

includEd Learning

Independent Specialist Education Provider



SAFEGUARDING AND CHILD PROTECTION POLICY

Essential Safeguarding Contacts

The Head of Centre who has the ultimate responsibility for safeguarding is Noreen Khan. In their absence, the Deputy Designated Safeguarding Lead (DDSL) Paul Dearden has ultimate responsibility.

KEY SCHOOL STAFF & ROLES

Name	Role	Location/Contact Number
Noreen Khan	Head of Centre DSL	IncludEd Learning Centre 07380 292211
Paul Dearden	Deputy Head of Centre DDSL	IncludEd Learning Centre 07380 484818

Manchester Secondary PRU - The Headteacher has the ultimate responsibility for safeguarding. In their absence, the Designated Safeguarding Leads (DSLs) are:

Vicky O'Farrell	Assistant Headteacher: DSL	Mersey Valley Campus 0161 696 7955
Katy Harkavy	Deputy Pastoral Manager: Deputy DSL	Mersey Valley Campus 0161 674 9673

ADVISORY PANEL	Contact Phone Number/Email
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Mental Health & Well-Being: Katrina Garg	kattyg39@hotmail.com
E-Safety: Steph Bryant	ictincluded@gmail.com
Community Representative: Carol Packham	carol.packham96@gmail.com
Staff: Safeguarding: Paul Dearden	dearden79.pd@googlemail.com
Staff: Prevent: Noreen Khan	noreen@includedlearning.co.uk

Our procedure if there is a concern about a child's welfare or safeguarding is:-

- See MSPRU flow chart - Appendix
- Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895**
- Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**
- National Society for the Prevention of Cruelty to Children (NSPCC): **0808 800 5000**
- Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**
- **Child Line:** 0800 1111

Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult is:

- To follow safeguarding procedures;
- Refer to points 55-60, Part 1 KSCIE (Sept 2021)
- Manchester LADO (sometimes known as DOLA or LA Designated Officer): 0161 234 1214

Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally.

- To follow safeguarding procedures
- NSPCC Whistleblowing Helpline: 0800 028 0285
- The Whistleblowing Helpline on 08000 724725 or email to enquiries@wbhelpline.org.uk

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→ 1. Safeguarding Statement

“It could happen here”

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

The purpose of this document is to ensure that all staff are aware of the arrangements that IncludEd has in place for safeguarding and promoting the welfare of pupils. 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 all aspects of safeguarding and child protection processes. The policy and related procedures will be central to staff training and induction.

“The welfare of the child is paramount”

→ 2. Policy Values

To demonstrate the IncludEd's commitment with regard to safeguarding and child protection to children, parents and other partners.

To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through training staff to identify and report possible cases of abuse.

To enable the school to effectively contribute to Early Help, assessments of need and support for those children.

Continuously reinforce that outstanding safeguarding is driven by holistically supporting our children's social, emotional, mental and physical wellbeing.

To provide robust school systems and procedures that is followed by all members of the school community in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

To ensure that all staff, including supply staff, working within our school, who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE guidance), and a single central record is kept for audit.

We comply with the [Disqualification under the Childcare Act 2006](#) guidance issued in February 2015.

→ 3. Introduction, Scope and Definition

At IncludEd safeguarding permeates all aspects of school life and is everyone's responsibility. We recognise that schools and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

We aim to provide a positive, stimulating, caring and safe environment which promotes the social, physical, emotional and moral development of each child. Therefore, we will strive to ensure that all pupils remain safe and free from harm and are committed to playing a full and active part in multi-agency safeguarding processes and responses. This policy and procedure will be reviewed as and when required and at least annually. Should any deficiencies or weaknesses in safeguarding and child protection arrangements become apparent, these will be remedied without delay.

This policy and procedure reflects core statutory guidance:

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

DfE Keeping children safe in education (Sept 2021), Part 1, p 7

→ 4. Safeguarding Ethos and Culture

Safeguarding is everyone's responsibility. Senior staff and the Advisory Panel ensure that safeguarding is a priority for everyone;

We adopt a whole-school approach and maintain an attitude of 'it could happen here' where safeguarding is concerned.

We are clear about our role and those of other agencies and do everything possible to establish effective working relationships with parents and other agencies;

Policies and procedures are compliant and kept up-to-date. DSL's and Advisory Panel ensure that these are embedded, reviewed and updated regularly;

Everyone is clear about safeguarding and child protection arrangements and procedures so that pupils and families, as well as adults in school, know who they can talk to and what to do if they are worried;

All staff identify vulnerability, risk and need and enable us to provide-and/or work with other agencies to provide early help and support.

We have high expectations of everyone in respect of courteous and responsible behaviour;

We are clear that parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.

A Child-Centred Approach

- Pupils can approach any adult at any time if they are worried or in difficulty. Our safeguarding practice is oriented around the wishes, feelings and best interests of children. We consult with our pupils so that their wishes and feelings are known and taken into account. We always strive to give them a 'voice'.
- We are proactive and take positive steps to inform our pupils of their rights to safety and protection and the options available to express any fears or concerns. We listen to what they say seriously and work collaboratively in order to meet their needs.

Building Resilience

- We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse;
- We maximise opportunities to teach safeguarding, including working with parents/ carers. We include activities and opportunities for PSHE which equip our pupils with the skills they need to stay safe - including online, how to communicate any worries, fears or concerns and how to take responsibility for their own and others' safety. We sometimes use external speakers / organisations to help us do this.

IncludEd has a whole school priority around health and wellbeing and has invested in initiatives such as mental health first aid.

A Safe Environment

- We implement robust recruitment procedures in respect of all staff, volunteers and visitors to our school, in-line with relevant legislation and guidance and, where necessary, beyond it;
- We take online safety seriously and do all that is reasonable to limit children's exposure to risk by putting safety mechanisms in place, monitoring usage and educating pupils and staff about safe and acceptable use;
- Everyone is clear about expected codes of conduct and what to do in the event that they are worried about an adult or child's behaviour;
- Everyone, including pupils and parents, are clear about and understands their responsibilities in respect of site security;
- We promote safety by undertaking, reviewing and updating various risk assessments, and consult and liaise with partnership schools and pupils as part of these processes;
- We consider broader, health and safety issues and day-to-day arrangements are clear and understood by everyone;
- We ensure that staff have access to the training, skills, knowledge and support they need;
- A high priority is given to safeguarding training and we ensure that everyone is up-to-date, in-line with statutory guidance. It is also integral to induction for new starters and volunteers.

→ 5. Roles and Responsibilities

Head of Centre

The Head of Centre is responsible for sharing information about safeguarding, including serious case reviews, new legislation and any change in procedures and promoting best practice. The Head of Centre is fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs, including:-

'providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.' (KCSIE, Part 2.103-104).

The Head of Centre is fully aware of statutory guidance in KCSIE and will ensure that:-

The policies and procedures adopted by the Advisory Panel to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply staff and volunteers and that they are regularly updated in response to local practice or national changes in legislation.

All staff, supply staff and volunteers are required to comply with our Code of Conduct.

We evaluate our safeguarding policies & procedures on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online tool to the LA as requested.

We work with the LA to ensure that our policies and procedures are in line with DfE and LA guidance.

A senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.

Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear at admission and on our website.

The Safeguarding and Child Protection Policy is available on our website and is included in the staff handbook and volunteers' handbook.

Child friendly information on how to raise a concern/make a disclosure has been developed through staff training and regular staff meetings and is accessible to all children e.g. Pupil Safeguarding Leaflet and curriculum.

We cooperate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the process for escalation of concerns.

A member of staff who has completed DSL training is available during school holidays.

We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively.

Any staff who are carrying out regulated activities commissioned from external agencies/organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safe recruitment and annual safeguarding training appropriate to roles. This is monitored through Third Party Safeguarding Forms.

We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.

We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.

The Designated Safeguarding Lead (DSL):

In addition to the role and responsibilities of all staff the DSL will:

Hold the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility is not able to be delegated.

Have an “it could happen here” approach to safeguarding.

Liaise with partnership schools, the local authority and in partnership with other agencies in line with Working Together to Safeguard Children.

NPCC - When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse and act as a point of contact and support for school staff.

Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and use the Prevent referral form to refer cases by e-mail to the LA’s Prevent Team. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101.

The Department of Education has also set up a dedicated telephone helpline for staff and Advisors to raise concerns around Prevent (020 7340 7264).

Refer cases where a crime may have been committed to the Police as required.

Liaise with the “case manager” and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.

Follow DfE and KCSIE guidance on ‘Peer on Peer/Child on Child Abuse’ when a concern is raised that there is an allegation of a child abusing another child within the school.

Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.

Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.

Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.

Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.

Have a secure working knowledge of Child Protection and Safeguarding procedures and understand the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.

Have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.

Understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.

Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCO) on matters of safety and safeguarding.

Be alert to the specific needs of children in need, those with SEND and young carers.

Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.

Keep detailed, accurate records (either written or using appropriate secure online software), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.

Ensure that an indication of the existence of the additional child protection file is marked on the child's school file record.

Ensure that when a child transfers school (including in-year), their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main child's file and ensuring secure transit) and that confirmation of receipt is received.

Ensure that where a child transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.

If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.

Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.

Ensure that the case holding social worker is informed of any child currently with a child protection plan who is absent without explanation.

Ensure that all staff sign to say they have read, understood and agree to work within the school's Safeguarding and Child Protection Policy, Staff Code of Conduct and Keeping Children Safe in Education (KCSIE) Part 1 and ensure that the policies are used effectively.

Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.

Ensure that in collaboration with the school leadership and advisors, the child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.

Ensure that the Safeguarding and Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.

Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

Ensure that the names of the Designated Safeguarding and Child Protection Lead and deputies, are clearly advertised, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2021.

The Deputy Designated Safeguarding Lead (DDSL):

In addition to the role and responsibilities of all staff the Deputy DSL will:

Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.

Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.

In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All School Staff

All staff in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL.

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help, Signs of Safety and Safe and Together.
- Attend training sessions/briefings as required to ensure that they follow relevant policies/procedures e.g. Behaviour and Communication Policy, Positive Handling training.
- Provide a safe environment where children can learn.
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a social worker.
- Be approachable to children and respond appropriately to any disclosures.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals.
- Attend multi-agency meetings as required, if appropriate to their role.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
- Provide targeted support for individuals and groups of children as required, if appropriate to their role.

Safeguarding Governance

Our Advisory Panel is fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The Advisory Panel will ensure that:-

All policies, procedures and training in our school are effective, taking account of LA and DFE guidance and comply with the law at all times

A named member is identified as the designated governor for Safeguarding and receives appropriate training.

The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.

Our safeguarding and child protection policy and our staff Code of Conduct are reviewed at least annually.

Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies through training and team meetings.

We operate safer recruitment and selection practice, including appropriate use of references and checks on new staff and volunteers, including overseas checks where relevant.

We have procedures in place for dealing with allegations of abuse against members of staff, including supply staff and volunteers and these are in line with KCSIE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.

All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding processes through induction, training and safeguarding bulletins.

Advisory Panel members ensure that there is appropriate challenge and quality assurance of the safeguarding policies and procedures.

→ 6. Supporting children

We recognise that school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

IncludEd will support all children:

We will promote a caring, safe and positive environment within our school.

We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.

We will ensure children are taught to understand and manage risk through personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.

We will respond sympathetically to any requests for time out to deal with distress and anxiety. We are a special school with strategies put in place to protect children's special educational needs.

We will offer details of helplines, counselling or other avenues of external support.

We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.

We will notify Social Care immediately if there is a significant concern.

We will provide continuing support to a child about whom there have been concerns who leaves the school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school medical records are forwarded as a matter of priority and within statutory timescales.

→ 7. Children With Special Education Needs or Disabilities

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be 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 can be disproportionately impacted by things like bullying without outwardly showing any signs;
- difficulties may arise in overcoming communication barriers;
- there may be a higher risk of peer group isolation

In our school we identify children who might need more support to be kept safe or to keep themselves safe. We do this in the following ways:

- Children will have a familiar adult to support with communication through simple language.
- Extra pastoral support is considered for children with SEN and disabilities.
- Use of visual aids and sign language to support understanding where required.
- Use of a familiar Speech and Language therapist to ensure that questioning and answers are put in a manner accessible to the child.
- Children are carefully monitored and observed to provide a full picture of their behaviour and mannerism so that any changes are noted, and a comparison can be made.
- The use of body maps, visuals and sign language are used to allow children to communicate their needs or concerns.
- The use of social stories is regularly used to support appropriate and inappropriate behaviour – such as bullying and keeping safe.
- Intervention groups teach children how to communicate and explain appropriate and inappropriate behaviour.
- When required to use reasonable force in order to calm a situation, 'reasonable' means 'using no more force than is needed'. Individual plans for vulnerable children will be drawn up to reduce the use of force.

→ 8. The Curriculum

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills. This includes face to face teaching, blended learning and online teaching as needed in response to any crisis situation that may arise.

- All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental values of tolerance, respect and empathy for others.
- This enables them to learn to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- There is access to a range of enrichment activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- Personal Health and Social Education (PHSE), Relationships and Sex Education (RSE) and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices, knowing and understanding how to keep themselves safe and human rights issues.
- We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of grooming and exploitation including Domestic Abuse, Child Sexual Exploitation, Child Criminal Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation and extremism, Forced Marriage, So Called Honour Based Violence, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines, mental health and obesity. See Appendices for guidance and links to further information.

- All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. All pupils are given a MSPRU Pupil Safeguarding Leaflet at admission and procedures are regularly discussed.
- Children are encouraged to contribute to the development of policies through pupil voice activities.
- Children will be taught about safeguarding, including online safety in a personalised or contextualised approach taking into account vulnerabilities.

Statutory guidance:

[Relationships Education Relationships Sex Education \(RSE\) and Health Education](#)

→ 9. Early help

Every family can go through difficult or challenging times at some point during their lives. If you are aware of a family that is experiencing problems, they may require support to help them to deal with difficult situations and make things better. Early Help services and support should be offered as soon as a problem or difficulty starts. This is to stop things from getting worse, and to make sure that the family gets the help that they need. The Early Help Assessment Tool EHAT is used to find out about the family so that we can understand the difficulties that they may be experiencing.

The EHAT is used when a family would like support to help them with a difficulty; when a professional working with a family recognises that they may require extra support; when a family have lots of professionals working with them and services and information needs to be organised to help make things clearer for them; where the needs of the family are unknown or unmet. The EHAT is entirely consent based and the family can decide at any point that they no longer wish to engage with the process. An EHAT is confidential except where there is a risk of serious harm to a child or young person.

Early Help means 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.

We ensure all staff work together to safeguard vulnerable children. We hold weekly meetings to discuss all pupils on the roll, any concerns are passed on partner schools.

Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines;

- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health problems or domestic abuse ;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

→ 10. Multi-Agency Working

We will develop effective links with social workers and other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.

We will notify the named Social Worker if:

- A child subject to a child protection plan is at risk of withdrawal of placement.
- There is an unexplained absence of a child who is subject to child protection.
- It has been agreed as part of any child protection plan or core group plan.

We will regularly review any children where we have concerns, make relevant referrals and escalate if further actions are necessary, as detailed in KCSIE. We will follow LA and MSP procedures if there is a need to re-refer or escalate any concerns.

Child Protection, Child In Need and Team Around the Child/Family Meetings and Conferences

- A child protection (CP) conference will be held if it is considered that the child is suffering or at risk of significant harm.
- We will attend or pass on all relevant information to partner schools who will attend on our behalf and contribute to initial and review CP conferences, Child in Need (CiN) meetings and relevant multi-agency meetings, including core groups.
- Members of staff who are asked to attend a CP conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date pro forma, to the Chair within the required timescales, at least 48 hours before the conference.
- Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- We will discuss and share reports if appropriate with the parents/carers before the conference.

- All relevant staff will be confident in using the tools which are part of the Signs of Safety approach.

Learning From Serious Case Review (SCR)/Child Death Overview (CDO)

- The MSP will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the SCR is to:
- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

If required, we will provide an individual management report for the SCR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

Our DSL will keep up to date with the findings from SCRs and other learning reviews nationally and in Manchester, share the learning and review our safeguarding procedures if relevant.

→ 11. Confidentiality and Information Sharing

Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.

Information about children will only be shared with other members of staff on a need to know basis.

All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.

We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for when and what to share/when and what not to share and systems for recording the reasons for these decisions.

We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure, with appropriate retention schedules.

→ 12. Safe School, Safe Staff

Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment (Appendices B & D).

At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years.

The Head of Centre and Advisory Panel will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checked as appropriate.

Written notification, Third Party Safeguarding Checks Form, will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.

At least one member of each recruitment panel will have completed up to date safer recruitment training.

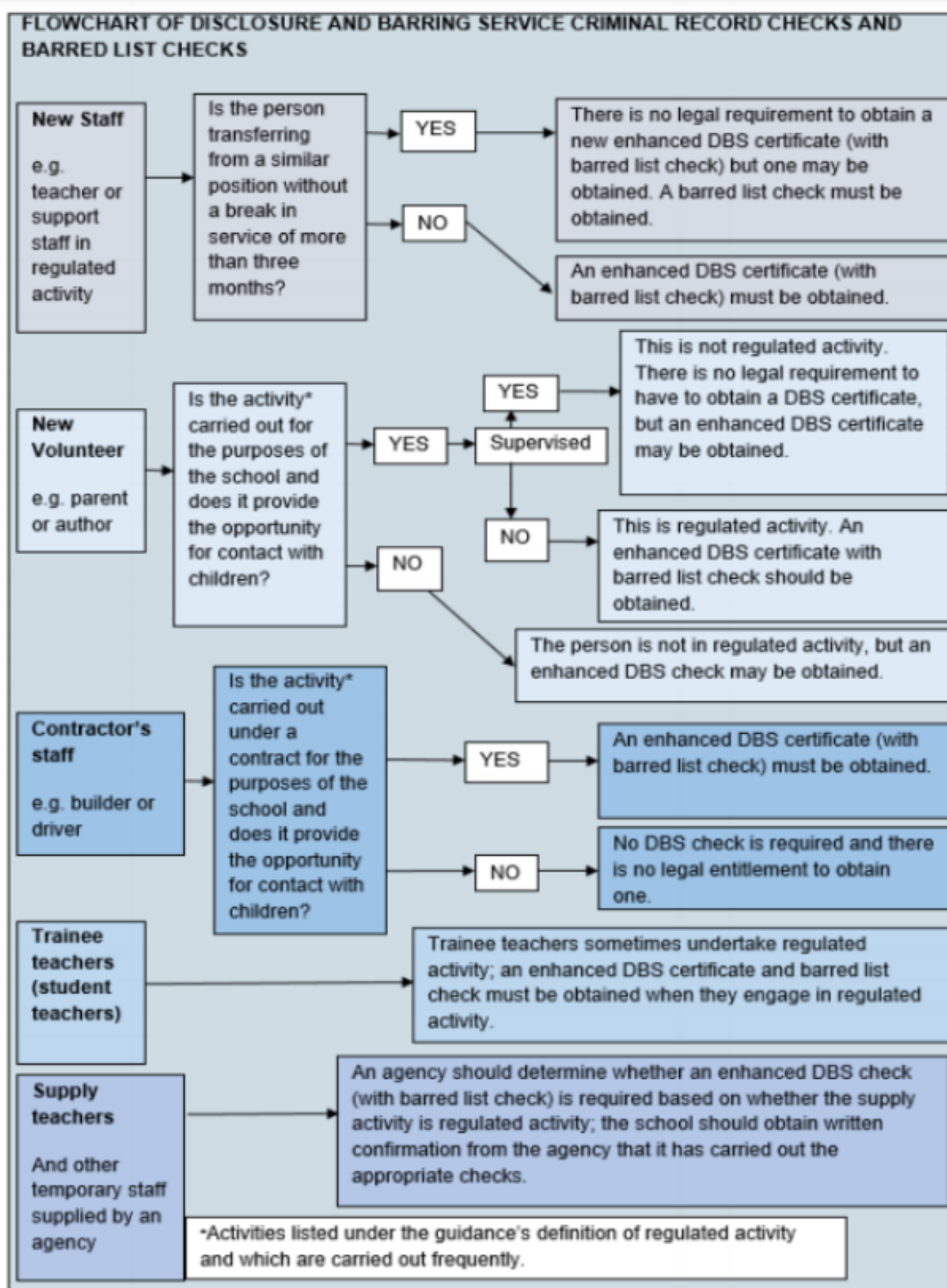
All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the Head of Centre.

Trainee teachers and all university student placements will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

Risk assessments are carried out on all volunteer activities as required.

The school maintains a single central record of recruitment checks undertaken.

→ 13. DBS FLOWCHART



→ 14. Anti-bullying / Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

We keep a record of known bullying incidents which is shared with partnership schools and analysed by the Head of Centre. All staff are aware that children with SEND and/or differences/ perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Head of Centre and the partnership school will also consider child protection procedures.

The whole school ethos and the Emotional Wellbeing Programme regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

→ 15. Online Safety

Online safety is a safeguarding issue not an ICT issue. The purpose of internet use in our school is to help raise educational standards, promote pupil achievement and support the professional work of staff, as well as enhance our management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

We will encourage pupils to use social media safely, including opportunities for them to think and discuss the issues and to check their sources of information.

We will ensure that pupils do not misuse their devices whilst in school.

We have separate acceptable use policies (AUPs) for both staff and pupils. This covers the use of all technologies and platforms used, both on and offsite.

We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.

We work with pupils and parents/carers to promote good practice in keeping children safe online, including to support their children learning at home. Advice available on our website as well.

We ensure all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.

Education at home

Where pupils are being asked to learn online at home the Department of Education has provided advice to support schools to do so safely.

Useful Parental support Links:

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.

→ 16. Internet Filtering and Monitoring

Access to the internet in school is carefully monitored. This is made clear to all users through written statements and the Acceptable Use Policy where access is available.

We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that children are safe in school from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

All use of the school's Internet access is logged and the logs are randomly but regularly monitored by the school's external provider. Whenever any inappropriate use is detected it will be followed up by the E-Safety Coordinator and the Head of Centre depending on the severity of the incident.

→ 17. Mobile Phone and Camera Safety

Pupils have access to laptops and Ipads. Pupils are taught how to keep each other safe during computing sessions and cover a range of topics, such as sharing images, sexting, cyber bullying and so on.

School mobile phones should be used to contact parents/carers/students, partnership schools and for any other school business.

Staff Staff are not permitted to use mobile phones or devices during working hours, unless on their break and not near children. Staff are not permitted to take photos of children on personal devices.

Pupils should adhere to the rules and guidelines set out in the Behaviour Policy regarding mobile phone use in school.

Photographing Children

We understand that parents/carers like to take photos of or video record their children at sports day or IncludEd presentations. This is a normal part of family life and we will not discourage parents/carers from celebrating their child's successes.

We will not allow others to photograph or film pupils during an IncludEd activity without the parents/carers permission.

We will not allow images of pupils to be used on IncludEd websites, publicity, or press releases, without express permission from the parent/carer, and if we do obtain such permission, we will not identify individual children by name.

IncludEd cannot however be held accountable for photographs or video footage taken by parents/carers or members of the public at IncludEd functions.

→ 18. Youth Produced Sexual Imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the [UKCIS](#) guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the Children's Services or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under. There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply the DSL will use their professional judgement to assess the risk to children involved and may decide to respond to the incident without referral to Children's Services or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image has been more widely distributed.
- There are other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the Children's Services or the Police. The DSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

→ 19. Child Criminal Exploitation and Gangs

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to Children's Services and the Police should be made.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A referral to the Children's Services will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the Children's Services. If there is concern about a child's immediate safety, the Police will be contacted on 999.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance](#).

→ 20. Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse.

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

The School is aware there is a clear link between regular non-attendance at school and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

The DSL will complete the [CSE Measurement Tool](#) alongside staff who know the child well on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identifies any level of concern (green, amber or red) the DSL should contact Children's Services and email the completed CSE Screening Tool. If a child is in immediate danger the police should be called on 999.

The school is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The school includes the risks of sexual exploitation in the PHSE, E-Safety and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

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

→ 21. Sexual Violence and Sexual Harassment Between Children

Peer on Peer/Child on Child Abuse – Policy Framework

Context

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.

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence and must be reported and investigated accordingly, and the appropriate action taken by the school.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. 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.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, school and college staff are supported and protected as appropriate.

Policy

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school.

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE (2021).

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise peer on peer abuse by:-

Prevention

- Taking a whole school approach to safeguarding & child protection.
- Providing training to staff.
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; and by a planned programme of evidence based content delivered through the curriculum. Engaging with specialist support and interventions.

Responding to reports of sexual violence and sexual harassment

Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.

Staff taking the report will inform the DSL or the Deputy DSL immediately. Staff taking a report will never promise confidentiality.

Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to the Children's Services.

Risk Assessment

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other students at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting children.

Action: The DSL will consider:

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.

Other related issues or wider context.

Options: The DSL decision making regarding the issue with the following possible options:-

- Manage internally.
- Early Help intervention.
- Refer to the Children's Services.
- Report to the police (generally in parallel with a referral with Children's Services).

Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the partner school, the police and Children's Social Care.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other children).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include discussion with the partner school regarding consideration of the withdrawal of placement. Where the perpetrator is going to remain at the school, the Head of Centre should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children and adults will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.

The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of peer on peer/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from child to child can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References:

[DfE Keeping Children Safe in Education September 2021](#)

[DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges September 2021](#)

→ 22. Harmful Sexual Behaviour

The **Brook Traffic Light Tool** uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people.
- Assess and respond appropriately to sexual behaviour in children and young people.
- Understand healthy sexual development and distinguish it from harmful behaviour.
- By categorising sexual behaviours, school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The school recognise that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

→ 23. Brooke Sexual Behaviours Traffic Light Tool

This is intended to be used as a guide only. Please refer to the guidance tool here for further information.

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p>What is a green behaviour? Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.</p> <p>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p> <p>Green behaviours 0-5</p> <ul style="list-style-type: none">• holding or playing with own genitals• attempting to touch or curiosity about other children's genitals• attempting to touch or curiosity about breasts, bottoms or genitals of adults• games e.g. mummies and daddies, doctors and nurses• enjoying nakedness• interest in body parts and what they do• curiosity about the differences between boys and girls	<p>What is an amber behaviour? Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p>Amber behaviours 0-5</p> <ul style="list-style-type: none">• preoccupation with adult sexual behaviour• pulling other children's pants down/ skirts up/trousers down against their will• talking about sex using adult slang• preoccupation with touching the genitals of other people• following others into toilets or changing rooms to look at them or touch them• talking about sexual activities seen on TV/online	<p>What is a red behaviour? Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p> <p>What can you do? Red behaviours indicate a need for immediate intervention and action.</p> <p>Red behaviours 0-5</p> <ul style="list-style-type: none">• persistently touching the genitals of other children• persistent attempts to touch the genitals of adults• simulation of sexual activity in play• sexual behaviour between young children involving penetration with objects• forcing other children to engage in sexual play
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Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p>What is a green behaviour?</p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p> <p>What can you do?</p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p>Green behaviours 5-9</p> <ul style="list-style-type: none">• feeling and touching own genitals• curiosity about other children's genitals• curiosity about sex and relationships e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships• sense of privacy about bodies• telling stories or asking questions using swear and slang words for parts of the body <p>Green behaviours 9-13</p> <ul style="list-style-type: none">• solitary masturbation• use of sexual language including swear and slang words• having girl/boyfriends who are of the same, opposite or any gender• interest in popular culture, e.g. fashion, music, media, online games, chatting online• need for privacy• consensual kissing, hugging, holding hands with peers	<p>What is an amber behaviour?</p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p>What can you do?</p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p>Amber behaviours 5-9</p> <ul style="list-style-type: none">• questions about sexual activity which persist or are repeated frequently, despite an answer having been given• sexual bullying face to face or through texts or online messaging• engaging in mutual masturbation• persistent sexual images and ideas in talk, play and art• use of adult slang language to discuss sex <p>Amber behaviours 9-13</p> <ul style="list-style-type: none">• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing• verbal, physical or cyber/ virtual sexual bullying involving sexual aggression• LGBT (lesbian, gay, bisexual, transgender) targeted bullying• exhibitionism, e.g. flashing or mooning• giving out contact details online• viewing pornographic material• worrying about being pregnant or having STIs	<p>What is a red behaviour?</p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p> <p>What can you do?</p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p>Red behaviours 5-9</p> <ul style="list-style-type: none">• frequent masturbation in front of others• sexual behaviour engaging significantly younger or less able children• forcing other children to take part in sexual activities• simulation of oral or penetrative sex• sourcing pornographic material online <p>Red behaviours 9-13</p> <ul style="list-style-type: none">• exposing genitals or masturbating in public• distributing naked or sexually provocative images of self or others• sexually explicit talk with younger children• sexual harassment• arranging to meet with an online acquaintance in secret• genital injury to self or others• forcing other children of same age, younger or less able to take part in sexual activities• sexual activity e.g. oral sex or intercourse• presence of sexually transmitted infection (STI)• evidence of pregnancy
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Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 13-17

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 13-17

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

→ 24. Allegations Against Other Children

If an allegation of abuse is made against other children by children then this must be reported immediately, in accordance with this policy.

This will then be reported to the Children's Services by a designated person or deputy designated person.

Abuse or concerns about a risk of abuse or harm by other children/young people is subject to the same safeguarding procedures as in respect of children or young people being abused by an adult;

Professionals responding should be alert to the risk a child/young person may pose to children/young people other than any 'current' victim; and

Children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

→ 25. Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

→ 26. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a referral to Children's Services and report it to the police. The report should be made immediately.

School staff are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and practising community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

→ 27. Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the Children's Services and/or the Forced Marriage Unit 200 7008 0151.

→ 28. Honour Based Abuse

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/ or community by breaking their honour code.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture. It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have 'one chance' to speak to a child who is a potential victim and have just one chance to save a life.

The school are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

→ 29. Mental Health

All staff should also be aware 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

→ 30. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

The school recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a child may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Children's Services.

→ 31. Looked After Children (LAC)

The most common reason for children becoming looked after is as a result of abuse and neglect.

The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

Staff will have the appropriate training to equip them with the knowledge and skills required to educate and support looked after children.

The DSL will have details of the child's social worker and the name and contact of the DSL's from partnership schools and the details of the Head of Virtual Schools.

The DSL will work with the partner schools to discuss how to support the progress of children looked after in the school and meet the needs of the child's within their educational, health care plan.

→ 32. Previously Looked After Children (Post-Lac)

The DSL is also responsible for Previously Looked-After Children.

A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales; and a child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Post-LAC support arrangements are distinct to those for LAC and are responsive to the needs of the child and family using the appropriate school support systems which will include PPG but not the PEP process.

We aim to help raise previously looked-after children's parents' and guardians' awareness of the PP+ and other support for previously looked-after-children – this includes encouraging parents of eligible previously looked-after-children to tell the school if their child is eligible to attract PP+ funding; and play a key part in decisions on how the PP+ is used to support previously looked after children.

As a school we recognise that not all Post-LAC are underachieving, while some may be underachieving and not eligible for funding. The funding will be used creatively to support any individual in which any area of under-performance is evident.

→ 33. Racist Incidents

We teach our pupils to value all human beings and for them to recognise the beauty of diversity. IncludEd practices a whole school, zero tolerance of racial abuse and discrimination.

We deliver a personal development curriculum which challenges racial injustice, discrimination and racial profiling.

All racial incidents are recorded, challenged and are addressed as part of our safeguarding management.

Pupils who have used racism within school will be challenged. Psychoeducation is used to prevent any further escalated behaviours or repeated incidents.

IncludEd will always challenge injustice and drive forward an equal schooling, community and societal standpoint.

→ 34. Radicalisation, Extremism and Terrorism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The Head of Centre, the Advisory Panel and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.

They should then follow the safeguarding procedures and follow the Prevent referral process and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101.

The Department of Education has also set up a dedicated telephone helpline for staff and advisors to raise concerns around Prevent (020 7340 7264).

Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Indicators of vulnerability include:

- Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the child may have perceptions of injustice or a feeling of failure,
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement / reintegration;
- Special Educational Needs and Disability – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and
- significant changes to appearance and / or behaviour;
- experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

→ 35. Safe Handling Intervention

We are clear that a 'no contact' policy in school is unworkable as it would mean that we would be unable to fully support pupils. Therefore, staff must exercise their professional judgement and everyone will adopt and implement a sensible, proportionate approach oriented around the following principles:

- Physical contact will occur where it is needed to meet the needs of a child or children;
- We will encourage children to do things for themselves wherever possible;
- We will behave professionally, consistently and transparently at all times.

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct. Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedures. Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's online safety and Acceptable Use policies.

We acknowledge that staff must only ever use safe handling as a last resort, when a child is or at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in Safe Handling techniques and Physical Intervention in schools.

As a broad rule of thumb, the use of reasonable force should always be:

- A last resort i.e. staff should use appropriate de-escalation strategies before resorting to it;
- Any force used must be the minimum necessary;
- It should be used for the shortest time possible;
- The staff members response should be proportionate (to any risk involved);
- Any and all incidents must be recorded and reported [in line with the IncludEd's behaviour policy].

→ 36. School Attendance

We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. Any concerning patterns are reviewed. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

The school will work in partnership with police and partner schools for reporting pupils that go missing from the school site during the school day. Staff will be alert to signs of pupils at risk of travelling to conflict zones, female genital mutilation and forced marriage.

- Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- We implement the statutory requirements and MCC policy and procedures in terms of monitoring and reporting children missing education (CME), modified timetables and off-rolling and understand how important this practice is in safeguarding children and young people. See Attendance Policy and Management of Attendance.

Please see **Manchester Secondary PRU School Attendance Policy** for more detailed guidance. https://www.mspru.manchester.sch.uk/serve_file/1030140

→ 37. Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

The school recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Where possible the school will hold more than one emergency contact number for each child.

The school will ensure that there is a record of joiners and leavers as defined in The Education (Child Registration) (England) 2006.

The school will:

- Enter children on the admissions register on the first day on which the school has agreed, or has been notified, that the child will attend the school.
- Monitor each child's attendance through their daily register and follow the Manchester Local Authority procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that the child leaves the school.
- Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the letter to the partner school who will notify the Elective Home Education Team / Education Welfare. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school will not remove the child from roll and will notify Education Welfare at the earliest opportunity.

→ 38. Exclusions

The school recognises that absence from school and exclusion from school may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

- We comply with statutory regulations and with the LA Inclusion Policy (October 2019).
- The DSL or a member of the safeguarding team and MSPRU will be involved when a fixed term exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the Early Help Practitioner or social worker will be informed.
- Where it is felt that a child or young person's placement in a specific learning centre is at risk, a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

Please see our Exclusion Policy for more detailed guidance.

→ 39. Contractors and Outside Agencies

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure, as well as the staff code of conduct. The contractor or individual must agree to this in writing.

In particular, we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information.

Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check will be required (not including barred list information).

Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity.

If a contractor working at a school is self-employed, the school will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The identity of contractors and their staff will be checked on arrival at the school.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

→ 40. Safety On and Off Site

All people on the site have to adhere to the guidelines within this policy. Laxity can cause potential safeguarding issues to arise. Therefore:

- Gates should be locked at playtimes and lunchtimes.
- All Exit Doors should be closed to prevent intrusion.
- Visitors must only enter through the main entrance and after signing in at the office. They should be given a visitors' badge on entry.
- Students will only be allowed home once a parent/carer has been contacted with parental responsibility or confirmed permission.
- Students should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.
- Should a student leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Then parents/carers, partner schools and police will be informed of the circumstances.
- All school trips are fully risk assessed and no pupil will be taken off-site without parental permission.

→ 41. Work Experience

When a student is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

Responsibilities

- Included has a duty of care for all students on Work Experience and there is a need to check the suitability of all placements in advance. Checking should cover two elements; a health and safety check and a risk assessment. Placements must be appropriate to the students and have risk assessments completed. Written evidence of these checks should be maintained.
- Included has a responsibility for ensuring that work experience placements are appropriate to the needs of their students.
- Included should help employers to meet their responsibility to provide a Risk Assessment to the parents of Work Experience students, prior to placements.
- Employers should conduct adequate risk assessments and have appropriate public liability and employers' liability insurance.
- Safety clothing and equipment must be provided where there is any risk to students.
- The school should have a system for monitoring placements through staff visits with particular emphasis on the higher risk placements.
- There should be appropriate guidance notes to cover vetting, monitoring, induction and supervision arrangements.
- Students on Work Experience should not receive payment.

→ 42. Child Protection Procedures

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern.
2. Report it to the DSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved
 - Any injuries
 - Explanations given by the child / adult
 - Rationale for decision making and action taken
 - Any actual words or phrases used by the child

5. The records must be signed and dated by the author or / equivalent on electronic based records.
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to the Children's Services (and the police if appropriate) if there is the potential for immediate significant harm.

Following a report of concerns the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the Children's Services and the police if it is appropriate.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the Children's Services. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.

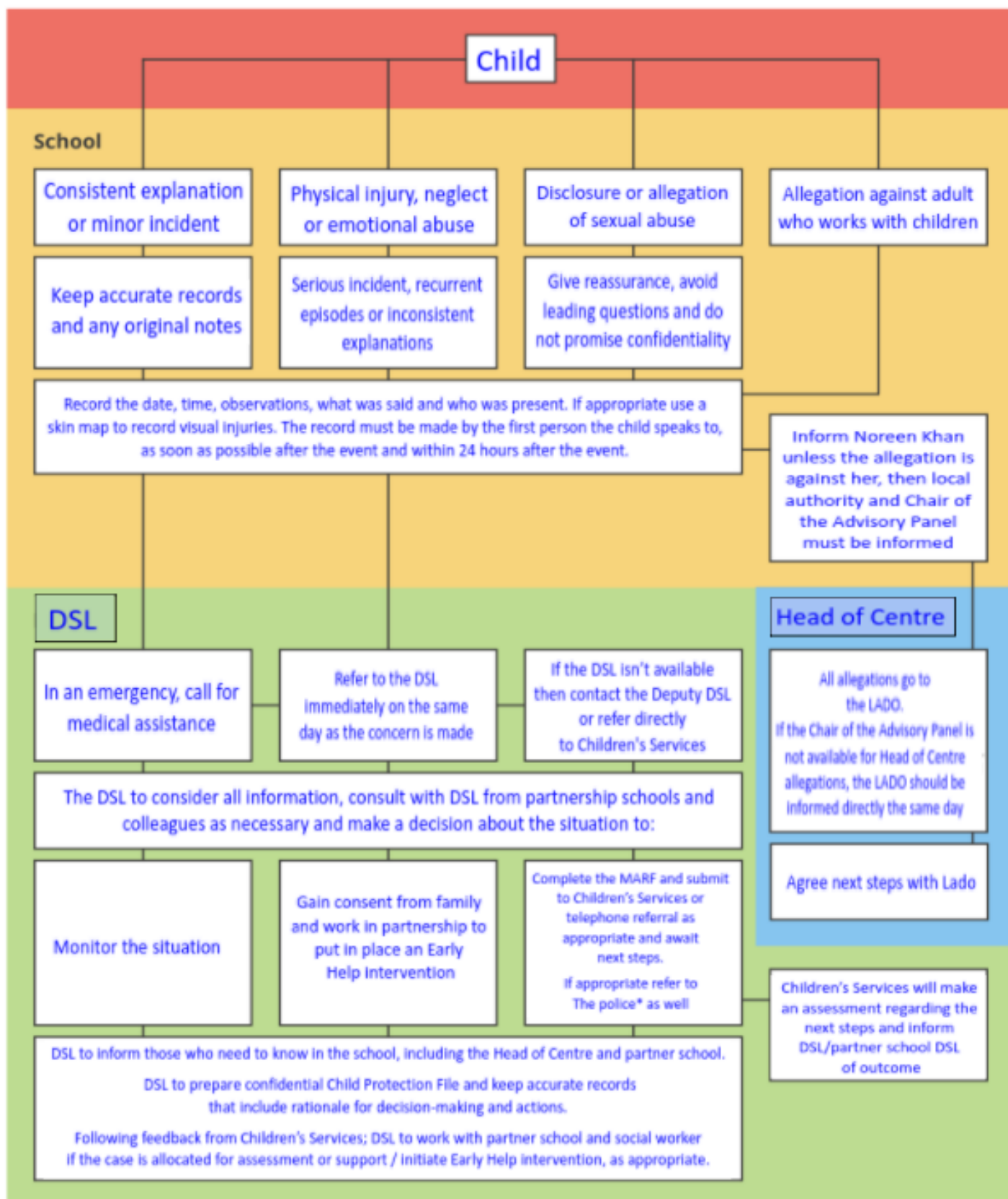
If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the Children's Services, by sending a Multi-Agency Referral Form (MARF) by email to the Local Authority Children's Services. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify CFCS of the occurrence and what action has been taken.

3. If the DSL feels unsure about whether a referral is necessary they can phone the Children's Services to discuss concerns.
4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help.
5. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the Children's Services or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

6. When a child is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the Children's Services. The DSL should seek advice about what action the Children's Services will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

7. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

→ 43. Child Protection Procedures Flowchart



* In cases of known FGM, the teacher who was made aware will also make contact with the police

→ 44. Dealing With Disclosures

All staff

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the Children's Services or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the child, but only so far as is honest and reliable.
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'.
- Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'.

Respond

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the child may care about them and reconciliation may be possible.
- Do not ask the child to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the child that it will be a senior member of staff.

Report

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the Children's Services or Police, as appropriate directly.
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

Record

- If possible, make some very brief notes at the time, and write them up as soon as possible.
- Keep your original notes on file.
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- If appropriate, complete a body map to indicate the position of any noticeable bruising. • Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential.
- Share your knowledge only with appropriate professional colleagues.
- Get some support for yourself if you need it.

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure?
- Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information they should seek it out.

If they have concerns that the disclosure has not been acted upon appropriately they should contact one of the safeguarding links on the Advisory Panel and/or may contact the Children's Services or the LADO directly.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

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In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

→ 45. Record Keeping and Reporting

IncludEd will send a copy of all safeguarding logs to partner schools.

- We work with partner schools to keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies.
- The record will also include a chronology of any other significant event in a child's life and up to date details for adults who have day to day care of the child.
- We pass on keep copies/records of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- We keep our safeguarding records secure.
- We pass on pupil's child protection or safeguarding files separately from the main file to partner schools.

Recording and Reporting Concerns

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (KCSIE Part 1) and reported. If a concern arises all staff, volunteers and visitors must:

- Speak to the Head of Centre, DSL and the allocated DLS/DDSL at the partner school.
- Agree with this person what action should be taken, by whom and when it will be reviewed.
- This will be recorded by a member of staff involved in the discussion.
- All staff and volunteers must familiarise themselves with the Child Protection Procedures Flowchart.
- All visitors will be asked to comply with our safeguarding policies and procedures.

Working With Parents/Carers

- Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details, including at least 2 emergency contacts.
- In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.
- We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).
- We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care or any other agency **unless it is believed that doing so would put the child at risk**, e.g. in cases of suspected sexual abuse. We will record the reasons, if consent is not gained.
- In such cases the DSL/Head of Centre will seek advice from the partner school and Children's Social Care Advice and Guidance Service (AGS).

→ 46. Managing Allegations Against Staff

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:

- 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 or she would pose a risk of harm to children;
- behaved or been involved in an incident outside of a setting which did not involve children but could impact on their suitability to work with children.

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to DSL immediately;
- If an allegation is made against the DSL, the concerns need to be raised with the Advisory Board;
- If a person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence, the police should be contacted immediately;
- Once an allegation has been received by the Head of Centre, Proprietor or Chair of advisors they will contact the LADO (as part of their mandatory duty);
- Following consultation with the LADO, inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of [Keeping Children Safe in Education 2021](#) and Manchester Safeguarding Partnership procedures.

Local Authority Designated Officer (LADO)

Email: quality.assurance@manchester.gov.uk

or call: 0161 234 1214

<https://www.manchestersafeguardingpartnership.co.uk/resource/lado/>

→ 47. Internal Allegations Procedure Flowchart

If you become aware that a member of staff /volunteer 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 indicated they **may pose a risk of harm** to a child



Where a young person discloses abuse or neglect

- Listen; take their allegation seriously,; reassure that you will take action to keep them safe
- Inform them what you are going to do next
- do not promise confidentiality
- Do not question further or approach/inform the alleged abuser



Report immediately to the Head of Centre

Any concern or allegation against the Head of Centre will be reported to the Chair of the Advisory Panel
Unless there is clear evidence to prove that the allegation is incorrect, the Head of Centre must:



Report the allegation within one working day to the Local Area Designated Officer (LADO)

Manchester Contact Centre - Telephone: 0161 234 5001 (open 24 hours a day, seven days a week)
Email: mcsreply@manchester.gov.uk



The Designated Safeguarding Lead will:

- Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
- Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police.



if the allegation threshold is NOT met, the DSL will agree with you and appropriate response (e.g. for the school to undertake further enquiries or undertake an internal investigation)

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager, the DSL, safeguarding lead, police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed - e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made and regular reviews will take place until a conclusion is reached.

→ 48. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, the Chair of the Advisory Panel or LADO in accordance with the whistleblowing policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

Where someone feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they can contact:

Manchester Contact Centre

Telephone: 0161 234 5001 (open 24 hours a day, seven days a week)

Email: mcsreply@manchester.gov.uk

Allegations against the head should be reported to the Advisory Panel Safeguarding Lead (Katrina Garg) or the Local Authority Designated Officer (LADO):

Local Authority Designated Officer (LADO)

Email: quality.assurance@manchester.gov.uk

or call: 0161 234 1214

<https://www.manchestersafeguardingpartnership.co.uk/resource/lado/>

→ 49. What is Child Abuse

Definitions of Abuse & Neglect from 'Working Together to Safeguard Children' (updated 2018)

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Physical Abuse

Physical abuse 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 an illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the 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, 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, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is 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 for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Date of Adoption: June 2022

Date of Review: June 2023

Reviewed and Agreed by: Advisory Panel