check (schools and colleges providing childcare, reception classes of in wraparound care for children up to the age of 8 – only)	Prohibition from teaching check (colleges only - if employed as a teacher)
Online checks as set out in KCSiE	

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 by a member of the senior leadership team at least every half term. A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving will be obtained from the organisation where they were employed.

Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.

Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.

All contracts with supply agencies are specific about what checks, and evidence is needed to be completed before any individual commences work at the school, and that they will be expected to present identification upon arrival.

Operating safer recruitment practices including, 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. We also complete online checks as set out in KCSiE. We maintain a single central record to evidence checks completed for staff and volunteers working in the school/college community. This document is reviewed termly by a member of the SLT.

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the Staff Code of Conduct.
- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read our abridged version of our Safeguarding and child protection policy and are aware of the school expectations regarding safe and professional practice via the staff Code of Conduct and Acceptable Use Policy (AUP). There is a record of who has read this.
- Staff will be made aware of the school behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant policies including staff behaviour policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media.

Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers always adhere to a published code of conduct and other relevant professional standards. 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 on-line conduct. Other professionals and visitors to our school are made aware of the requirement and expectations we have in respect of safeguarding our children including the use of mobile and camera enabled devices.

Our commitment to safer recruitment continues post appointment, we ensure that:

- Any disciplinary proceedings against staff related to safeguarding and child Protection matters are concluded in full in accordance with Government guidance “Keeping Children Safe in Education 2021” and SSCP, DO 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 **and Safer Working Practice Guidance**.
- Adequate risk assessments are in place including extended school/ wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, and where, when appropriate, to find ‘whistleblowing’ policies. They are also confident of how 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).
- Anyone using our buildings is required to evidence that they have adequate safeguarding arrangements in place as described in KCSiE
- 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. **Any organisations hiring the building are also subject to these expectations and processes.**

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](#)

4 (b) Staff learning and development

Learning about safeguarding is given an essential part of staff development at Hursthead Junior School. We are committed to building knowledge and expertise and to ensuring strong internal capacity through performance management and continuous personal development. The senior leadership team ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site.

All new staff to the school has a comprehensive induction, this includes reading and understanding:

- The Key Safeguarding Centre Basic Understanding of Safeguarding
- Part one and Annex A of ‘Keeping children safe in education 2023’
- School Behaviour Policy
- Staff Code of Conduct
- This Safeguarding & Child Protection Policy
- ‘What to do if you’re worried a child is being abused’ guidance

Senior Leaders and DSLs, in addition, will read:

- Information sharing: advice for practitioners who are providing safeguarding services

Designated staff are trained in specialist areas of work, such as:

- Designated Safeguarding Lead
- Designated Teacher for Looked After Children
- Senior Mental Health Lead

A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these include:

- Annual update training
- Leaflets and facts sheets from The Key Safeguarding Centre
- Mentoring
- Online learning materials and updates
- Shadowing
- Staff handbook (in development)
- Staff induction pack (in development)
- Standing agenda item staff meetings

Senior Leaders and DSLs, in addition, will undertake:

- SSP Multi-Agency Learning and Development Programme
- The sharing of materials detailing referral processes and key topics
- Discussions in weekly Emotional Health and Wellbeing meetings

All learning and training are documented which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the appraisal process to ensure all compulsory learning has taken place.

Safeguarding is always re-visited at least on an annual basis, to ensure that staff are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

All training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.

As and when required, other external agencies may be consulted to assist with staff learning and development.

Working in our school/college- practice & expectations

Staff awareness, induction, and training

All members of staff have been provided with a copy of part one or annex A of 'Keeping Children Safe in Education' 2023 which covers safeguarding information for staff.

Senior leaders, including the DSL will read KCSIE in its entirety.

All members of staff who work directly with children will read annex B.

All members of staff have signed to confirm that they have **read and understood** the national guidance shared with them.

All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction (see page 9). This training is regularly updated and is in line with advice from the safeguarding partners.

All governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated and all governors and trustees are expected to acknowledge that they have read KCSIE and the Safeguarding Policy on an annual basis.

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues. This training will be updated at least annually. (See page 9)

Online safety training for staff will be integrated, aligned, and considered as part of the whole school/college safeguarding approach and wider staff training and curriculum planning.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Hursthead Junior School recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis and staff are encouraged to contribute to and shape school safeguarding arrangements and child protection policies.

The DSL and headteacher will provide an annual report to the governing board detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained

OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over- arching. 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
- Behaviour policy and Anti-Bullying Policy
- Keeping Children Safe in Education 2021
- Safer Recruitment Policy
- Responsible Use Policy
- Online Safety Policy
- Medical Conditions in School Policy
- Child missing in education policy
- Care and Control Policy
- Site Safety Policy

5. APPENDICES



POSTER

Insert school logo

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

<p>Our Designated Safeguarding Lead is: Miss C Potter</p>	<p>Our Deputy Designated Safeguarding Lead is: Mrs T Kendrick, MS H Taylor, Miss H Walker</p>
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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 and include a physical injury/body map where appropriate

These should be passed to the Designated Safeguarding Lead immediately

Further Advice and guidance can also be sought from

The Safeguarding Unit 0161 474 5657

USEFUL LINKS, FURTHER ADVICE AND GUIDANCE

Local Guidance

[Greater Manchester Safeguarding Procedures- follow the link and search key words.](#)

[Stockport Suicide Prevention](#)

[Stockport Early Help Assessment](#)

[Information Sharing and Team Around the School](#)

[Information Governance](#)

[Levels of Need](#) (PLEASE NOTE THIS ITEM IS DUE TO BE UPDATED)

National Guidance & Resource

Professional standards

[Teachers standard information.pdf](#)

[The-7-principles-of-public-life](#)

[National-standards-of-excellence-for-headteachers](#)

NSPCC 'Report Abuse in Education' Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for pupils/students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org

- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Resilience Hub

[Greater Manchester Resilience Hub](#)

Substance Misuse

- MOSAIC-[MOSAIC Drug and Alcohol Services](#)
- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk

- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health & Emotional Wellbeing

- Mind: www.mind.org.uk
- Kooth- <https://www.kooth.com/>
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- Anna Freud: www.annafreud.org/schools-and-colleges/ [Stockport](#)

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Stop Hate UK- <https://www.stophateuk.org/>
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

Children in the court system

- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11 year olds](#) and [12-17 year olds](#).
- Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

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 Social Care (Children's Services) 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 **additional 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 Multi-Agency Safeguarding & Support Hub (MASSH) to secure a response from Social Care must be supported with written documentation. In Stockport this is through the online Child Protection Referral form.

Remember- Anyone in school can make a child protection referral

INFORMATION & TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

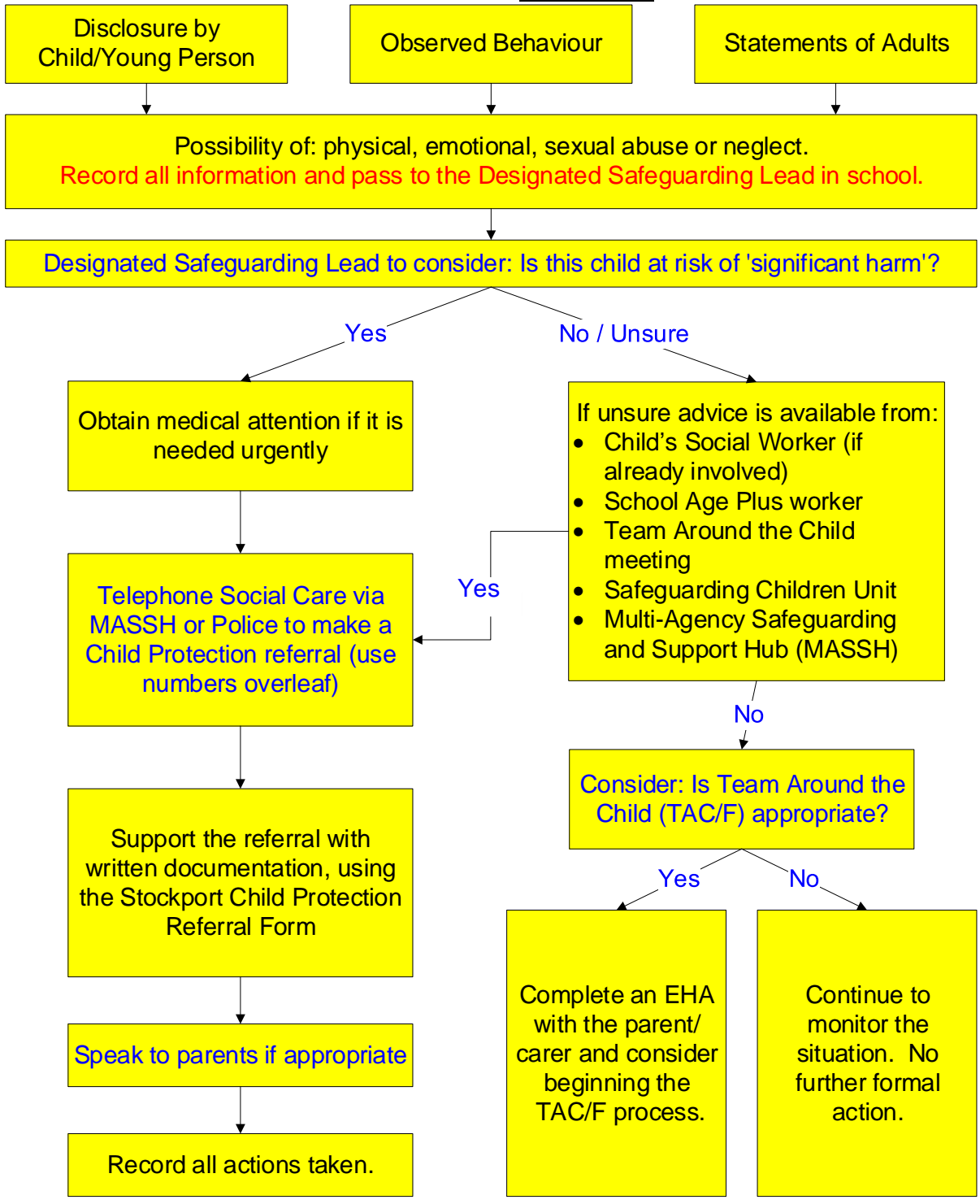
Children's Services- child protection referral

- Online (to the MASSH)- <https://www.stockport.gov.uk/contacting-the-massh>
- 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 is available from:

- Child's Social Worker (if already involved)
- Named School Social Worker
- School Age Plus worker
- Team Around the School meeting
- Safeguarding Children Unit tel. (0161) 474-5657
- The Multi –agency Safeguarding and Support Hub (MASSH)
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)



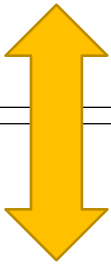
REMEMBER: It is not the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.

Possible indicators of abuse

Indicators are provided as a guide, concerns and context should be discussed with the DSL

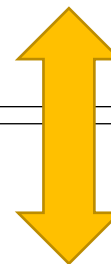
Sexual

- 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

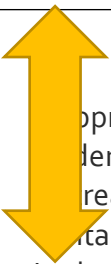


Behaviour

- 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
- Malnourished/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



Online Abuse

Contextual Safeguarding



26/09/2018

The Designated Officer (DO) -also known as the Local authority Designated Officer (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 (DO)

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 DO 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 DO on 0161 474 5657.

Dealing with a disclosure

Advice for all members of staff & Volunteers

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:

- **Listen** carefully and actively to the child. You don't need to ask any questions.
- **Do not investigate.** If you need to clarify what is being said and whether the child is at risk, ask open
- Don't ask 'why?' as this can imply guilt / responsibility on the child.
- **Reassure** the child that they have done the right thing in talking to you.
- **Never promise to keep a secret or confidentiality.** Make sure the child understands what will happen next with their information.
- **Record** factually what the child told you or what you have observed as soon as possible. Include behaviour and words used **by the child**. Failure to accurately record information or writing down your 'interpretation' of the child's account may impact future legal processes.
- If you have seen bruising, marks or an injury, use a **body map** to record details, include any of the comments made by the child/young person about the injury in you record of disclosure.
- **Report to the DSL quickly, it is important not to ask the child to retell their story but do not ask the child to repeat what they have told you to another staff member.**

Any information the child shared with you should remain confidential, you should only tell those who 'need to know'. Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

The DSL has responsibility for managing and overseeing child protection referrals. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, **this should not delay appropriate action being taken.** Staff must take responsibility by speaking to a member of the senior leadership team and/or take advice from local children's social care (this can be the named school social worker or the MASSH-See Appendices). In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. For more information and access to the online referral form follow this link- <https://www.stockport.gov.uk/contacting-the-massh> .

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>