



# ST. BEDE'S COLLEGE

## CHILD PROTECTION AND SAFEGUARDING POLICY

St. Bede's College is a Catholic Independent Co-educational 3 – 18 Grammar School, founded in 1876 by Cardinal Vaughan, which endeavours to transmit the message of the Gospel rooted in the teachings of Jesus Christ.

St. Bede's College welcomes Catholic and non-Catholic pupils. Every pupil should experience educational excellence and exhibit values through the unique contribution each member makes to the rich diversity of the College community.

St. Bede's dedication to the pursuit of learning and his search for knowledge of the Lord is an inspiration to us all.

### 1 POLICY STATEMENT

Keeping Children Safe in Education September 2020 Paragraph 4. 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 mental and physical 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**

This policy has been authorised by the Governors, is published on the School website and is available in hard copy to parents on request. This policy can be made available in large print or other accessible format if required. This policy and its procedures apply wherever staff or volunteers are working with pupils even where this is away from the School, for example on an educational visit. It also applies to all pupils (3-18) including the Early Years Foundation Stage (**EYFS**). Safeguarding is paramount during the recruitment and selection hence there is a separate policy that needs to be consulted for the recruitment process. The following policies should also be consulted for further guidance:

COVID-19 school closure arrangements for Safeguarding and Child Protection at St Bede's  
College Manchester

Computer/E-safety Policy  
Sexting Policy  
Self-harm Policy  
Supervision of Pupils Policy  
Uncollected Child Policy  
Counselling Policy

Staff Code of Conduct  
Student Code of Conduct  
Whistleblowing Policy  
Taking, storing and using images of children

- 1.1** Every pupil should feel safe and protected from any form of abuse. St Bede's College (**the College**) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The College will take all reasonable measures to:
- 1.1.1 ensure that we practise safe recruitment in checking the suitability of staff and volunteers (including members of the governing body and staff employed by
  - 1.1.2 another organisation) to work with children and young people in accordance with the guidance given in *Keeping Children Safe in Education (September 2020)*, the Education (Independent School Standards) (England) Regulations 2014 and the Statutory Framework for the Early Years Foundation Stage
  - 1.1.3 ensure that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate child protection checks and procedures apply to those staff
  - 1.1.4 follow the local inter-agency procedures of the Manchester Safeguarding Children Board (Local Safeguarding Partners)
  - 1.1.5 be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil
  - 1.1.6 deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his / her agreed child protection plan
  - 1.1.7 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
  - 1.1.8 be alert to the medical needs of children with medical conditions
  - 1.1.9 be alert to the special education needs for the pupils who receive support from SENCO
  - 1.1.10 recognise that children who receive support from SENCO can be more vulnerable and additional support may be required when dealing with safeguarding children with SEND. Children with SEND are at a higher risk of peer group isolation and bullying. A pupil's behaviour and mood may be related to their SEN, but it could also be due to abuse.
  - 1.1.11 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse
  - 1.1.12 teach pupils about safeguarding, for example through the use of online resources, through the curriculum and PSME
  - 1.1.13 Teaching pupils about online safety as part of the PSME and annual SAFER INTERNET DAY.
  - 1.1.14 take all practicable steps to ensure that School premises are as secure as circumstances permit
  - 1.1.15 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area; and

1.1.16 All staff are 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. School staff are not expected to or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

1.1.17 have regard to guidance issued by the Secretary of State for Education (**DfE**) in accordance with section 157 of the Education Act 2002 and associated regulations.

**1.2** *Keeping children safe in education* provides that the inspection of independent schools will ensure that the Independent School Standard which concerns the welfare, health and safety of children is met.

## **2 THE DESIGNATED SAFEGUARDING LEAD DSL**

**2.1** The School has appointed a member of staff of the School's senior leadership team with the necessary status and authority to be the designated safeguarding lead and to be responsible for matters relating to child protection and welfare (**Designated Safeguarding Lead, DSL, Mr Tom Sanders**).

**2.2** Parents are welcome to approach the Designated Safeguarding Lead, DSL, if they have any concerns about the welfare of any child in the school. If preferred, parents may discuss concerns in private with the child's form/class teacher or the Head who will notify the Designated Safeguarding Lead, DSL, in accordance with these procedures.

**2.3** The main responsibilities of the Designated Safeguarding Lead, DSL, are set out in appendix 1.

**2.4** Each Designated Safeguarding Lead, DSL, and the Deputy Designated Safeguarding Lead, DSL, has undertaken basic child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals. DSL are trained in online safety. The DSL is supported by attending termly network DSL meetings.

### **2.5 College**

2.5.1 The Designated Safeguarding Lead, DSL, for the College is Mr Tom Sanders, Assistant Head who may be contacted on 0161-226-3323.

2.5.2 If the Designated Safeguarding Lead, DSL, is unavailable her duties will be carried out by the Deputy Designated Safeguarding Lead, DSL.

2.5.3 The Deputy Designated Safeguarding Leads, DSLs, are

(a) Mrs Vyce, Head of Upper Third

(b) Mrs Gallagher, Head of Sixth Form

They may be contacted on 0161-226-3323.

In this policy, reference to the Designated Safeguarding Lead, DSL, includes the Deputy Designated Safeguarding Leads, DSL, where the Designated Safeguarding Lead, DSL, is unavailable.

2.5.4 Nurse Taylor is also trained in child protection.

2.5.5 If the DSL is not available, staff should speak to a member of the SLT and/or take advice from local children's social care (KCSIE (2020, paragraph 26)

### **2.6 Preparatory School**

2.6.1 The Designated Safeguarding Lead, DSLs, for the Preparatory School and EYFS setting are:

- (a) Mrs Claire Hunt, Headteacher
- (b) Mrs Catherine Harrison, Deputy Head
- (c) Mrs Sharon Kelly, Early Years Leader
- (d) Mrs Anne-Marie Edwards SENDCO

2.6.2 The Designated Safeguarding Lead, DSLs, may be contacted on 0161-226-7156.

### 3 DUTY OF EMPLOYEES, GOVERNORS AND VOLUNTEERS

3.1 Every employee and governor of the School as well as every volunteer who assists the School is under a general legal duty:

- 3.1.1 to protect children from abuse
- 3.1.2 to be aware of the School's child protection procedures and to follow them
- 3.1.3 to know how to access and implement the School's child protection procedures, independently if necessary
- 3.1.4 to keep a sufficient record of any significant complaint, conversation or event in accordance with this policy and
- 3.1.5 to report any matters of concern to the Designated Safeguarding Lead, DSL
- 3.1.6 to understand that safeguarding is everyone's responsibility

3.2 The Governors ensure that the two School's safeguarding arrangements take into account the procedures and practice of the Manchester Safeguarding Children Board. The Governing Body has nominated a member to manage child protection incidents on behalf of the Board and to liaise with external agencies where this is required. The nominated Governor is: Dr Joseph Omofuma who can be contacted by emailing [headteacher@stbedescollege.co.uk](mailto:headteacher@stbedescollege.co.uk) or [lquinn-matthews@stbedescollege.co.uk](mailto:lquinn-matthews@stbedescollege.co.uk)

### 3.3 Training

3.3.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- (a) this policy; whistleblowing is part of this policy.
- (b) Staff Conduct and Discipline Policy
- (c) the identity of the Designated Safeguarding Lead DSL and Deputy;
- (d) a copy of Part 1 of *Keeping children safe in education (September 2020)* – **making a referral. Anyone can make a referral. If a teacher does make a referral due to exceptional circumstances he/she must inform the DSL as soon as possible thereafter.**
- (e) What to do if you're worried a child is being abused (March 2015)
- (f) Child sexual exploitation DFE Feb 2017
- (g) College Behaviour Policy – pupils

- (h) Missing Child Policy and procedures and School Attendance Policy
- (i) Hays online training this includes online safety
- (j) Prevent Duty DFE June 2105 – e learning  
[www.elearning.prevent.homeoffice.gov.uk](http://www.elearning.prevent.homeoffice.gov.uk)
- (k) Sexual violence and Sexual harassment between children in schools and colleges May 2018 DFE

3.3.2 All staff will receive annual training as part of the INSET at the start of each academic year, on how to manage a report of child-on-child sexual violence. Understanding of KCSIE will be accessed by group discussion, and/or on-line, training. A checklist will be completed for new teachers as part of their induction to monitor their understanding. New teachers will also be required to answer set questions on KCSIE. All staff are expected to read KSCIE each year.

3.3.3 Informal updates are shared with staff on a regular basis at briefing sessions and staff meetings.

3.3.4 The Headteacher, all staff members and the nominated Governor will undertake appropriate child protection training which will be updated regularly in accordance with the Manchester Safeguarding Children Board guidance.

3.3.5 Safer recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

### **3.4 Whistleblowing**

3.4.1 All staff are required to report to the Head, or the Chair of Governors in his absence, any concerns or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. If the concern is about the Head, it should be raised with the Chair of Governors. In the event of their unavailability, concerns should be reported to the Designated Safeguarding Lead DSL or the Deputy in their absence. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

3.4.2 See 4.3 below of the procedures to be followed in relation to allegations against staff.

3.4.3 Where a staff member feels unable to raise an issue as stated in 3.4.1, or feels a genuine concern is not being addressed, other whistleblowing channels include: - General guidance can be found at – Advice on whistleblowing and NSPCC whistle blowing helpline [help@nspcc.org.uk](mailto:help@nspcc.org.uk) 0808 800 5000

## **4 PROCEDURES**

### **4.1 Complaints of abuse**

4.1.1 Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

4.1.2 The child protection training provided to staff considers the types and signs of abuse of which staff should be aware. Further details are set out in appendix 2. If a member of staff is concerned that a pupil may be suffering harm or is at risk, the matter should be referred to the Designated Safeguarding Lead, DSL, as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out in Appendix 3 must be followed. If at any point there is a risk of immediate serious harm a referral should be made to children's social care immediately. Consent from parents will not be requested.

- 4.1.3 On occasions children will need additional support and the College will work with the child, parents and other agencies. When working in this way there may not be a need for an immediate referral to children's social care. The College will use the guidance from Manchester with regard to Early Help, for example, the working well wheel will be used in early help assessment. Any child being supported in this way will have an opportunity to see the College Counsellor if they wish to do so. Examples of conditions that may need additional support include – mental health issues, eating disorders, self-harms. If a child would benefit from early help a meeting will be arranged with the pupil and their family. The DSL will work with the pastoral team. Any member of staff that thinks a pupil needs support in this way should discuss this with the DSL.
- 4.1.4 If a child leaves St Bede's College, as part of Working Together (2018), safeguarding information will be shared with the new schools. Files will be sent by recorded delivery.

## **4.2 Action by the Designated Safeguarding Lead DSL**

- 4.2.1 On being notified of a complaint or suspicion of abuse or self-referral, the action to be taken by the Designated Safeguarding Lead DSL will take into account:
- (a) the local inter-agency procedures of the Manchester Safeguarding Children Board
  - (b) the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to local authority children's social care and the police. The NPCC, *'When to call the police'* will be used to help decide when the police should be called
  - (c) the child's wishes or feelings and
  - (d) duties of confidentiality, so far as applicable.
- 4.2.2 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead DSL will consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to children's social care will be made without delay (and in any event within 24 hours).
- 4.2.3 If the initial referral is made by telephone, the Designated Safeguarding Lead DSL will confirm the referral in writing to children's social care within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead DSL will contact the children's social care again.
- 4.2.4 If a referral is made to the local authority children's social care services or the police, the parents and pupil will usually be informed in writing of their right to make their own complaint or referral to local authority children's social care services or the police and will be provided with contact names, addresses and telephone numbers, as appropriate. Parents will not be informed if a child is at risk of harm.
- 4.2.5 Safeguarding is everyone's responsibility. KCSIE states anyone can make a referral. If it is not possible to contact the DP any employee at St Bede's College should act responsibly and contact social services. If a referral is made due to exceptional circumstances he/she must inform the DSL as soon as possible thereafter.

## **4.3 Dealing with allegations against staff and volunteers**

- 4.3.1 The School has procedures for dealing with allegations against staff and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or

unfounded allegations. These procedures are set out in appendix 4 and follow Part 4 of *Keeping children safe in education*.

4.3.2 The MCC Designated Officer (formerly known as the LADO), (Designated Officer KCSIE and WT March 2018) will be informed immediately and in any event within one working day of all allegations against staff and volunteers that come to the School's attention and appear to meet the criteria set out in paragraph 1 of appendix 4.

#### 4.3.3 **Early Years Foundation Stage (EYFS)**

(a) The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

(b) These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

4.3.4 At the start of the academic year (or prior to working with the children) detailed guidance is given to staff or volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of causing harm to a pupil. One to one situations are discussed e.g. Music, Drama, Sport – See Staff Code and Discipline Policy.

#### **4.4 Allegations of Peer on Peer abuse**

4.4.1 Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways – bullying including cyberbullying, sexting, physical abuse, pupils being touched/assaulted, sexual abuse, gender based violence or pupils being subject to initiation type violence. Abuse is abuse and it will never be tolerated as “banter” or “just having a laugh” or “a part of growing up.” A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. (see Anti- bullying policy, E- safety policy and Sexting policy.) However, the College will still fulfil its duty to educate the alleged perpetrator during this time.

4.4.2 The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including victim, perpetrator and pupils who have witnessed the incident. The College will also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on College premises and on transport to and from College where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

4.4.3 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

4.4.4 Staff are aware some groups are potentially more at risk of sexual violence and sexual harassment between children. Evidence shows girls, children with SEND and LGBT children are at greater risk.

4.4.5 Pupils will be taught in PSMEE that:

- Sexual violence and harassment is not acceptable.
- Sexual harassment will not be tolerated as “banter”
- (DFE May 2018 Evidence of Sexual Violence and Sexual Harassment between children in schools and colleges)

#### **4.5 Mental Health**

4.5.1 The school has procedures for identifying possible mental health problems. The College staff will make effective use of data so that changes in pupils’ patterns of attainment, attendance or behaviour are noticed and can be acted upon. An effective pastoral system will also ensure at least one member of staff (e.g. a form tutor or class teacher) knows every pupil well and has received training to spot where bad or unusual behaviour may have a root cause that needs addressing.

4.5.2 On occasions children will need additional support in College with their mental health. When the College staff suspect a pupil has a mental health problem, they will use the graduated response process (assess – plan – do – review) to put support in place. Further details set out in Appendix 4.

4.5.3 When considering excluding a pupil, the investigating College staff will consider any contributing factors that are identified after an incident of poor behaviour has occurred, which could include where the pupil has mental health problems.

#### **4.6 Private Fostering**

4.6.1 Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative' in their home. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). Schools have a mandatory duty to report to the local authority when they are made aware or suspect that a child is subject to a private fostering arrangement. If any member of staff becomes aware of a private fostering arrangement the DSL should be notified. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the local authority of the private fostering arrangements. The DSL will also fulfill the mandatory requirement of the school and make a referral.

#### **4.7 Support children with social workers**

4.7.1 At St Bede’s College, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. The College takes these needs into account when making plans to support pupils who have a social worker.

4.7.2 The College will ensure:

- Information is shared with staff including the College nurse
- The child will be a focus pupil at all pastoral meetings
- Daily attendance will be monitored
- Support with homework, school trips etc will be put in place

## **4.8 Taking, using and storing images**

- 4.8.1 Under no circumstances should any member of staff **(including those working in the EYFS)** use personal mobile phones, tablets or cameras for the taking or recording of images of pupils. Only school devices should be used and must remain in school, securely stored unless on a school trip, where the trip leader takes responsibility for the device.
- 4.8.2 Images must only be downloaded onto school computers and any printed images displayed or used within the setting. Unused printed images are shredded on site or sent home with the child photographed.
- 4.8.3 Consent from parents is requested for the publication of images of their child as part of the admissions process.
- 4.8.4 Personal mobile phones should be securely stored out of sight and reach of all pupils. Use of personal mobile phones during classroom teaching time is strictly forbidden.

## **4.9 Missing child procedures**

- 4.9.1 All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.
- 4.9.2 Please see the School's separate Missing Pupil Policy for further details.
- 4.9.3 If a child is missing due to repeated absence or is absent for 10 days, the local authority will be notified. This is part of the school's Prevent duty.

## **4.10 Informing parents**

- 4.10.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Headteacher, the MCC Designated Officer (formerly known as the LADO), local authority children's social care services and / or the police before discussing details with parents.
- 4.10.2 Parents should ensure that the school has at least two emergency contacts for their child.
- 4.10.3 See also appendix 6 of for details about the disclosure of information where an allegation has been made against a member of staff or volunteer at the School.

## **5 USE OF REASONABLE FORCE DFE**

- 5.1 "Reasonable" means using no more force than is needed. Staff will use reasonable force to help a pupil when they have put themselves in a position of danger.

## **6 SECURE SCHOOL PREMISES**

- 6.1 The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.
- 6.2 The School keeps a visitors' book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted where deemed necessary whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

## **7 CONFIDENTIALITY AND INFORMATION SHARING**

- 7.1** The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working together to safeguard children (2018)*.
- 7.2** Where allegations have been made against staff, the School will consult with the MCC Designated Officer (formerly known as the LADO), (Designated Officer KCSIE and WT March 2018) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.
- 7.3** Keeping Children Safe in Education (2020), paragraph 85 states: 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.' Additionally, paragraph 84 states: 'This includes allowing practitioners to share information without consent...'

## **8 THE CURRICULUM**

- 8.1** We are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.
- 8.2** 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 British values of tolerance, respect and empathy for others.
- 8.3** This enables them 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.
- 8.4** Personal, Social, Moral and Economic Education (PSMEE), Sex and Relationship Education (SRE), Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. Relationships education, relationships and sex education (RSE) and health education: from September 2020, the College will be following TEN TEN programme – Life to the Full.
- 8.5** We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
- 8.6** All children know that there are adults in our 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.
- 8.7** Children are encouraged to contribute to the development of policies and share views via Student Voice.

## **9 MONITORING**

- 9.1** Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the MCC Designated Officer (formerly known as the LADO), will assist in this review to determine whether any improvements can be made to the School's procedures.
- 9.2** The College will monitor safeguarding risks using eSafe software. All information on the school network will be monitored by eSafe. Reports will be shared on a weekly basis or as required.
- 9.3** In addition, the Designated Safeguarding Lead DSL will ensure that this policy is reviewed annually. When completing the review, the DSL will work with the safeguarding team. As part of the INSET, at the start of the academic year, the DSL will discuss the policy with all the staff. There will be an opportunity for everyone to share their views thus building upon the expertise of all of the teachers.
- 9.4** The Governors will undertake an annual review of this policy and its procedures including good cooperation with local agencies and of the efficiency with which the relevant duties have been discharged.

The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

## 10 CONTACTS

**10.1** The details of the MCC Designated Officer (formerly known as the LADO), are as follows:

Majella O'Hagan  
GMSP (Greater Manchester Safeguarding Partnership)  
Ground Floor  
R&D Block  
Wenlock Way Offices  
Wenlock Way  
West Gorton  
M12 5DH

Tel: 0161 234 1214

Email: [majella.o'hagan@manchester.gov.uk](mailto:majella.o'hagan@manchester.gov.uk)

**10.2** The telephone numbers of local children's social care services departments are as follows:

Manchester	0161-234-5001 (out of hours 0161 234 5001)
Stockport	0161-217-6028 (out of hours 0161 718 2118)
Tameside	0161-342-4186 (out of hours 0161 342 2222)
Trafford	0161-912-5125 (out of hours 0161 912 2020)

**10.3** Useful information

Childline	0800 1111
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## Other useful Information

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NSPCC

0808 800 5000

FGM

Local police

Anti-terrorist – Prevent Duty

[Counter-extremism@education.gsi.gov.uk](mailto:Counter-extremism@education.gsi.gov.uk)

Hotline 0800789321, emergency 999,

non-emergency 02073407264

Local police 101

Julie Haworth, Prevent/Channel Lead GMP

[JulieX.Haworth@gmp.police.uk](mailto:JulieX.Haworth@gmp.police.uk)

0161 856 6362

Jane Murphy Prevent Lead for Schools

0161 245 7171

[j.murphy5@manchester.gov.uk](mailto:j.murphy5@manchester.gov.uk)

Ofsted's Whistle-blower Hotline

0300 123 3155

**Approved by FGB**

**Date: June 2018**

**Reviewed:**

**June 2019, September 2019,  
January 2020, September  
2020**

**Next Review: January 2021**

### **Appendix 1 ROLE OF THE DESIGNATED SAFEGUARDING LEAD DSL**

The main responsibilities of the Designated Safeguarding Lead DSL are:

#### **1. Manage referrals**

The designated safeguarding lead is expected to:

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

#### **2. Work with others**

- Liaise with the headmaster and inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

#### **3. Undertake training**

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

## Other useful Information

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- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **4. Raise Awareness**

- The designated safeguarding lead should ensure the college's child protection policies are known, understood and used appropriately;
- Ensure the college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the Manchester Safeguarding Partnership (Local Safeguarding partners) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **5. Child protection file**

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and

## Other useful Information

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confirmation of receipt should be obtained.

- All files will be kept securely.
- Any concerns will be recorded in a child protection file for the named pupil. These will be reviewed to see if there are any patterns.
- November 2020 – the electronic recording system CPOMS will be adopted by the College.

### **6. Availability**

- During term time the designated safeguarding lead (or a deputy) should always be available (during college hours) for staff in the college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person. In exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

### **7. Supporting children who have a Social Worker**

- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and College leadership staff

### **8. Looked after Children**

The DSL should support looked after children. They should have the name of the child's social worker and the name of the virtual school head in the authority that looks after the child. The DSL must work to promote the educational achievement of the children who are looked after.

### **9. E –Safety**

The DSL will work with the ICT department and the Pastoral Team to overs the E safety provision – see E- Safety Policy.

**The Deputy Designated Safeguarding Lead DSL will carry out this role where the Designated Safeguarding Lead DSL is unavailable.**

## Appendix 2 TYPES AND SIGNS OF ABUSE

### 1 Types of abuse

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

- 1.1 **Abuse** is 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. *Keeping children safe in education* defines the following types of abuse.
- 1.2 **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.
- 1.3 **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.
- 1.4 **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.
- 1.5 **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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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**1.6 Fabricated or induced illness (FII)** is a rare form of child abuse. It occurs when a parent or carer, exaggerates or deliberately causes symptoms of illness in the child.

**1.7** The **NSPCC** lists some common **signs** that there may be something concerning happening in a child's life, these include:

1.7.1 unexplained changes in behaviour or personality

1.7.2 becoming withdrawn

1.7.3 seeming anxious

1.7.4 becoming uncharacteristically aggressive

1.7.5 lacks social skills and has few friends, if any

1.7.6 poor bond or relationship with a parent

1.7.7 knowledge of adult issues inappropriate for their age

1.7.8 running away or going missing

1.7.9 always choosing to wear clothes which cover their body.

1.7.10 You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

Other possible signs of abuse include, but are not limited to:

1.7.11 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference

1.7.12 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries

1.7.13 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour

1.7.14 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons

1.7.15 the pupil's development is delayed; the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing

1.7.16 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed and the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers.

1.7.17 These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour.

### **1.8 Keeping *children safe in education* also acknowledges the following as specific safeguarding issues:**

#### **1.8.1 Child sexual exploitation**

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

The definition, which can be found on KCSIE (2020) page 84, is:

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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;

- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

### 1.8.2 Upskirting

All staff are made aware that 'upskirting' is now a criminal offence. A definition has been included which describes upskirting as, "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" (DfE, 2019a)

### 1.8.3 Female genital mutilation:

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

#### Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

In line with KCSIE (September 2020) the College is aware of the Mandatory reporting duty to the police from October 2015. If a teacher has any concern it must be discussed with the DSL. In line with KCSIE any teachers can personally report to the police where they discover an act of FGM appears to have been carried out.

### **1.8.4 Honour Based Abuse**

So-called "honour-based" abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including FGM, forced marriage and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

### **1.8.5 Child Criminal Exploitation**

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **1.8.6 County Lines:**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85.

### **1.8.7 Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

### **1.8.8 Protecting Children from the risk of radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism (See Annex A KCSIE Update Sept 2020). There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Any concerns should be discussed with the DSL. The College will follow the Guidance from Manchester Local Safeguarding Board thus making a referral to the contact centre and channel. (The use of social media for on-line radicalisation (July 2015) and Prevent Duty Guidance for England and Wales (March 2015). With regard to ELFS the Prevent Duty: Department advice for school and Childminders will be used (June 2015)

### **Appendix 3 Guidance for staff on suspecting or hearing a complaint of abuse**

#### **1 ACTION STAFF MUST TAKE**

- 1.1** Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff always act in the best interests of the child. A member of staff suspecting or hearing a complaint of abuse:
- 1.1.1 must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place
  - 1.1.2 must not ask leading questions, i.e. a question which suggests its own answer; prompt the child where necessary with open questions - where, when, what, etc;
  - 1.1.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead DSL who will ensure that the correct action is taken and
  - 1.1.4 must keep a sufficient written record of the conversation completing the reporting form at Appendix 6 or using the electronic recording system CPOMS. The record should include:
    - (a) the date and time
    - (b) the place of the conversation
    - (c) the essence of what was said and done by whom and in whose presence.
- 1.2** The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead DSL as soon as possible.
- 1.3** All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to the Designated Safeguarding Lead DSL.
- 1.4** All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead DSL as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 4 should be followed. If there is a risk of immediate serious harm to a child and it is not possible to report to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, a referral should be made to children's social care immediately.

### Appendix 4 MENTAL HEALTH

**1** The College staff are aware that certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community or life events.

1.1 Some of these risk factors in children are: genetic influences; low IQ and learning disabilities; specific development delay or neuro-diversity; communication difficulties; difficult temperament; physical illness; academic failure; low self-esteem.

1.2 Some of these risk factors in the family are: overt parental conflict including domestic violence; family breakdown (including where children are taken into care or adopted); inconsistent or unclear discipline; hostile and rejecting relationships; failure to adapt to a child's changing needs; physical, sexual, emotional abuse, or neglect; parental psychiatric illness; parental criminality, alcoholism or personality disorder; death and loss – including loss of friendship.

1.3 Some of these risk factors in school are: bullying including online (cyber); discrimination; breakdown in or lack of positive friendships; deviant peer influences; peer pressure; peer on peer abuse; poor pupil to teacher/school staff relationships

1.4 Some of these risk factors in the community are: socio-economic disadvantage; homelessness; disaster, accidents, war or other overwhelming events; discrimination; exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation and any other significant life events.

**2** Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. The College is aware of this and monitors these pupils closely. These may include:

2.1 Emotional state (fearful, withdrawn, low self-esteem)

2.2 Behaviour (aggressive or oppositional; habitual body rocking)

2.3 Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

**3** The College seeks to reliably identify children at risk of mental health problems. These include:

3.1 Effective use of data so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon.

3.2 An effective pastoral system so that the form tutor knows every pupil well and has received training to spot where bad or unusual behaviour may have a root cause that needs addressing. Where this is the case, the Head of Year, School Nurse and DSL, along with school policies provide the structure through which staff can escalate the issue and take decisions about what to do next. This system also provides the opportunity for pupils to seek support in a confidential way.

**4** When schools suspect that a pupil is having mental health difficulties, the College does not delay putting support in place, using a graduated response process:

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4.1 An assessment to establish a clear analysis of the pupil's needs

4.2 A plan to set out how the pupil will be supported

4.3 Action to provide that support

4.4 Regular reviews to assess the effectiveness of the provision and lead to changes where necessary.

4.5 This gradual response happens whilst the school is gathering the evidence, and the pupil's response to that support can help further identify their needs. Tools such as the Strengths and Difficulties Questionnaire (SDQ) are used through this process.

**5** When considering excluding a pupil, schools should consider any contributing factors that are identified after an incident of poor behaviour has occurred, which could include where the pupil has mental health problems.

**6** The College provides support to pupils' experiences mental health problems, including those who are not presenting any obvious issues. Providing early help is more effective in promoting the welfare of children than reacting later, and can also prevent further problems (including mental health problems) arising.

6.1 Loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships, family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families.

6.2 Life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form

6.3 Traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries

6.4 Other traumatic incidents such as a natural disaster or terrorist attack.

**7** Where a child is being supported through local authority children's social care, their allocated social worker will be used as an important source of appropriately-shared information about wider developmental needs, child protection concerns, and parental, familial and contextual circumstances. Effective multi-agency working between the College and social care will help to inform a school's assessment of child's educational and mental health needs, as well as enabling a prompt response to any safeguarding concerns.

**8** It is important that children are provided with support as soon as a problem emerges, at any point in their life. Providing early help is more effective in promoting the welfare of children than reacting later.

8.1 Manchester City Council has a comprehensive range of effective, evidence-based services in place to address assessed needs early, and the College will seek support if appropriate.

8.2 The College has access to local educational psychology services, who will support children with SEND, but can also be well placed to advise on emerging mental health needs and either to provide direct intervention or signpost to other, more appropriate, forms of support. support pupils with medical conditions should receive at school

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9 Whilst the College will seek to involve families wherever possible, in some circumstances the child may not wish to have their families involved with any interventions or therapies they are receiving. In these cases, the College is aware that those aged 16 or over are presumed to be capable of consenting to their own medical treatment, and any ancillary procedures involved in that treatment (by virtue of section 8 of the Family Law Reform Act 1969). Children under the age of 16 may in certain circumstances consent to their own treatment if they are deemed to be 'Gillick competent', i.e. a relevant medical professional judges that they have sufficient intelligence, competence and understanding to appreciate what is involved in their treatment. Otherwise, an adult with parental responsibility will consent for them.

## **Appendix 5 DEALING WITH ALLEGATIONS AGAINST STAFF**

### **1 THE SCHOOL'S PROCEDURES**

- 1.1** The guidance in KCSIE (Part Four) will be followed where it is alleged that anyone working in the college, including supply teachers and volunteers, 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;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 1.2** All such allegations must be dealt with as a priority so as to avoid any delay.
- 1.3** Any allegations not meeting these criteria will be dealt with in accordance with the Manchester Safeguarding Children Board's procedures.
- 1.4** The College will not make its own decisions about what appear to be borderline cases but will discuss any doubts and concerns with the MCC Designated Officer (formerly known as the LADO), in the first instance. The School will not undertake its own investigation without prior consultation with the MCC Designated Officer (formerly known as the LADO), or in the most serious cases the police so as not to jeopardise statutory investigations.
- 1.5** When an allegation is made, the College makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

### **2 REPORTING AN ALLEGATION AGAINST STAFF, SUPPLY TEACHER OR VOLUNTEER**

- 2.1** Where an allegation or complaint is made against any member of staff or volunteer, the matter should be reported immediately to the Headteacher. In the absence of the Headteacher, the report should be made to the Chair of Governors. Where appropriate, the relevant Headteacher / Chair of Governors will consult with the Designated Safeguarding Lead DSL and the allegation will be discussed immediately with the MCC Designated Officer (formerly known as the LADO), before further action is taken.
- 2.2** Where an allegation or complaint is made against the Headteacher, the matter should be reported immediately to the Chair of Governors, or in his / her absence the Vice-Chair, without first notifying the Headteacher. Again, the allegation will be discussed immediately with the MCC Designated Officer (formerly known as the LADO), before further action is taken.
- 2.3** If it is not possible to report to the Headteacher or Chair of Governors in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead or, if he / she is unavailable, the Deputy Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors.
- 2.4** The person taking action in accordance with the procedures in this Appendix is known as the "case manager".

### **3 DISCLOSURE OF INFORMATION**

- 3.1** The case manager will inform the accused person of the allegation as soon as possible after the MCC Designated Officer (formerly known as the LADO), has been consulted.
- 3.2** The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraphs 233-234). If parents or carers wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.
- 3.3** Where the MCC Designated Officer (formerly known as the LADO), advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.4** The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

### **4 ACTION TO BE TAKEN AGAINST THE ACCUSED**

- 4.1** A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.
- 4.2** Where an investigation by the police or children's social care is unnecessary, the MCC Designated Officer (formerly known as the LADO), will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.
- 4.3** It may be necessary to undertake a further investigation enquiry to determine the appropriate action. If so, the MCC Designated Officer (formerly known as the LADO), will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the Manchester Safeguarding Children Board.
- 4.4** **SUSPENSION**
- 4.4.1 Suspension will not be an automatic response to an allegation and will only be considered in a case where:
- (a) there is cause to suspect a child or other children at the School is or are at risk of significant harm or

- (b) the allegation is so serious that it might be grounds for dismissal.

4.4.2 Suspension will not be automatic and consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The MCC Designated Officer (formerly known as the LADO), will be contacted for advice if necessary.

4.4.3 A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

### **4.5 CRIMINAL PROCEEDINGS**

4.5.1 The School will consult with the MCC Designated Officer (formerly known as the LADO), following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

### **4.6 RETURN TO WORK**

4.6.1 If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child[ren] who made the allegation.

## **5 CEASING TO USE STAFF**

**5.1** If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement / compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

**5.2** If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

**5.3** Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency should be made. A prohibition order may be appropriate because of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.

### **6 TIMESCALES**

- 6.1** All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

### **7 UNSUBSTANTIATED OR MALICIOUS ALLEGATIONS**

- 7.1** Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.
- 7.2** Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.
- 7.3** Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

### **8 RECORD KEEPING**

- 8.1** Details of allegations found to be malicious will be removed from personnel records.
- 8.2** For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer.
- 8.3** An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.

**Appendix 6 CHILD PROTECTION ALLEGATION / CONCERN FORM**

If you suspect that a child may be being abused, whether physically or emotionally, it is not your responsibility to take control of the situation or to decide whether the abuse is actually taking place. However, you do have a responsibility to inform the appropriate staff about your concerns so that they may make enquiries and take any action necessary for the well-being of the child.

However, minors your concern, you should share it with one of the Designated Safeguarding Lead DSLs for Child Protection as provided in the Child Protection Policy, who will take responsibility for any referrals to outside agencies that are necessary. If it is felt that a referral is not required at this stage the information will be stored in a child protection file. These files will be monitored to see if there are any patterns.

Please ensure that confidentiality is maintained as far as possible. Only discuss your concerns on a need to know basis and do not disclose the identity of those involved unless absolutely necessary.

<b>1. Recorder's Details</b>	
Title:	Mr / Mrs / Miss ( <i>Delete as appropriate</i> )
Name:	
Position:	
Signature:	Date:

<b>2. Details of young person/s making disclosure</b>
Name of young person:
Form:

<b>3. Details of person about whom disclosure is being made</b>
Name:
Position/relationship to young person/s

**4. Specific details of the concerns/allegations:**

Date/Time/Location of any incidents

How did the concern/allegation come to your attention?

Nature of concern/ allegation

### **Appendix 6** Other safeguarding issues

#### **Children and the court system**

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

#### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

#### **Domestic abuse**

The definition of Domestic Abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

(See KCSIE (2020) page 86)

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse signs symptoms effects

Refuge what is domestic violence/effects of domestic violence on children

Safe young lives: young people and domestic abuse

The College will work with the police through the unique partnership Operation Encompass. Children and young people are both heard and supported through this partnership.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

## Other useful Information

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Service	Contact if	Name of contact	Telephone Number	Email/website
<b>Children's Social Care (Local Authority)</b>	You have concerns about a child or young person in your care	Manchester Stockport Contact Centre Tameside Contact Centre Trafford Contact Centre	0161 234 5001 0161 217 6028 (0161 718 2118) 0161 342 4186 (0161 342 2222) 0161 912 5125(0161 912 2020)	
<b>Local Children's Safeguarding Board (Local Authority)</b>	You are concerned about a child or young person but are not sure how to proceed  Concern related to a member of staff	M S C B  Majella O' Hagan Greater Manchester Safeguarding Partnership Ground floor Red Block Wenlock Way Offices Wenlock Way West Gorton M12 5DH	0161 234 5001  0161 234 1214	<a href="mailto:majella.o'hagan@manchester.gov.uk">majella.o'hagan@manchester.gov.uk</a>
<b>Prevent Duty (Department of Education)</b>	You are concerned about a child or young person who might be at risk of extremism	LA Prevent Lead:  Jane Murphy	Gov hotline: 020 7340 7264 LA Prevent Lead: Jane Murphy 0161 2457171	Prevent contact: Jane Murphy  <a href="mailto:jane.murphy5@manchester.gov.uk">jane.murphy5@manchester.gov.uk</a>  <a href="mailto:counter_extremism@education.gsi.gov.uk">counter_extremism@education.gsi.gov.uk</a>
<b>Channel Programme (Gov)</b>	You are concerned about a child or young person who might be at risk of extremism	<b>Local Channel representative:</b> Julie Haworth <sup>35</sup>	Local Channel Representative: Julie Haworth 0161 856 6362  For referrals to Channel or	Prevent contact: Julie Haworth  <a href="mailto:julie.haworth@gmp.police.uk">julie.haworth@gmp.police.uk</a>

## Other useful Information

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			for more information around the process, in the first instance contact your LA Prevent Coordinator.	<a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a>
<b>Female Genital Mutilation helpline (NSPCC)</b>	Mandatory reporting! Apply in cases of 'known' FGM - i.e. instances which are disclosed by the victim and/or are visually confirmed (by health professionals)		<ul style="list-style-type: none"> <li>• Immediate danger: 999</li> <li>• Concerned: FGM (NSPCC) hotline 24/7: 0800 028 3550</li> </ul>	<a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a>
<b>Child Sexual Exploitation (NSPCC)</b>	You know a child is in immediate danger or are concerned about a child but unsure what to do		<ul style="list-style-type: none"> <li>• <b>Immediate danger:</b> 999</li> <li>• Unsure: NSPCC hotline: 0808 800 5000</li> <li>• LSCB:</li> </ul>	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
<b>Childline NSPCC</b>	You are a pupil in need of help  You are a child who is being bullied  You are a child who has a concern about internet safety		<ul style="list-style-type: none"> <li>• <b>Childline: 0800 1111</b></li> <li>• <b>NSPCC: 0808 800 5000</b></li> </ul>	
<b>Ofsted's whistle-blower Hotline NSPCC</b>	You are concerned about an action within the establishment that is detrimental to pupils or staff and is not being acted upon		0300 123 3155  08000280285	
<b>Independent School Inspectorate</b>	Staff, pupils, parents or indeed anyone with a safeguarding concern about an independent school		02076000100	<a href="mailto:concerns@isi.net">concerns@isi.net</a>

