




SAFEGUARDING POLICY

This policy is informed by the Christian values that are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

St Matthew's C of E Primary School

Date agreed by LGB	Review date	Signed Chair of LGB
April 2021 (reviewed Sept 2021)	Summer 2022	

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Outline

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

No single professional can have the full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt and restorative action. In line with this understanding, any adult working or volunteering in the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

Safeguarding definition

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

(Working Together to Safeguarding Children, 2018)

Child protection definition

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

This policy encompasses child protection.

Rationale

At St. Matthew's, we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The governing body approves the S175/157 return to the LA on a yearly basis. This policy demonstrates our commitment to and compliance with safeguarding legislation.

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

Staff and volunteers are updated on safeguarding issues frequently across the year as regular items in briefings and staff meetings, INSET days and external training. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from coming to harm.

In our school, we believe that the welfare of every child is paramount, and we take safeguarding very seriously. Therefore, should staff have any concerns they feel are of a

safeguarding nature, they are expected to report and record it and to take the necessary steps to ensure that the child is safe and protected and that key staff in school are made promptly aware of any such concerns. We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

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

- Working Together to Safeguard Children, 2018 (2019)
- What To Do If You Are Worried A Child Is Being Abused, 2015
- Keeping Children Safe In Education, 2021
- Statutory Framework for the Early Years Foundation Stage, April 2017
- Guidance For Safer Working Practice For Staff Working In Education Settings, October 2015
- Greater Manchester safeguarding policies and procedures
- Preventing and tackling bullying advice
- Sexual violence and sexual harassment between children in schools and colleges
- School online safety policy
- Staff code of conduct
- Staff use of mobile phones and social media policy
- Safer working practice
- Acceptable use policy.

Information-sharing and confidentiality

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

Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children.

Where we share information in relation to safeguarding or a child protection matter we follow local and national guidance, we pay particular regard to 'Information Sharing Advice For Practitioners In Safeguarding Services' and the data protection toolkit for schools.

Purpose

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

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

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

Children Safe in Education 2021, we work with a range of partners and adhere to local practice guidance supported by The Stockport Safeguarding Children Partnership.

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

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of St Matthew's. We expect that this policy takes primacy over other agency policies when work is being delivered on this site and/or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken. Colleagues from partner agencies who are based in our school adhere to school policies regarding reporting concerns, safer working practice and the use of ICT.

Language

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

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

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

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

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

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

Prevention

We will establish and maintain an ethos where:

- children feel safe and secure in an environment that allows them to learn and develop on a journey to achieving their full potential. We will educate and support our children in an inclusive, supportive non-judgemental environment;
- children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty. We will work hard to be a restorative staff team who actively listen and respond;
- staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda. All our staff and volunteers are required to read Keeping Children Safe in Education (KCSiE) Part 1 and annex A. All staff are required to undertake annual safeguarding training and update training in line with KCSiE 2021.

We deliver a broad, balanced and age-appropriate PSHE (personal, social, health & economic) education programme, where children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It will support them to manage and assess risk effectively and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are helped to recognise risks in various forms, including on the internet. They understand what kind of physical and virtual contact is acceptable and can recognise inappropriate pressure from others, including that which threatens their personal safety and wellbeing and give them strategies to counter this.

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

Emerging issues and themes are proactively addressed and fed back to the local authority (LA) and Stockport Safeguarding Children Partnership (SSCP), via the senior advisor for safeguarding in education (SASE) to ensure a multi-agency awareness and that strategies are developed.

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

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

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

- weekly PSHE lessons;
- participating in anti-bullying week;
- pastoral support;
- using a worry box;
- emotional check-ins;
- questionnaires;
- pupil voice interviews;
- friendship benches.

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

- regular parent meetings;
- regular curriculum information events;
- displaying safeguarding leaflets and posters;
- three annual parent consultations;
- active Class Dojo feed;
- questionnaires (annual induction/exit questionnaires);
- 'open door' policy.

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

- all staff access annual training, with regular updates across the academic year;
- we undertake SSCP-endorsed basic awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement;
- the designated lead and/or deputy attends the SSCP DSL safeguarding training on a bi-annual basis;
- the designated safeguarding lead and/or deputy attend the designated safeguarding lead network meetings held each term, coordinated by the SASE, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally.

Definitions

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience. All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues may overlap with one another.

We work to the following definitions:

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

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

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

- domestic abuse, including honour-based violence and forced marriage;
- child sexual exploitation (CSE);
- serious organised crime – including child criminal exploitation (CCE);
- modern slavery and trafficking;
- female genital mutilation;
- radicalisation and extremism.

CSE: a form of child sexual abuse that involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts or money) as part of a grooming process. Ultimately, this results in them engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan-Greater Manchester CSE policy and procedures and of the school screening tool (SERAT) including where to find it, how to complete it and what happens next. We take a proactive approach to preventative work by having a well-developed PSHE curriculum that promotes an understanding of what constitutes unsafe situations and what to do when these are encountered. We also work alongside a range of partners including the NSPCC. A specific member of staff is identified to work with children to support their needs. Restorative approaches are used across the school to resolve issues. Both victims and perpetrators are supported.

'It is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology.'
(Child Sexual Exploitation, DfE)

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

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

Staff are clear on our procedures with regards to peer-on-peer abuse and such matters are always taken seriously. In our school we ensure children receive clear messages about what constitutes abuse and make sure that they know trusted adults that they can talk to if they are feeling that there is something in a peer relationship that is not right.

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

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

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

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them;
- understanding that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language;
- ensuring we have a whole-school approach (especially preventative education);
- adhering to government guidance as described in ‘Sexual Violence And Sexual Harassment Between Children In Schools And Colleges’ and local guidance including harmful sexual behaviours presented by children and young people. We will always make referrals as appropriate and ensure staff are trained and informed of our approaches to this matter.

Sexting is covered later in this policy.

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

Team around the school (TAS) meetings are held termly (preceded by a school TAS to determine those children to be discussed). Parents are contacted prior to the meeting if their child is to be discussed. Information is shared only with parent's permission and only with professionals invited to the meeting.

Roles and responsibilities

At St Matthew's, the following members of the school community hold the following positions:

Designated safeguard lead:	Stephen Murphy	Headteacher
Deputy DSL:	Rachel Campbell	EYFS Lead
	Jonathan Drake	Deputy Head
Safeguarding governor:	Helen Wetherall	Chair of Governors

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

- the headteacher;
- the deputy head (in the absence of the headteacher);
- the chair of governors (in the event of an allegation against the headteacher).

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

- knows the name of the DSL and any deputies, understands their role and responsibilities and knows how to contact them;
- understands they have an individual responsibility to refer safeguarding and child protection concerns;
- will receive training at the point of induction so that they know:
 - their personal responsibility / code of conduct / teaching standards;
 - SSCP child protection procedures and how to access them;
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity;
 - how to support and respond to a child who discloses abuse/ significant harm;
 - their duty concerning unsafe practices of a colleague;
 - the DSL will disclose any information about a pupil to other members of staff only on a need to know basis;
 - the school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate;
 - the school will ensure that parents understand their obligations re: child protection by intervention as and when appropriate;

- how to develop effective links with relevant agencies in relation to safeguarding (child protection);
- how to ensure that, where there are unmet needs, an assessment of early help is initiated;
- how to send appropriate representatives to case conferences, core groups and child protection review meetings.

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

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

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

We will notify a lead social worker if:

- a pupil subject to a child protection plan (CPP) is excluded (fixed term or permanent);
- there is an unexplained absence of a pupil on a CPP of more than two days or one day following a weekend, or as agreed as part of a CPP;
- a child is missing and there is a need to follow Stockport's policy and any statutory guidance on children missing education (CME);
- additional concerns arise.

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

The governing body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with government guidance and pays particular regard to Keeping Children Safe in Education (2021).

The governing body has agreed processes that allow them to monitor and ensure that the school:

- has robust safeguarding procedures in place - this includes online safety and acceptable use policies;
- operates safer recruitment procedures and appropriate checks are carried out on newly-appointed staff and other adults working on the school site;
- has procedures for dealing with allegations of abuse against any member of staff or adult on site;

- has appointed a member of the senior leadership team to take lead responsibility for dealing with safeguarding and child protection issues;
- takes steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements;
- is supported by them - nominating a member (the chair) to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the headteacher;
- carries out an annual review of safeguarding policy and procedures;
- carries out an annual safeguarding audit in consultation with the governing body, sharing this with the Stockport safeguarding children board on request.

The use of 'reasonable force'

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

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

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

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

Safer use of the internet and digital technology (incl. EYFS)

At St Matthew's, we recognise that in a modern learning environment, use of the internet, multimedia devices and digital imaging facilities are part of everyday requirements; however, a child/young person's safety will remain the priority of the school.

All staff are aware that any items that have ability to connect to the internet or to create digital images (including mobile phones) must be used by children/young people under appropriate supervision and in accordance with the school's acceptable use policy. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy (see acceptable use policy (AUP)).

Children/young people are not permitted to directly access items that do not belong to the school, without appropriate risk assessments and permission being sought. Personal devices (phones) are only allowed for Y6 children who are given permission to walk home alone. Phones are stored in the school office during the day and returned at the end of the school day.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, it will be locked away and the headteacher or DSL will be informed immediately and the steps laid out in 'Sexting In Schools' and/or 'When To Call The Police - guidance for schools and colleges' may be applied.

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

We will ensure that:

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

Work mobile phones: to protect children, we will ensure that the work mobile is:

- only used by allocated people;
- is protected with a password/ PIN and clearly labelled;
- is stored securely when not in use;
- is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas;
- has any photographs or other images deleted regularly and that any photos are only taken in line with prior written parent/carer permission.

Personal mobile phones: to protect children, we will ensure that personal mobiles:

- are stored securely in locked cupboards or drawers and are switched off whilst staff are on duty;
- are not used to take pictures of the children attending the setting or that images are not shared;
- will not be used to take photographs, video or audio recordings in our setting;
- are not used to contact parents or children – exception will only be by agreement with the SLT.

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

Children have signed consent from their parents/ carers giving permission for the child to have a mobile and agreeing that they will be stored securely and switched off or on silent whilst in the setting.

In line with 'Keeping Children Safe In Education 2021', we have a clear policy on the use of mobile technology in the school.

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

To protect children, we will ensure that:

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

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

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

Whilst professionals refer to the issue as 'sexting' there is no clear definition of this. Many professionals consider sexting to be sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet. When young people are asked what sexting means to them, they are more likely to interpret it as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

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

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

'Youth-produced sexual imagery' best describes the practice because it includes young people sharing images that they, or another young person, have created of themselves.

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

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

'Sexting in schools & colleges: responding to incidents and safeguarding young people'

(DfE, Nov 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

'Sexting' (self-generated inappropriate images) is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated; however, at St. Matthew's we take a proactive approach in our ICT and enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who may find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

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

- inappropriate images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent;
- these images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may or may not know;
- up skirting: this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

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

Further advice can be found here:

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

Cyber-bullying: cyber bullying is defined and covered in our anti-bullying policy and our ICT and internet safety policy.

Online and gaming safety: the internet and internet gaming are enjoyed by many people and are often activities families can enjoy together; however, use of the internet and online games isn't without risk.

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

- help them understand the appropriateness of games and apps;
- help them locate and access information and resources for adults and pupils;
- teach e-safety in the curriculum;

- offer parental information and advice sessions;
- raise awareness of online grooming;
- teach our children how to report abuse or concerns.

Parental advice is available here: https://www.thinkuknow.co.uk/11_13/Need-advice/Gaming/

Extensive advice about online safety including apps and games can also be found on our website: <http://www.cdatstmatthewsprimary.co.uk/page/e-safety/10444>

In school, we ensure that we have suitable filtering and monitoring systems in place, as described in *Keeping Children Safe in Education 2021*. We use eSafe monitoring, which provides an immediate report of any concerns, which are then followed up in school.

Mental health and wellbeing

Our staff are reminded that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. They are also aware of how children's lived experiences can impact on their mental health and wellbeing, behaviour and education. Where staff are concerned that a child or young person may be experiencing issues or displaying behaviour that causes concern, they will report this to the DSL in accordance with our safeguarding procedures.

Procedures and record-keeping

At St Matthew's, we follow Greater Manchester safeguarding procedures in detail and adhere to any local guidance and policies from SSCP as required.

Safeguarding records are held electronically on CPOMS (since November 2019). Hard copies of records prior to that date are stored in a locked filing cabinet and reports relating to safeguarding and child protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the DSL.

The school ensures that safeguarding information, including child protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR); ensuring that information is:

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

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

All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/actions will be made, including telephone calls to other professionals. Records will be signed, dated and, where appropriate, witnessed. Support and advice will be sought from Children's Social Care (via

the MASSH), Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary.

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

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

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

In the case of poorly-explained serious injuries/ injuries causing concern, or where behaviour or concerns arouse suspicion or if in any doubt, the DSL should contact the MASSH for advice.

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

Allegations are always shared directly with the head. Where an allegation of abuse is made against any member of staff/ volunteer, deputy or designated safeguarding person, the headteacher will speak with the LADO at the safeguarding children unit to discuss the next steps.

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

Our school has a whistleblowing procedure. The policy can be found on our website: http://www.cdatstmatthewsprimary.co.uk/serve_file/378735

It is important to note that it is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and acting to enable all children to have the best outcomes. In contrast "whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds. All members of staff are aware of the school's whistleblowing procedure and are aware of their duty to report concerns about the conduct of a colleague that could place a child at risk.

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

Where school has a statutory duty to refer to the disclosure and barring service (DBS) it will do so, ensuring that the LADO and the senior advisor for safeguarding in education are aware.

Allegations resulting from meetings or informal conversations with parents will be recorded on CPOMS and raised verbally with the DSL if necessary. These will then be dealt with in accordance with our allegations management processes: allegations against staff policy and complaints policy.

Children missing out on education and missing from education

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

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

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

Supporting vulnerable pupils

The school will endeavour to support vulnerable pupils through:

- our ethos and culture, which promote a positive, supportive and secure environment; giving pupils a sense of being valued;
- our behaviour policy - all staff will agree a consistent approach, working to support children in developing positive behaviour;
- liaison with other appropriate agencies to support vulnerable pupils;
- developing supportive relationships;
- recognition that children living in difficult home environments are vulnerable and need support and protection;
- monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary;
- ensuring designated safeguarding staff and their team have the opportunity to attend face to face SSCP training and network updates. (For example, child sexual exploitation, domestic violence, drugs / alcohol substance misuse, female genital mutilation, etc.);
- ensuring information is transferred safely and securely when a pupil with a child protection record moves to another school. Also notifying key workers or social workers where a child leaves the school (as appropriate).

Children with special needs and disabilities

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

These barriers can include:

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

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

Early identification

The school acknowledges the findings of serious case reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures s/he has information from SSCP in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff.

All staff have seen and understand the Stockport levels of need document and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance, all staff receive regular training and updates to help them identify when a child is vulnerable. We ensure that the most appropriate referrals are made in a timely manner. We seek to work in a transparent way with our families and, where appropriate, will share our concerns directly with parents and indicate possible routes of support. We actively support multi-agency approaches when supporting children and families. We do this based on an awareness that early help and intervention can prevent future escalation of any presenting issues. We aim to provide information from the child's point of view in the context of their lived experience as evidenced by observations or information provided. Where staff have concerns, they will always alert the DSL.

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

- neglect;
- drug/substance/alcohol misuse (both pupil and parent);
- child sexual exploitation / trafficked children;
- children missing education;
- domestic abuse;
- peer relationship abuse;
- peer abuse;
- children at risk of radicalisation;
- emotional wellbeing and mental health;
- sexual health needs;
- obesity/malnutrition;
- online grooming;
- inappropriate behaviour of staff towards children;
- bullying, including that based on sexuality, race, gender and disability and breaches of the Equality Act 2010;
- self-harm;
- female genital mutilation;
- forced marriage;
- young carers;
- the potential additional needs of some learners such as looked after children (LAC), children who have been previously LAC, those who have special educational needs or disabilities (SEND) and children whose families are seeking asylum;
- how an education health care plan (EHCP) links with other safeguarding processes.

The DSL and their deputy are members of the school senior leadership team and in line with local and national guidance, they receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to offer advice and support to school staff when school is open including before and after school activity or for trips and visits.

School staff contribute to assessments and actively support multi-agency planning for children. Staff have an understanding of the Stockport early help assessment (EHA) and intervention model and make decisions based on a child's development needs, parenting capacity and family and environmental factors to support referrals. We use the Stockport levels of need document to inform our decision making.

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

Our school operates a team around the school model (TAS). Prior to each meeting there is another meeting in school where children who don't currently have social care involvement are identified and parental permission is sought to discuss them at the TAS.

Extremism and radicalisation

At St. Matthew's, we seek to protect children and young people from the influences of all violent extremism including, but not restricted to;

- far right / neo-Nazi / white supremacist ideology;
- Islamic extremist ideology;
- Irish nationalist and loyalist paramilitary groups;
- extremist animal rights movements.

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

We are clear that where there is concern in respect of exploitation of this kind, it will be treated as a safeguarding concern.

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

Other safeguarding issues

Domestic abuse/violence: in our school we believe that all our pupils have the right to be safe at school and in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Where we are concerned that domestic abuse or violence is present in the home, we will follow our safeguarding and domestic abuse processes. The DSL works closely with parents and other agencies to support parents and children who are affected by domestic abuse. PSHE lessons also focus on the issue and what children can do if they are worried. All incidents are discussed at TAS.

We are an Operation Encompass school and so we receive information from the police informing us of domestic abuse incidents relating to the circumstances of children and young people on our roll. Based on the information received, our trained staff will make informed decisions on how best to support children and their families.

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

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

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

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

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

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

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

Serious youth violence

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

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

Site safety

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

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

Safer recruitment and safer working practice

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2021 with reference to the 'position of trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school that is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

- operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by the school business manager.
- Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers always adhere to a published code of conduct and other relevant professional standards. This extends to before and after school activities. Staff and visitors are aware of the requirements in respect of phone usage, camera-enabled devices, social media and on-line conduct. Other professionals and visitors to our school are made aware of the requirement and expectations we have in respect of safeguarding our children including the use of mobile and camera-enabled devices.

We ensure that:

- any disciplinary proceedings against staff relating to child protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2021" and SSCP, LADO and HR policy, procedures and guidance;
- all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the code of conduct;
- adequate risk assessments are in place including for extended school/ wrap-around provision, volunteers, work placements and holiday activities (directly relating to school);
- staff are clear how to raise a concern and, when appropriate, where to find 'whistleblowing' policies. They are also confident of how to report concerns of misconduct;

- all staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).;
- supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the LADO and or others as required. NB: whilst the placing teaching agency is responsible for the investigation, the referring school will be expected to assist with this process.

More detailed information can be found by visiting:

https://greatermanchesterscb.proceduresonline.com/chapters/p_man_allegations.html

Related policies

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

- attendance;
- data protection;
- staff code of conduct / staff behaviour policy;
- behaviour policy;
- anti-bullying policy;
- equality and diversity policy;
- health and safety;
- care and control policy;
- intimate care policy;
- staff handbook;
- safer working practice.

Appendices

Appendix 1



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

We work to:

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

Designated Safeguard Lead

Mr Stephen Murphy

Deputy Safeguard Leads

Mr Jonathan Drake

Miss Rachel Campbell

Safeguarding governor

Mrs Helen Wetherall

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

Staff and volunteers must record their concerns on CPOMS or a note of concern form and include a physical injury/body map where appropriate.

These should immediately be passed, in a sealed envelope, to the DSL.

Further advice and guidance can also be sought from the safeguarding unit on 0161 474 5657.

Appendix 2 – useful links, further advice and guidance

Local guidance:

- Greater Manchester safeguarding procedures - <http://greatermanchesterscb.proceduresonline.com/>
- Young people and self-harm – Stockport schools’ version: http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2015/11/stockport_selfharm_policy2014.pdf
- Stockport FGM pathway: <http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2016/02/Stockport-Female-Genital-Mutilation-Pathway-Dec-2015-PDF-438-KB.pdf>
- Stockport procedures for responding to CSE: <http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2015/11/local-procedures-for-cse-stockport.pdf>
- Stockport suicide prevention: <http://www.stockportsuicideprevention.org.uk/>
- Greater Manchester project phoenix (action against CSE): <http://www.itsnotokay.co.uk/>
- Stockport early help assessment: <https://www.stockport.gov.uk/early-help-assessment>
- Private fostering in Stockport: <https://www.stockport.gov.uk/types-of-fostering/private-fostering>
- Information-sharing and team around the school: <http://old.stockport.gov.uk/twopageguides/infosharing1>
- Information governance: <http://old.stockport.gov.uk/twopageguides/ig>
- Levels of need: <http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2017/04/Stockport-Multi-Agency-Guidance-on-Levels-of-Need.pdf>

National guidance and resources:

- Keeping Children Safe in Education 2021: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- When to call the police: guidance for schools and colleges: <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- EYFS framework: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Working Together to Safeguard Children 2018: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- What to do if you’re worried a child is being abused: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Brook sexual behaviours traffic light tool: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- Teachers’ standards: <https://www.gov.uk/government/publications/teachers-standards>
- Responding to sexting incidents: <http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

- Sexting in schools January 2017:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
- Prevent duty guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Educate Against Hate: <http://educateagainsthate.com/>
- Safeguarding children who may have been trafficked – practice guidance:
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Multi-agency statutory guidance on FGM:
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Sexual harassment between children in schools and colleges:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Appendix 3 – information you may be asked to provide

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

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

All child protection referral phone calls made to the multi-agency safeguarding and support hub (MASSH) to secure a response from social care, must be supported with written documentation. In Stockport this is through the online child protection referral form.

Remember - anyone in school can make a child protection referral.

Information and telephone numbers for consultation and referral

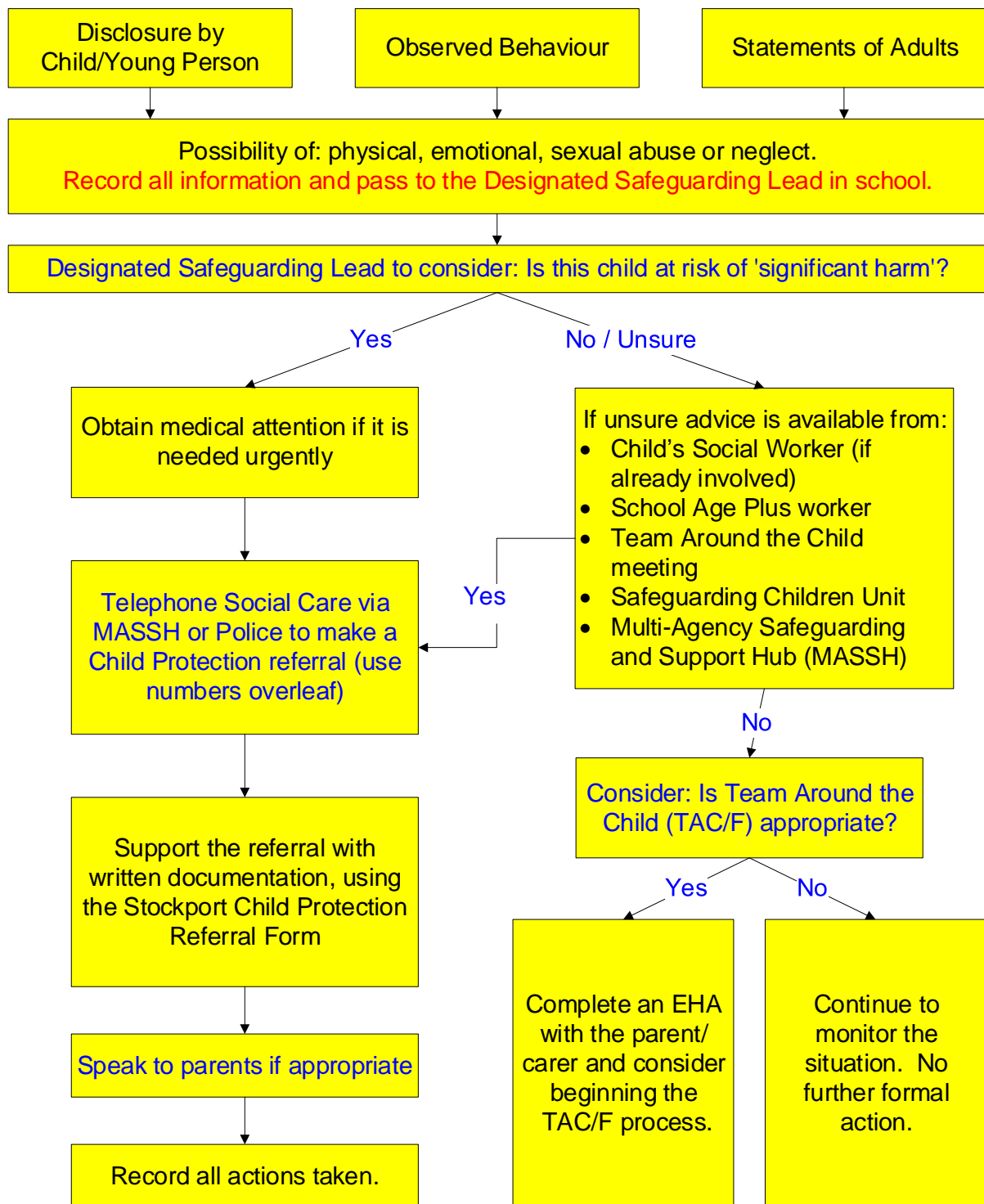
Children’s services - child protection referral:

- online (to the MASSH) - <https://www.stockport.gov.uk/contacting-the-massh>
- the MASSH - Monday to Thursday 8.30am to 5.00pm, Friday 8.30am to 4.30pm. tel: (0161) 217 6028 or 6024;
- out of hours referrals and advice tel: (0161) 718 2118;
- Greater Manchester police tel:101 (non- emergency) or 999 (emergency).

Advice is available from:

- the child’s social worker (if already involved);
- school age plus worker;
- TAS meeting;
- safeguarding children unit tel: (0161) 474 5657;
- the MASSH – tel: (0161) 217 6028 or 6024;
- senior adviser for safeguarding in education tel: (0161) 474 5657.

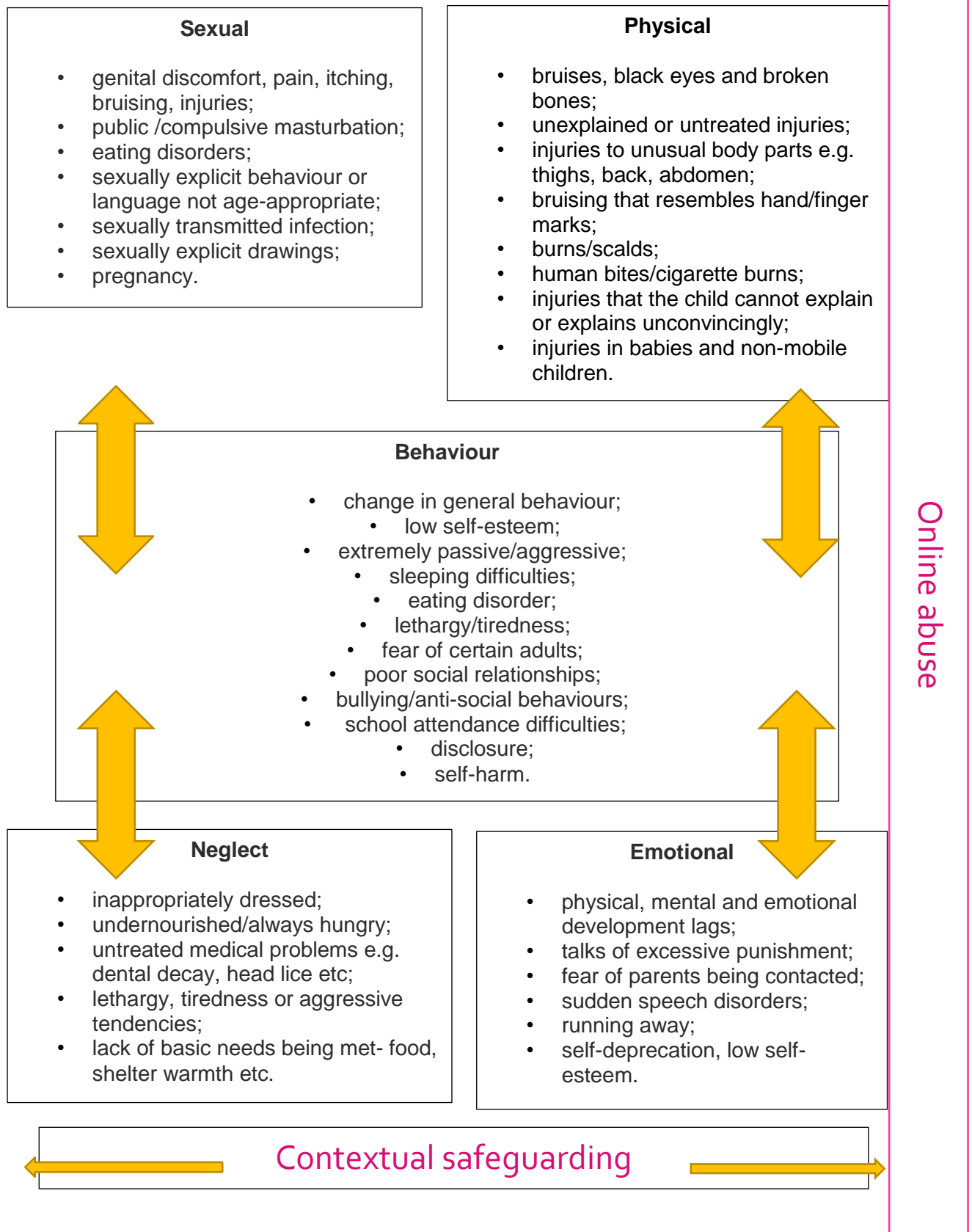
Appendix 4 – what to do if you are concerned that a child is being abused



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

Appendix 5 – possible indicators of abuse

Indicators are provided as a guide; concerns and context should be discussed with the LADO.



Appendix 6 - the LADO

Greater Manchester procedures - allegation management:

http://greatermanchesterscb.proceduresonline.com/chapters/p_man_allegations.html?zoom_highlight=LADO

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

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

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

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

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

When to contact the (LADO) – 0161 474 5657

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

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

Some examples of this may be where an individual has:

- contravened or has continued to contravene any safe practice guidance given by his/her organisation or regulatory body;
- exploited or abused a position of power;
- acted in an irresponsible manner which any reasonable person would find alarming or questionable given the nature of work undertaken;
- demonstrated a failure to understand or appreciate how his or her own actions or those of others could adversely impact upon the safety and well-being of a child;
- demonstrated an inability to make sound professional judgements that safeguard the welfare of children;
- failed to follow adequately policy or procedures relating to safeguarding and promoting the welfare of children;
- failed to understand or recognise the need for clear personal and professional boundaries in his or her work;
- behaved in a way in her or her personal life which could put children at risk of harm;
- become the subject of criminal proceedings not relating to a child;
- become subject to enquiries under local child protection procedures and/or child subject to a child protection plan;
- behaved in a way which seriously undermines the trust and confidence placed in him or her by the employer.