



Child Protection and Safeguarding School Policy 2021-2022

Version Date	and	Action/Notes
1.0	May 2016	Policy revised and updated by Suzanne Finlay, Headteacher, Dean Trust Ardwick
2.0	Feb 2017	Edits and updates made by Headteacher
3.0	Feb 2018	Edits and updates made by Simon Platt, DSL, Dean Trust Ardwick
4.0	Jan 2019	Edits and updates made by Simon Platt, DSL, Dean Trust Ardwick
5.0	Oct 2019	Edits and updates made by Lisa Hardman, DSL, Dean Trust Ardwick
6.0	Sept 2020	Edits and updates made by Lisa Hardman, DSL, Dean Trust Ardwick
7.0	Sept 2021	Edits and updates made by Lisa Hardman, DSL, Dean Trust Ardwick

Reviewed:	September 2021
Review frequency:	Annually
Next Review:	September 2022
Signature of Headteacher:	Signature of Chair of Local Governing Body:
	

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1. RESPONSIBILITIES

Designated Safeguarding Lead:	Mrs L Hardman Assistant Headteacher
Safeguarding Team:	Mrs V Wilde Deputy DSL
	Mrs R Bright SENDSCO
	Miss H Yuille Assistant SENDSCO
	Mr Kaleem Ahmed Lead PSM
	Mr Sam Mullay PSM
	Mr Waqas Vasi PSM
	Mr Alex Moxam PSM
	Mrs Cheryl Welsh PSM
	Miss Rochelle Abella PSM
	Mrs Michelle Greveson Attendance Officer
	Miss Rachel Moore SEMH co-ordinator
	Mrs C McNair Welfare Officer Lead
Linked Safeguarding and Prevent Governor:	Dr S Jenkins Chair of Governors
Designated Teacher of LAC:	Mrs L Hardman
Designated Senior Leader of Mental Health:	Mrs L Hardman

2. INTRODUCTION

This document should be read in conjunction with the Dean Trust's Child Protection and Safeguarding Policy and is one of a series in the school's integrated safeguarding portfolio which explains how this school, Dean Trust Ardwick (DTA), safeguards and promotes the welfare of children. This policy also includes guidance and procedures.

This document should also be read in conjunction with the following Dean Trust Ardwick policies:

- Attendance policy (which includes procedures for a child missing in education)
- Behaviour policy (which includes reasonable force)
- Child Protection- Statement of Intent
- Relationship Sex and Health Education Policy
- SEND policy
- LAC Policy
- Anti-Bullying Policy
- Dean Trust Ardwick Safeguarding Handbook.

These school arrangements fully support the Trust's policy, including its aims and ethos, which have been written in line with the statutory DfE guidance *'Keeping Children Safe in Education'* (September 2021) and *Working Together to Safeguard Children* (July 2018), the *Governance Handbook* and follow Manchester Safeguarding Partnership (MSP).

3. AIMS OF THE POLICY

To provide all staff and governors with the necessary information to enable them to meet their child protection responsibilities and secure the welfare of pupils.

To ensure consistent good practice in accordance with current legislation.

To use the policy as a working document and source of information when dealing with child protection and or welfare issues, and for promoting the welfare of pupils.

To demonstrate the school's commitment with regard to safeguarding the welfare of pupils and protecting them from harm.

4. WHO THE POLICY APPLIES TO

The policy applies to the whole school community, including the Headteacher, governors, teaching staff, non-teaching staff, volunteers and temporary staff. Pupils and parents are also made aware of the arrangements set out in the policy, which is available on the school's website.

5. PRINCIPLES AND VALUES

We believe that the welfare of all pupils is paramount, and we endeavour to provide a safe and welcoming environment where children are respected and valued, and where their physical and mental health and well-being is secured.

We believe that safeguarding and promoting the welfare of all children is everyone's responsibility.

Wherever possible we seek to identify needs early, and work with parents and carers to prevent escalation of need into crises.

We believe in treating all pupils equally, and that they have the right to protection from abuse without exception, regardless of gender, ethnicity, disability, sexuality or beliefs.

We believe in a child-centred and coordinated approach, working together with other agencies to ensure pupils receive the best level of service to protect their safety and well-being in the best interests of child. We support parents and carers as much as possible without compromising the safety and wellbeing of the child.

We believe in doing our best to provide the right help for pupils and families at an early stage to prevent the risk of harm to pupils in the future.

The voice of the child is vital and must be sought when considering their needs.

We believe in British values and applying those to daily school life.

We are fully committed to safeguarding the welfare of looked after children, previously looked after children and care leavers.

6. LEGISLATION AND STATUTORY GUIDANCE

Section 175 of the Education Act 2002 and 2011 requires Local Authorities and governors of schools to make arrangements to ensure the safeguarding and promotion of the welfare of children. This policy sets out how Dean Trust Ardwick will fulfil this function and has regard to the following safeguarding legislation and statutory guidance:

- The Children Act 1989 and 2004
- The Education Act 2002 and 2011
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015)

- Keeping Children Safe in Education (2021)
- Working Together to Safeguard Children (2018)
- Childcare Act 2006 (2018 regulation updates)
- Equality Act 2010
- Race Relations Act 2000
- The Children and Social Work Act 2017
- The Rehabilitation of Offender Act 1974
- The School Staffing (England) Regulations 2009.

7. CHILD PROTECTION STATEMENT OF INTENT

At Dean Trust Ardwick all staff have a commitment and statutory responsibility to safeguard and promote the welfare of all pupils.

We are alert to the signs of abuse and neglect, and take any concerns and allegations seriously with appropriate response, acting on any suspicion or disclosure that suggests a child is at risk of harm. We follow our procedures to ensure that children receive effective support, protection and justice.

We revise and update our policy annually and adapt it when legislation changes. We ensure that all staff, pupils, parents and governors are informed of the policy and procedures as appropriate, and that staff receive annual training and updates as appropriate, together with appropriate support. We publish the policy on the school's website.

The school contributes to inter-agency working to ensure best provision and communication regarding the safeguarding of children in line with statutory guidance *Working Together to Safeguard Children July 2018*. The school complies with current legislation and Manchester Safeguarding procedures which can be found on: www.manchestersafeguardingpartnership.co.uk.

Our school is committed to working with local agencies to provide the best support for pupils at Dean Trust Ardwick.

8. TERMINOLOGY

Safeguarding is the action that is taken to promote the welfare of **children** and protect them from harm.

Safeguarding means: protecting **children** from abuse and maltreatment; preventing harm to children's mental and physical health or development; ensuring **children** grow up with the provision of safe and effective care.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Pupil or child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, legal guardians and adoptive parents.

9. EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that *all* children have the same protection, regardless of any barriers they may face.

- We give special consideration to children who:
- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Pupils who may have a social worker
- Pupils who may have experienced adversity or trauma
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

10. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

Designated Safeguarding Lead

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection and works with the local authority and other agencies in line with *Working Together to Safeguard Children 2018*. The DSL and deputies receive updated training every two years and attend local authority briefings and conferences whenever possible. The DSL and Deputies receive bulletins from MSP together with regular supervision throughout the year. The role of the DSL and deputies is outlined in Dean Trust Ardwick's Safeguarding Handbook.

During term time the Designated Safeguarding Lead (or a deputy) is always available (during school hours) for staff in the school to discuss any safeguarding concerns. Preferably this is face-face but if there is an occasion where it is not possible to meet with the DSL or deputies then see another member of the named safeguarding team, SLT or phone through to the Contact Centre and make a CPOMS referral. The Manchester City Council Safeguarding Team can be contacted on 0161 234 5001.

The role of the governing body

The governing body should ensure that:

- There is a named DSL for child protection who is a member of the Senior Leadership Team and who has undertaken training in interagency working, in addition to child protection training appropriate for DSLs.
- There is a named governor linked to CP, Safeguarding and Prevent.
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law and hold the headteacher to account for its implementation.
- The DSL has appropriate authority to discharge duties, and is given the time, funding, training and support to provide advice and support to other staff, including time to contribute to strategy discussions, inter-agency meetings and assessments of children.
- Child protection policy and procedures are in place and are consistent with MSP requirements, reviewed annually and made available to parents on request.
- The DSL liaises with the Local Authority and contributes to interagency working in line with statutory guidance *Working Together to Safeguard Children 2018*.
- There are procedures for dealing with allegations of abuse against members of staff including allegations made against the Headteacher, namely the governors, to liaise with LA and /or other agencies.
- Staff always act in the interest of the pupil and that staff do not promise confidentiality.
- Safer recruitment procedures include requirement for appropriate checks and evidence including: DBS checks, barred list checks and prohibition checks together with references and interview information.
- Procedures for handling allegations against staff and volunteers are in place.
- Procedures are in place to handle allegations against other pupils.

- The pupil's wishes are taken in to account when determining what action to take and what services to provide for them, by ensuring that systems are in place for pupils to express their views.
- All staff, including the Headteacher, receive annual child protection training, which is updated regularly in line with advice from MSCB, and that the DSL receives refresher training at two yearly intervals.
- All temporary, supply staff and volunteers are made aware of the school's arrangements for child protection.
- The curriculum provides teaching on safeguarding issues and ensures this is delivered in an effective way.
- There is a designated teacher responsible for children who are looked after (LAC) and previously LAC to ensure that procedures are in place for ensuring those pupils' safety.
- Appropriate responses are provided for children who go missing from education settings, particularly on repeat occasions, to help identify risk of abuse and neglect, including child sexual exploitation and to help prevent risks of their going missing in future.

All governors will read KCSIE in its entirety

The role of the Headteacher

The Headteacher should ensure that:

- The child protection policy and procedures are implemented and followed by all staff.
- Sufficient time and resources are allocated to enable the DSL and Safeguarding Team to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with whistleblowing procedures.
- Ensure that staff (including temporary staff) and volunteers: 1) Are informed of our systems which support safeguarding, including this policy, as part of their induction 2) Understand and follow the procedures included in this policy, particularly those concerning referrals of suspected abuse and neglect.
- Pupils' welfare and safety is addressed through the curriculum.
- This policy is communicated via the school website.
- Ensure that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly.

The role of staff

All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

Staff will be aware of:

- Their responsibilities to ensure the safety of pupils and promote their welfare and provide a safe environment in which pupils can learn.
- Of the role they play in identifying concerns early, sharing information and taking prompt action to avoid escalation of concerns.
- What to do if a child tells them they are being abused or neglected, including on specific issues such as Peer on Peer abuse and FGM
- They support social workers and other agencies following a referral.
- The need to attend regular training and read the policy and other updates, such as e-bulletins when they are issued, making themselves fully familiar of all arrangements and knowledge of safeguarding issues.
- The school's procedures for raising concerns.
- The need to retain an appropriate level of confidentiality with regard to any CP or safeguarding matters, whilst liaising with the safeguarding team and/ or social care.
- The need to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- They never promise a child they will not tell anyone about any concern disclosed to them.
- They conduct themselves in a professional and appropriate way, adhering to the expectations set out in the staff Code of Conduct and within this policy.
- The need to seek out the DSL or Deputy DSL (or a PSM if DSL/DDSL not available) if they have an urgent concern about the potential risk to a child. Staff should not send the child home without raising a concern face to face.

11. STAFF TRAINING

The school provides training for all staff and governors on a regular basis. We ensure that all staff, including those who are new at the start of and throughout the year undertake training as part of their induction. We deliver Child Protection training at regular intervals on a termly basis to accommodate new staff who join us at various times throughout the year.

A register is kept of all those staff that have received training which is added to our Single Central Record. and all staff are in possession of a certificate of attendance at their training session.

All staff, including the Headteacher and governors, will receive training that is updated at least every year and the DSL will receive training every two years at the level for their role and responsibility, currently 'level 3'. All staff have been issued with Part one and Annex of *Keeping Children Safe in Education (2021)* Regular training offered to staff supports them to understand their statutory requirements and have regard to the teachers standards to ensure they can ensure a safe environment as well as understanding pupil's needs. Staff will be regularly updated on any changes, and will receive regular bulletins and useful safeguarding information as appropriate to ensure that safeguarding remains a live issue and a priority for staff. Training will be integrated, aligned and considered as part of the whole school safeguarding approach, wider staff training and curriculum planning.

Supply staff, volunteers and temporary staff will receive training by the DSL or Deputy DSLs and will be given the school's Visiting Staff Leaflet.

12.ACCOUNTABILITY

The DSL provides a termly report to governors to ensure that governors are fully aware of what the school is doing to ensure the safeguarding of all pupils, and that they are aware of any updates to legislation or guidance. Termly meetings are held with the link governor for safeguarding and prevent to support and challenge the DSL regarding the safeguarding policy and practice. Regular reports enable the governors to discharge their responsibilities for safeguarding.

The DSL and DDSL each receive half termly supervision by an experienced and qualified safeguarding consultant. This enables them to reflect on their safeguarding practices, and provides support to manage caseload effectively and cope with the emotional demands of the role. Members of the wider team receive supervision on a needs basis completed by the DSL or Deputy.

There is a half-termly Safeguarding Committee meeting in school led by the Chair of Governors and CP Link. The meeting is used as an accountability measure for the safeguarding team and minutes are recorded and are stored centrally at a Trust level.

13.RECORD KEEPING AND INFORMATION SHARING

The DSL keeps an up to date and accurate record of all concerns raised by staff. Concerns are recorded on CPOMS which is a confidential and secure online reporting and record keeping software.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

Chronologies and all associated documents are maintained on CPOMS and a hard copy is kept on pupils' child protection files which are stored securely at all times and away from the pupils' main files. The child protection files, both hard copies and electronic, are confidential and are not accessible by pupils, parents or staff. The Safeguarding Team and the Headteacher are the only staff who have access to these records. Record will be held in line with our records retention schedule. Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Visitors, volunteers and supply staff use the pink welfare concern form as a means of recording a disclosure or concern.

The General Data Protection Regulation and Data Protection Act 2018. do not prevent, or limit, the sharing of information for the purposes of keeping children safe. At times, DTA shares information with other agencies and this is done, timely, and in line with local safeguarding procedures.

All staff know that they have a duty to share any concerns they have about a child within a safeguarding context, and should report them immediately to the DSL either in person initially or via CPOMs. All staff will receive training on GDPR and will be expected to comply with the new rules and expectations (Information Sharing 2018). See the Dean Trust Ardwick Safeguarding Handbook for further guidance, including '7 golden rules' information.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

14.PREVENTING ABUSE

Preventing abuse is a key element of the child protection and safeguarding work of DTA. Our staff training aims to ensure that all staff are fully alert to any kind of abuse, and know what to look for and listen out for.

The Curriculum

At Dean Trust Ardwick we are committed to ensuring that pupils learn to be prepared for life in modern Britain. We encourage them to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. For example, in lessons, pupils are encouraged to ask and answer questions and not be afraid to touch on controversial issues.

Our PSHCE (Personal, Social, Health and Citizenship Education) and RSHE curriculum ensures that all pupils learn about safeguarding issues, both on and off-line, including what they mean, the harm they can bring, together with the signs and risks involved with each, and how to deal with them. We strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. We teach pupils to calculate risks, build resilience, develop critical thinking skills and promote good emotional wellbeing.

Pupils are regularly taught about how to recognise when they are at risk and how to get help when they need it. Pupils are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

As already outlined, using the curriculum to teach about key safeguarding issues is a critical element of preventing abuse and harm to children. Additional strategies used to support our preventative work are included in the Dean Trust Ardwick Safeguarding Handbook.

15.EARLY HELP

We are committed to identifying needs early, so we can reduce the chance of concerns escalating to a more serious level of need in the future. However, there are times when pupils' needs mean they require an enhanced level of support, either due to their own increasing complexity of need, or the impact of external factors. When early support is needed, the school welfare team work to ensure that the child is supported via the best service either through internal or external means. Please see DTA Safeguarding Handbook for further information.

We are alert to the potential need for early help for a vulnerable pupil who is:

- Disabled and has specific additional needs.
- Has special educational needs.
- A young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation;
- Is at risk of being radicalised or exploited;
- In a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic abuse.
- Is misusing drugs or alcohol themselves;
- Has returned home to their family from care.
- Is a privately fostered child.
- In a secure setting.

16.RECOGNISING ABUSE AND TAKING ACTION

At Dean Trust Ardwick we ensure that staff know the different kinds of abuse they should be alert to, and pupils are aware of the different kinds of abuse they could be subject to. We are aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

We ensure that staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.

Staff have a responsibility to pass on any concerns they may have and if they are not happy with the action taken to raise such a concern with the DSL.

If staff continue to remain dissatisfied, then they should raise the concern with the Headteacher and refer to the Trust's Whistleblowing Policy (see website).

Definition of 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by 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 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 noncontact 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. Sexual abuse also involves sexual violence and sexual harassment between 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse include the following but are not exhaustive:

- Recurrent or multiple injuries or burns at one time
- Delayed presentation of or reporting of an injury
- Admission of excessive punishment from parents / carers
- Inconsistent or absent explanation from parents / carers
- Associated family factors such as substance misuse, mental health problems, and domestic violence and abuse
- Other associated features of concern e.g. signs of neglect such as inadequate supervision, poor clothing, hygiene and / or nutrition
- Significant or sudden behaviour change
- Poor attendance or truancy
- Unable to contact parents
- Is concerned for younger siblings or a parent / carer without explaining why
- Becomes secretive and reluctant to share information
- Talks of running away
- Is reluctant to get changed for sports or wears clothes to cover injuries etc.
- Fear of physical contact or flinching
- Continual self-deprecation or inability to accept praise
- Suicide attempts, self-harming or risk-taking behaviour
- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, sexually transmitted infections or pregnancy
- Eating disorders, depression, anxiety
- Being isolated or withdrawn
- Inability to concentrate and or decline in academic progress.

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong.

If a pupil shows a number of these symptoms, or any of them to a marked degree, you should immediately inform the DSL or DDSL and record your concern using CPOMS.

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and open up.
- Stay calm and do not show that you are shocked or upset
- Do not ask leading questions but reflect back what they have said in their own words for clarity.
- Tell the child they have done the right thing in telling you.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Take the pupil to the DSL / DDSL as soon as possible.

- Write up your conversation on CPOMS as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process (DSL, Children's Services).

Safeguarding Issues

All staff should have an awareness of the following safeguarding issues that can put children at risk of harm.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

County Lines is the police term for urban gangs supplying drugs to suburban areas, market and coastal towns using dedicated mobile phones and 'deal lines'. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Social media is a major form of initial contact with children.

Indicators of CSE

Signs of child sexual exploitation may include the child or young person:

- Going missing for periods of time or regularly returning home late
- Skipping school or being disruptive in class
- Appearing with unexplained gifts or possessions that can't be accounted for
- Experiencing health problems that may indicate a sexually transmitted infection
- Having mood swings and changes in temperament
- Using drugs and alcohol
- Displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone (YPSI or 'sexting' sharing of nudes or semi-nudes).
- Showing signs of unexplained physical harm such as bruising and cigarette marks
- Having older boyfriends or girlfriend.
- Suffering from sexually transmitted infections

- Associating with other young people involved in exploitation.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Signs of a pupil who may be at risk of CCE: from or are involved in serious crime (not exhaustive):

- Persistent absence and parental worry
- Change in friendship or relationships with older individuals or groups
- Unexplained acquisition of money, phones and clothes
- Excessive receipt of texts and calls
- Relationships with controlling individuals/ groups
- Leaving home without explanation
- Carrying weapons
- Gang association or isolation from peers or social network
- Signs of self-harm
- A significant change in well-being.

At DTA we provide prevention and intervention through assemblies, 1-1 mentoring with outside agencies, workshops and liaison with the local police, and information to parents.

If you have a concern about a child in relation to CCE or CSE, report to the Safeguarding team immediately.

Peer on peer abuse

Safeguarding issues may manifest themselves via peer on peer abuse, which means that children may be harmed by other children or young people. This is most likely to include (but not limited to) bullying (including online bullying), physical abuse, gender identity-based violence, sexual assaults/violence and Youth Produced Sexual Imagery (sharing of nudes and semi-nudes) up skirting, and any initiation/hazing type violence and rituals.

There will be occasions where a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

How we act upon a report of peer on peer abuse at DTA

Staff should treat peer on peer abuse, sexual violence and sexual harassment between children as a safeguarding concern and refer to the Safeguarding team. **Staff should never pass off inappropriate comments between peers as 'banter'**. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of peer-on-peer abuse.

However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

If a pupil makes an allegation of abuse against another pupil, we will:

Act according to the nature of the abuse which includes informing parents, and could include the police and/ or a children's services referral. The Safeguarding team will conduct a risk and needs assessment if needed.

We will ensure that:

- Any form of bullying by pupils is dealt with in accordance with our Behaviour and Anti-bullying policies.
- All victims are re-assured that their report will be taken seriously and that they will be supported and kept safe.
- The victim will never be made to feel ashamed for making a report.
- Peer on peer abuse can be a one-off incident such as distributing an image around school. Such incidents will be dealt with seriously and may result in a referral to Children's Social Care or the police, depending on the incident.
- The wishes of the victim on how to proceed are taken into consideration
- Parents of both parties are informed and support for the victim and alleged perpetrator/s put in place immediately, together with restorative justice to ensure reconciliation.
- This could mean that victims and alleged perpetrators will be kept apart in classrooms and other shared spaces, and consideration will be given about travel to and from school. The emphasis is on ensuring that the victim can continue their normal routines.
- We consider the conduct of the alleged perpetrator as part of the school behaviour policy on the 'balance of probabilities' and apply appropriate and proportional consequences.
- Reports of allegations to staff must be passed to the DSL who will decide the next course of action. Staff who receive the report must not investigate it.

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems both online and offline
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
 - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - *Children can show signs or act in ways they hope adults will notice and react to*
 - *A friend may make a report*
 - *A member of staff may overhear a conversation*
 - *A child’s behaviour might indicate that something is wrong*
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns.

Sexual violence and sexual harassment between children (DfE guidance September 2021)

Sexual violence and sexual harassment can occur between two children of any sex or group assaulting a single child or group. It can occur online or offline, both physically and verbally.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children at Dean Trust Ardwick are advised to maintain an attitude of 'it could happen here'. Any reports of sexual violence or sexual harassment will be classed as peer on peer abuse and dealt with as such.

At Dean Trust Ardwick we make clear that:

- Sexual violence and harassment is never tolerated and not an inevitable part of growing up
- We will not accept sexual violence or harassment being 'played down' or dismissed as 'banter', 'having a laugh' or 'boys being boys'.
- We will not tolerate physical sexual gestures such as grabbing bottoms, breasts or genitals, or making sexually provocative comments.

At Dean Trust Ardwick we recognise that SEND pupils and those identified as LGBT are perceived to be the most vulnerable.

Sharing of nudes and semi-nudes (sexting / YPSI)

Staff should be aware that incidents of YPSI being sent or received are becoming increasingly common and that when a pupil sends (distributes) such images they may be breaking the law and leaving themselves vulnerable to exploitation by third parties. In addition, there is increasing evidence that such activity may result in depression, self-harm and, in extreme cases, suicide. We take sexting very seriously and do not underestimate the harmful impact it may have on our pupils. In all such cases, DTA will follow *UKCCIS*, the UK Internet Safety (UKCIS) *Sexting in Schools and Colleges Guidance (2016)* and conduct a risk assessment to inform the appropriate response. In summary:

Staff must not print, forward, distribute or save any images or content believed to be an indecent image unless Police advice has been given.

You should explain that you need to report the incident, and reassure the pupil/pupils that they will receive support and help from the DSL.

Refer to the DSL immediately and complete a CPOMS report.

The device should be confiscated and secure.

The DSL / DDSL might liaise with other members of staff including HOY and PSM to support.

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

Do not share any of the information about the incident with other members of staff, the pupil it involves or their parent/s and or carers.

Further information regarding the school's procedures when dealing with an allegation of Peer on Peer abuse can be found in the Safeguarding Handbook.

Serious Violence

Preventing violence in schools and colleges can require a mix of universal, targeted or specialist interventions. Many pupils at DTA live within a community that is subject serious violence and criminality, including knife crime.

At DTA we consider pupils to be at risk of being involved, whether by association or as victims, whether at the present time or in the future.

There are lots of reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power it can give them.

They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong.

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations.

For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.

What to do if you have a concern

Gang involvement, youth crime and CEE is considered a safeguarding issue, therefore staff must refer concerns to the DSL and record on CPOMS. Referral made to MASH by team if appropriate.

In the case of a pupil carrying weapons or banned items (refer to behaviour policy and safeguarding handbook), also refer to DSL, who will arrange a search, will confiscate the item and inform the police.

In the case of emergency ring 999

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 Female Genital Mutilation (FGM), forced marriage (FM), Child Abduction 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. If in any doubts staff should speak to the DSL. Staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. There are a range of potential indicators that a child may be at risk of HBA.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

It is illegal in the UK and is a form of child abuse. The Serious Crime Act 2015 places a statutory duty on **all** teachers to notify the police if FGM appears to have been carried out on a girl under the age of 18). Failure to report is likely to result in disciplinary sanctions.

Signs that FGM is about to happen or has already taken place

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

A girl at immediate risk of FGM may not know what is going to happen, but she might talk about or you may become aware of:

- A long holiday abroad or going 'home' to visit family.
- Female relative or cutter visiting from abroad.
- A special occasion or ceremony to 'become a woman' or get ready for marriage.
- A female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

A girl or woman who has had female genital mutilation (FGM) may:

- Have difficulty walking, standing or sitting.
- Spend longer in the bathroom or toilet.
- Appear withdrawn, anxious or depressed.
- Have unusual behaviour after an absence from school or college.
- Be particularly reluctant to undergo normal medical examinations.
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

What to do if you have concern (if you are a teacher)

Tell the DSL immediately together with CPOMS referral. If you believe a girl is at immediate risk or is likely to have undergone FGM you must personally report this to the Police via 101. The DSL will support you to do this and will obtain a crime reference number, and notify the Contact Centre in line with MSP procedures. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Further guidance can be found in DfE, Multi- agency statutory guidance on FGM (April 2016) and MSP, multi-agency guidance (April 2016).

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

Forced marriage

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it.

Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Indicators of forced marriage

Signs that a child or young person may be forced into marriage include:

- Absence and persistent absence. (see also Attendance Policy/Child Missing in Education (CME))
- Request for extended leave of absence and failure to return from visits to country of origin. (see also Attendance Policy/ CME)
- Fear about forthcoming school holidays.
- Surveillance by siblings or cousins at school.
- Decline in behaviour, engagement, performance or punctuality.
- Being withdrawn from school by those with parental responsibility.
- Not allowed to attend extra-curricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to further/higher education.
- Anxious, depressed and emotionally withdrawn with low self-esteem.
- Girls presenting with cut/shaved hair for punishment or for 'dishonouring' the family.
- A report that a girl has been taken to a private practice to examine if she is a virgin.

What to do if you have a concern

In such cases, staff must inform the DSL immediately and ensure that any family or community member is not alerted to the concern. In addition to following the child protection procedures, the DSL will seek urgent advice from the following agencies: The local police domestic abuse unit: Single Point of Contact (SPOC) – Public Protection Division, Safeguarding Vulnerable Persons Unit, Tel: 0161 856 1709, Mobile 07760 374269. Manchester Contact Centre, Tel 0161 234 5001 / 255 8250 (Fax 0161 255 8266) Email socialcare@gcsx.manchester.gov.uk.

Contact the *Forced Marriage Unit*. (0207 0080151 / fco.gov.uk (public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases.) Further guidance can be found in *DfE Guidance June 2014: Multi-agency practice guidelines: Handling cases of Forced Marriage*.

There may be occasions when a pupil does not return to education after a holiday or they may stop attending school during term time. In these situations, staff may have a suspicion that forced marriage is an issue. If a member of staff suspects that a pupil has been removed from, or prevented from, attending education as a result of forced marriage, the DSL will refer to the Contact Centre and the police, together with a referral to the LA informing them that the pupil is missing from school.

Mental Health

Mental health is about our own feelings, thoughts and emotions. Each and every one of us has mental health and It is just as important to look after it as it is our physical health. At times we might need to talk to someone about what we are thinking and feeling so that our emotions don't become overwhelming. In some cases, poor mental health can be an indicator that a child is or at risk of suffering from abuse, neglect or exploitation. Staff at DTA are not mental health trained professionals but we are well placed to monitor day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Indicators of poor mental health include the following but are not exhaustive:

- Irritable
- Anxious
- Upset
- Low mood
- Angry
- Listless
- Directionless
- Self-harming which might include: cutting, scratching, marking, biting, punching
- Extreme highs followed by very low periods
- Obsessive behaviours
- Addiction
- School refusal
- Poor sleep habits
- Eating and diet concerns.

What to do if you have a concern

Report any concerns about a pupil through CPOMS to the welfare team. Further support including a possible referral to CAMHS will be offered to the pupil. In the case of self-harm, if a pupil has self-harmed in school, First-Aid must be sourced immediately followed by a referral to the welfare team. If the wounds are from historic harming (not fresh cuts), you must refer the information through CPOMS.

Domestic abuse

Domestic violence and abuse rarely exist in isolation. The impact of living with adult violence has detrimental emotional and psychological effects on children and it is also a potential indicator for other forms of harm. It is closely associated with substance misuse, homelessness, and mental health. The Home Office defines Domestic Violence and Abuse as: Any incident or pattern of incidents of controlling, coercive or 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
- Emotional.

Indicators of domestic abuse

The following may be indicators that a child is living in an abusive environment:

- Taking part in dangerous or harmful behaviours
- Getting into trouble
- Are unhappy or worried
- Are angry and have violent outbursts
- Find it difficult to control emotions
- Have sleep difficulties
- Are afraid of getting hurt or are afraid of someone else getting hurt.

In most circumstances' children exposed to domestic abuse can be defined as Children in Need. Staff should refer to the DSL and record on CPOMS. The DSL will then make a referral to the Contact Centre for signposting to other services, or for Child in Need assistance. It may be sufficient to complete an Early Help Assessment to secure assistance from other agencies. A referral to MARAC may take place, which is a Multi- Agency Risk Assessment Conference where agencies share information on high risk cases of domestic violence and abuse and put in place a risk management plan.

Children Missing Education

At DTA we are aware of the potential safeguarding concerns for pupils who go missing, such as child sexual exploitation, travelling to conflict zones, FGM and forced marriage. As such, attendance is recognised as an early indicator of potential safeguarding or child protection concerns. The DTA Attendance and Admissions policies, in line with Manchester City Council procedures, Children Missing Education (CME) DfE statutory guidance 2016, and Education Regulations 2016 will be referred to and followed when a child is absent from school or is missing from education.

When a Child Misses' Education at Dean Trust Ardwick we

- Follow the LA procedures for unauthorised absence and CME.
- Treat it as a safeguarding concern and inform the LA of the details of pupils who fail to attend regularly, or on 11th consecutive day of absence have not returned to school after an agreed authorised or unauthorised absence. This is in order to prevent the child going missing from education.
- Make every attempt through reasonable enquiries to locate the pupil.

- Remove the pupil from the admission register and notify the LA when, after failure to make reasonable enquiries, a pupil has not returned to school for twenty days after an authorised absence. Or is absent from school without authorisation for twenty consecutive school days and their destination is unknown, except if absence is due to illness, or unavoidable causes, or if the child has moved to another country or moved out of the area (reasonable distance).
- Arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion.
- Have a commitment to seek at least two emergency contacts for each family.
- Please refer to the school's Attendance Policy.

Private fostering

Private Fostering is when a parent makes an arrangement for their child under 16 years old (or under 18 if disabled) to live with someone for 28 days or more by private arrangement (without the involvement of a local authority) with someone who is not a parent or a close relative. A close relative can be defined as a brother, sister, aunt, uncle, grandparent or step parent, guardian or a person with parental responsibility). Private foster carers might be friends of the child's family; someone willing to care for the child of a family they don't know; or relatives not mentioned in the list above, for example a cousin or great aunt.

At Dean Trust Ardwick we recognise that privately fostered children and young people in Manchester are a diverse group and come from a variety of backgrounds and circumstances. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

What to do if a pupil is privately fostered

We have a mandatory duty to inform the Local Authority through Children's Services if we become aware or suspect that a pupil is subject to a private fostering arrangement. Staff should notify the DSL and record on CPOMS. The DSL will inform Children's Services who is looking after the pupil and where they live. It is an offence for the carer and parent not to notify the Local Authority; a private foster carer could be putting themselves and their family at risk and miss out on help and support. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Preventing Radicalisation and Extremism.

The Counter-Terrorism and Security Act 2015, places a duty on all schools, in the exercise of their functions, to have '**due regard to the need to prevent people from being drawn into terrorism**'. This duty is known as the Prevent duty, to ensure DTA fully meets this duty, we will have full regard to DfE, Prevent duty guidance (updated March 2016).

Safeguarding children from all risks of harm is an important part of our school's work and protecting them from extremism is one aspect of that.

Manchester is a Prevent priority area, to ensure that DTA fulfils the Prevent duty, we will:

- assess the risk at a local level and we will use our existing safeguarding mechanisms to identify and support those children who are vulnerable to radicalisation and extremism. We have a 'lockdown' procedure in place for any incident that could immediately threaten the safety of pupils and staff in school. We will check literature pupils are reading in school. We will ensure a robust recruitment process of staff and procedures for visitors. We will also review our Prevent Risk Assessment regularly.
- work in partnership with our whole school community and external partners: MSP Prevent Team, Children's Services and the police to gain updated information and to help us ensure that children are safeguarded from radicalisation and extremism.
- provide support for parents through Internet Safety training.
- seek to understand our pupils and families in our area and use GMP Counter Terrorism Unit to gain contextualized information.
- Train staff to identify signs of radicalisation and know what to do if they are concerned.

The Safeguarding Team attends training sessions provided by MSP Prevent Team. We will include updates of training and strategies in governors' reports.

IT Policies

We have secure online safety systems in place through the Trust's AUP (Acceptable Use Policy), which staff and parents/ carers sign, such as:

- Monitoring volume of internet, website and email traffic, domain name, IP addresses and internet sites visited and email received.
- Content of transactions monitored if there is suspicion of improper use.
- Monitoring of data storage.
- Ensuring suitable filtering and monitoring is in place.
- Teaching e-safety through the curriculum.

Building children's resilience to radicalisation

We build pupils' resilience to radicalisation by promoting our school and British values and enable them to develop critical thinking skills and challenge extremist views within a safe environment. We provide a safe place for pupils to understand the risks associated with terrorism and develop the skills to challenge it, through inclusion in PSHE and Citizenship lessons and external drama providers. We ensure pupils know their **Single Point of Contact** is the DSL.

We also recognise how the *2012 Teachers' Standards* are relevant to combating extremism. For example, the standards say that teachers must:

- show tolerance of and respect for the rights of others.
- not undermine fundamental British values.

- ensure that personal beliefs are not expressed in ways that exploit.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes.
- Glorifying violence, especially to other faiths or cultures.
- Making remarks or comments about being at extremist events or rallies outside school.
- Evidence of possessing illegal or extremist literature.
- Advocating messages similar to illegal organisations or other extremist groups.
- Out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
- Secretive behaviour.
- Online searches or sharing extremist messages or social profiles.

Definitions

Extremism is defined in the updated 2015 Prevent strategy as *‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.* We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. At Dean Trust Ardwick we ensure that through our school vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. Our own Dean Trust Ardwick school values fully reflect British Values.

Dean Trust Ardwick promotes fundamental British values by:

- Creating the school’s own values statements in line with British Values.
- Displaying the Dean Trust values in classrooms and in planners.
- Exploring the values in assemblies regularly throughout the year.
- Ensuring the school council enables pupils to actively participate in the democratic process.
- Clearly and consistently communicating the behaviour policy.
 - Intolerance of difference, including faith, culture, gender, race or sexuality.
 - Graffiti, art work or writing that displays extremist themes.
 - Attempts to impose extremist views or practices on others.
 - Verbalising anti-Western or anti-British views.
 - Advocating violence towards others.

If there is a concern a child may be at risk

In Manchester we use the mainstream safeguarding route to refer any concerns that a pupil is at risk. i.e. DSL contacts Manchester City Council Contact Centre. Referrals may lead to contact with Channel for further support.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related.

Key contacts for Dean Trust Ardwick

First Response 0161 234 5001

Jenny Patterson: MSP Prevent Leads 0161 245 7171

Channel Team (multi-agency approach to identify support individuals at risk of being drawn into terrorism): 0161 856 0936 HQ (or 101 quoting Channel).

The Anti-Terrorism Hotline 0800 789321.

Vulnerable pupils

At Dean Trust Ardwick we fully take into consideration and support **all** pupils, including the most vulnerable and those with SEND, so they can fully access the support, information available and opportunities at school to develop into self-aware, confident young people who know what the safeguarding risks, how to prevent placing themselves in potentially harmful situations, and what to do if they are worried they may be being abused, have been abused, or are likely to be.

To ensure that all of our pupils receive equal protection, we will give special consideration to pupils who are:

- Disabled or who have special educational needs.
- Living in a domestic abuse situation.
- Affected by parental substance misuse.
- Vulnerable to being bullied, or bullying.
- Living away from home.
- Living in temporary accommodation.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination on the grounds of race, ethnicity, religion or sexuality.
- Involved directly or indirectly in prostitution or child trafficking.
- Asylum seekers.

- Do not have English as a first language.
- Previously looked after children and care leavers.

Pupils with SEND are particularly vulnerable to risk of harm due to a number of reasons, such as learning needs, social and emotional health or disability. Such pupils may become targets of bullying, including online bullying, and may not have the skills, confidence or ability to share their concerns, or find out information easily to help them recognize when they are at risk and signpost how to get help when they need it.

17. CHILD PROTECTION PROCEDURES

What staff should look out for:

All Dean Trust staff should be aware of **signs of abuse and neglect** and be able to identify cases of pupils who may be in need of help or protection.

There will be occasions when staff suspect a pupil may be at risk, but there is no real evidence to hand.

The pupil's behaviour may have changed, the artwork may be bizarre, increased lateness or absence, they may write stories or poetry that reveal confusion or distress, or staff may have noticed physical but inconclusive signs. In these circumstances staff should try and give the opportunity for the pupil to talk.

The signs may have been due to a variety of factors e.g. pet died, moving house, and grandparent ill. It is fine to ask if the pupil is all right and ask if you can help in any way.

What staff should do if they have concerns about a pupil

The process for dealing with Child Protection concerns are:

- Recognise
- Respond
- Record and refer
- Support.

Staff should always act in the interests of the pupil when concerned about his/ her welfare and raise any concerns with a member of the Safeguarding Team without delay. This should be done by verbal communication (if the child is at immediate risk) followed by CPOMs completion. Visitors, volunteers or supply staff should visit reception to say they need to speak with the DSL. If staff are unsure about what to do or the level of concern, they should speak with the DSL, (if unavailable speak with a member of the Safeguarding Team or SLT). In the exceptional case where no member of the Safeguarding Team or SLT is available, or the referring staff disagrees with the DSL's decision not to refer, or action is not taken swiftly enough by the DSL, then the staff member can refer their concern directly to:

- The Contact Centre - Children's Social Care: 0161 234 5001
- Or NSPCC Child Protection Helpline 080011111.

If a child is believed to be at immediate risk of harm: Police 999

If staff hear of, or know of, a pupil who has gone missing, they should report it **immediately** to the DSL.

What staff should do if a pupil discloses to them

If a pupil tells about any risk to their safety or wellbeing the staff member must let them know that the information must be passed on. Secrets must not be made. The point at which this is said is a matter of professional judgement.

During the conversation with the pupil:

DO:

- allow the pupil to speak freely and take them seriously.
- remain calm and do not over react (the pupils may stop talking if they feel they are upsetting you).
- give reassurance that what has happened is not their fault. Give reassuring nods or words of comfort e.g. 'You are doing the right thing talking to me', I'm so sorry this has happened'.
- tell the pupil what will happen next. Be honest about your position, who you will have to tell and why. The pupil may agree to go with you to the DSL. Otherwise let them know that someone will see them as soon as possible.
- write up your conversation as soon as possible on CPOMS **on the same day if possible. Record questions you have asked.**
- keep the pupil fully informed about what you are doing and why. Give them information about confidential sources of help e.g. ChildLine, NSPCC, Kooth.

DO NOT:

- Ask investigative questions or interrogate e.g.; how many times has it happened?' 'Does this happen to your brother / sister too?' 'What does your mother think about all this?'
- Cast doubt on what the pupil is saying.
- Agree to secrets or confidentiality.
- Automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Admonish the pupil for not disclosing earlier. Saying 'I wish you'd have told me earlier' or 'I don't believe what I am hearing' may be your way of supporting, but the child may interpret it that they have done something wrong.
- Push them to tell you more than they wish.
- Make notes in front of the pupil.
- Require the pupil to write down their account.

- Delay in informing the DSL or Safeguarding Team of your concern.
- Allow the pupil to leave school if they disclose there is a risk to their safety at home.

Referral to Social Care

Refer to appendix 1 (KCSIE 2021 flowchart showing actions).

If the DSL suspects the pupil to be at risk of, or is suffering from significant harm, then a referral to social care will be made and a s47 Enquiry (Child Protection Enquiry - see Children Act 1989) may commence.

Notifying parents or carers: We will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will contact the parent unless the school believes that doing so could increase risk to the pupil or exacerbate the problem. In such cases the school will require Social Care to contact parents.

Parents will not be informed of a referral if it is thought that a parent is the abuser, it is unclear who the abuser is or if it could jeopardise a police investigation.

If no assessment is recommended, then an Early Help assessment may be. The DSL should ensure Social Care provide feedback about their decision.

18. SAFER WORKING PRACTICES FOR STAFF

Expected standards for all staff are set out in DTA Staff Code of Conduct. Alongside this, all teachers are expected to adhere to the *Teacher Standards 2012* and all staff should adhere to the *Safer Recruitment Consortium, 'Guidance for Safer Working Practice for Adults Who Work with Children' (2015)*. 'All staff' includes anyone working in the school.

In accordance with the Teacher Standards 2012, all staff at Dean Trust Ardwick (including support staff and the Headteacher), have a duty to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff at Dean Trust Ardwick are expected to identify pupils who may require extra help, or who are suffering, or are likely to suffer, significant harm. All staff have a duty to take appropriate action in accordance with this policy.

All staff are expected to follow the staff Code of Conduct and conduct themselves professionally and appropriately at all times, always maintaining professional boundaries.

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be professional at all times and beyond reproach, maintaining professional boundaries.

All Staff have a responsibility to ensure that the unequal balance of power between staff member and pupil is not used for their personal advantage or gratification.

In addition, staff should understand that, under the Sexual Offence Act 2003, it is an offence for a person over the age of 18 to have a sexual relation with a person under the age of 18, where that person is in a position of trust, even if that relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Poor practice amongst staff

The school takes seriously any complaint or concern raised by parents, pupils or other staff regarding poor practice towards pupils, which does not initially reach the threshold for child protection action.

Upon investigation of the complaint or concern, it is likely that the school's disciplinary procedures will be followed if the complaint or concern is substantiated. Our complaints and disciplinary procedure will be followed where a pupil or parent raises concern about poor practice towards a pupil. (*see website for complaints procedure*).

Examples of poor practice includes:

- Singling out a pupil.
- Using sarcasm or humiliation as a form of control.
- Bullying or belittling a pupil or discriminating against them in some way.

These practices are not exhaustive.

The Headteacher, senior staff and governors manage complaints. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Communication with pupils using Information Technology

Communication between staff and pupils should take place within clear and explicit professional boundaries. This includes use of mobile phone text messaging, emails, social media websites, digital cameras, blogs, videos, webcams and websites.

Staff should not give pupils their personal contact details e.g. mobile phone number, or details of any blogs or personal websites e.g. Facebook and not to any past pupil who is under 25 years old. This also applies when staff are on a school trip.

Staff should only make contact with pupils for professional reasons and only in accordance with the school's policy. They should not request or respond to any personal information from the pupil other than that which is appropriate to their professional role. **All communications should be open and transparent.** Any concern or doubt about levels of communication with or from another pupil should be discussed with DSL, Safeguarding Team, or if unavailable, a member of SLT.

Staff should understand that texting a pupil is rarely an appropriate form of response when in a crisis situation or at risk of harm.

Texting should only be used when all other strategies have been exhausted and this has been agreed with the Headteacher or DSL.

When staff are out with pupils on a school trip, staff should use the school mobiles to communicate with pupils, not their personal mobile phones.

They should not give pupils their mobile number, unless in the exceptional circumstance of the school mobiles being lost, stolen or broken and this has been agreed with the Headteacher or DSL. Staff should ensure the school phones are fully charged.

Those staff who are in possession of a work mobile phone (key pastoral staff) must only use their work phone outlined in the Staff Mobile Phone Protocols document. These have been used when providing support due to Covid school closures and to allow access to CPOMS via the web based app to allow a 'key' for access.

Staff should not use the internet or web-based communication channels to send personal messages to pupils.

Staff should ensure that if a social networking site is used, details are not shared with pupils and privacy settings are set to maximum. It is also advised that staff should avoid using an identifiable profile picture or their full name as known in school.

19. ONLINE SAFETY (refer to Trust's Acceptable Use (Secondary) and Cyber Bullying policies)

Most of our pupils will use digital devices in and outside school. However, we know that some men, women and young people will use these technologies at some time to harm children. The harm might range from sending hurtful or abusive texts and emails to enticing children to engage in extremist behaviour, sexually harmful conversations and webcam or face- to-face meetings.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

The Trust's policies explain how we try to keep pupils safe in school. Cyber-bullying by pupils, via texts and emails, will be treated seriously, just as any other type of bullying and will be managed through our anti-bullying procedures, and also may be considered as a child protection issue depending on the nature of the incident.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.

Pupils are not allowed to use their own devices whilst in school. Mobile phones must be in a bag and must not be seen or heard during the school day. This management strategy is intended to prevent any potential safeguarding concerns as a result of personal device use.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

Filters and monitoring systems

The school has in place monitoring systems which monitor:

- The internet, network and email traffic of the school.
- The domain names and/ or IP addresses of internet sites visited and domain, and IP addresses of email received.
- Data storage by individuals.

The school has filters in place which can identify improper use. The safeguarding team and other key staff, are trained to use the monitoring and filtering system to identify activity which raises concern. At that point, those concerns will be dealt with in accordance with the Child Protection process, and if concerns are raised regarding a staff member, the Headteacher will be notified immediately.

20. PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children, do so for entirely innocent, understandable and acceptable reasons. However, some people may abuse children through taking or viewing images. There may also be children in DTA who may be placed at risk by photographs being taken and shared, for example, children who are looked after or adopted or have been subject to previous abusive situations, so we must ensure that we have some safeguards in place.

To protect pupils at Dean Trust Ardwick we:

- Seek their consent by parents for photographs to be taken or published
- e.g. on our website or in newspapers or publications.
- Seek parental consent on an annual basis.
- Use only the pupil's first names with an image.
- Ensure pupils are appropriately dressed.
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.
- Ensure that photographs will only be taken on a school device.
- Ensure that photographs are only taken for reasons defined e.g. educational activity, evidence progress, promotional and celebratory.

- Ask that parents do not share any images of other children that may feature in the background of photographs that they have taken of their child Data protection does not prevent parents from taking photographs of their children at school events.
- Take seriously as a safeguarding concern any incident where a pupil has taken a photograph or video of another pupil, distributed it and /or uploaded it onto the internet. *(refer above to YPSI section above).*

Images for school publications

- The school will only take and use images that are appropriate and are considered to not be open to misuse.
- If an image of a pupil is used, the pupil's full name **will not** be published. If a name is published, **no image will be used** without specific consent.
- Pupils will be made aware of why their picture is being taken and how it will be used.
- Pupils will be given the option to not have their image used if they are the sole focus of the picture.
- Pupils and parents should be encouraged to recognise the value of group photographs or recordings of school events.
- Images will be kept securely and held by the school for the duration of the pupil's time there, after which they will be destroyed. Images of pupils from the school will not be used to illustrate controversial subjects.

Images for the school website

School websites are part of the internet and are more easily accessible than paper-based school publications. The school will make sure that only appropriate images are used. Image filenames will avoid using children's names.

Images taken by parents, carers or family members

- Parents, carers or family members and friends can take images of their child and friends participating in school activities for family and personal use.
- Parents should ask for their permission before photography is allowed.
- Before they are allowed to take images during school activities, parents or carers should have signed an agreement that any images they take will not be used inappropriately.
- Parents or family members wishing to take images during an activity will be asked to sign a dated register agreeing not to share any images of other children that may feature in the background of photographs that they have taken of their child.
- Photography and video filming will be limited to designated areas.

21. SAFER RECRUITMENT

At DTA we work very closely with the Trust's HR team to ensure that our recruitment selection and pre-employment vetting is secure and follows procedures as required in Part 3 of KCSIE 2021:

- SLT and appointments panel on our Local Governing Body have undertaken Safer Recruitment Training.
- We seek references for all shortlisted candidates including internal ones before interview in order to explore any issues of concern with the referee and take up with candidate at interview (s108 KCSIE 2021).
- All our interviews include at least one safeguarding question which helps us to make judgements about the candidates' suitability for employment.
- Our Single Central Record follow the requirements as specified in KCSIE 2021 s143-s149.
- DBS criminal record checks, including barred list checks and prohibition checks for teachers and managers are undertaken by the HR team in accordance with requirements prior to taking up post.
- All other vetting and background checks on anyone working in any capacity are made in accordance with the requirements set out in Part 3 of KCSIE 2021.

For visitors who will be working directly with pupils, such as those who are delivering an assembly, or talk to a class, we ensure that a meeting is held with a member of SLT prior to the visit to discuss the format and content of their delivery; we also ensure that a member of staff is present who can intervene where necessary.

Induction of staff

At DTA new staff, including temporary staff and volunteers receive induction which includes safeguarding training.

For those staff joining throughout the year, they receive information about our school procedures for raising concerns about a child, and they are also required to undertake online basic awareness safeguarding training as soon as they start, or prior to taking up post if possible.

They are also provided with the following policies for which they must sign:

- A copy of the school's employee handbook. *
- A copy of the school's Child Protection and Safeguarding policy. *
- The Staff Code of Conduct. *
- A copy of the School's Acceptable Use policy (AUP).
- The identity of the DSLs and information about their role
- A copy of Part 1 Keeping Children Safe in Education (2021) including a requirement to read the Annex and The Trust's Whistleblowing Policy. *

This information may be provided electronically but should be explained at induction*

22. ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF (Including supply staff and volunteers)

Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

It is important that all professionals have the confidence to come forward to speak or act if they are unhappy with anything and that they will be supported by the school to do this. Whistleblowing occurs when a person raises a concern about dangerous, illegal activity or any wrong doing within the school e.g:

- Potentially vital information about health and safety risks
- Possible fraud.
- Harm of children or vulnerable adults
- Concerned or worried about someone's behaviour.

It is essential these issues are addressed immediately, so, 'blowing the whistle' as early as possible is important in order to prevent further harm being done.

If you have concerns about a colleague

Concerns relate to allegations that a member of staff has:

- Behaved in a way that has harmed a pupil, or may have harmed a pupil.
- Possibly committed a criminal offence against or related to a pupil.
- Behaved towards a pupil in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school.

It is a concern which should be raised if a member of staff has not adhered to safer working practice guidelines which are included in the Staff Code of Conduct (*see Safer Recruitment Consortium, Guidance to Safer Working Practices 2015*).

All concerns of poor practice or possible child abuse by colleagues must be reported immediately to the Headteacher. If the Headteacher is absent, then the concern must be raised with the DSL. In the absence of the DSL, raise a concern with the DDSL. The concern must not be discussed with other colleagues. Complaints about the Headteacher should be reported to the Chair of Governors.

If you have concerns about safeguarding practices within the school

All staff should feel they are able to raise concerns about poor or unsafe practice and potential failure in the safeguarding regime with the SLT, knowing they will be taken seriously. However, if a staff member feels unable to do this or that their genuine concerns are not being addressed, they can contact:

The NSPCC whistleblowing helpline (0800 280285) / email help@nspcc.org.uk

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretation of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

The Headteacher should ensure that the individual staff member is supported and should aim to minimise the stress, which is natural when such allegations arise. The concerned staff member should be informed as soon as possible about the concern or allegation and given an explanation of the likely course of action.

The Headteacher should ensure they provide effective support for anyone facing an allegation and provide the colleague with a named representative if they are suspended who will keep them updated of progress of the case.

Suspension is a neutral act; it is not mandatory, nor is it automatic, and should only be used if there is no alternative, or if by keeping the staff member in school could pose further risk of harm to a child.

It is essential that any allegation of abuse made against a member of staff is dealt with swiftly, fairly and consistently in way that provides effective protection for the pupils and also supports the person against whom the allegation has been made. It is important that the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The involvement of LADO

Any safeguarding concern reported to the Headteacher about a colleague's behaviour should be discussed with the LADO by the Headteacher (or delegated to the DSL) prior to informing the member of staff about the allegation.

The Local Authority Designated Officer (LADO) for Dean Trust Ardwick is contacted by:
Telephoning 0161 234 1214, OR

Emailing quality.assurance@manchester.gcsx.gov.uk

The LADO should be informed of all allegations that come to the school's attention which appear to meet the criteria, (i.e. where a staff member or anyone in the school working with pupils may have acted inappropriately thereby placing a pupil at risk of harm, or who has actually harmed a pupil, and where safer working practices have been ignored as specified in the Staff Code of Conduct and Safer Working Practices Guidance 2015).

An initial discussion with LADO is necessary in order to consider the nature, content and context of the allegation and agree next steps such as police involvement (see *MSP procedures for further details*).

Should a decision with LADO lead to no further action being taken, the decision and justification should be recorded by both school and LADO and agreement upon how the matter should be dealt with by the school.

The Headteacher (or DSL if delegated this role) should inform the accused staff member as soon as possible after consulting LADO, unless a strategy discussion with other agencies is needed, in which case it will have to be agreed first what information can be disclosed to the accused staff member. (see *Working Together to Safeguard Children 2018*).

The outcomes of investigations should fall under the following outcomes:

- Substantiated
- Malicious
- False
- Unsubstantiated
- Unfounded.

Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in the section above. Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns with the DSL or Headteacher
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system.

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described earlier in this section, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

The full procedures for dealing with allegations against staff can be found in:

Part 4: Keeping Children Safe in Education (2021).

23. AFTER SCHOOL AND OFF-SITE ARRANGEMENTS

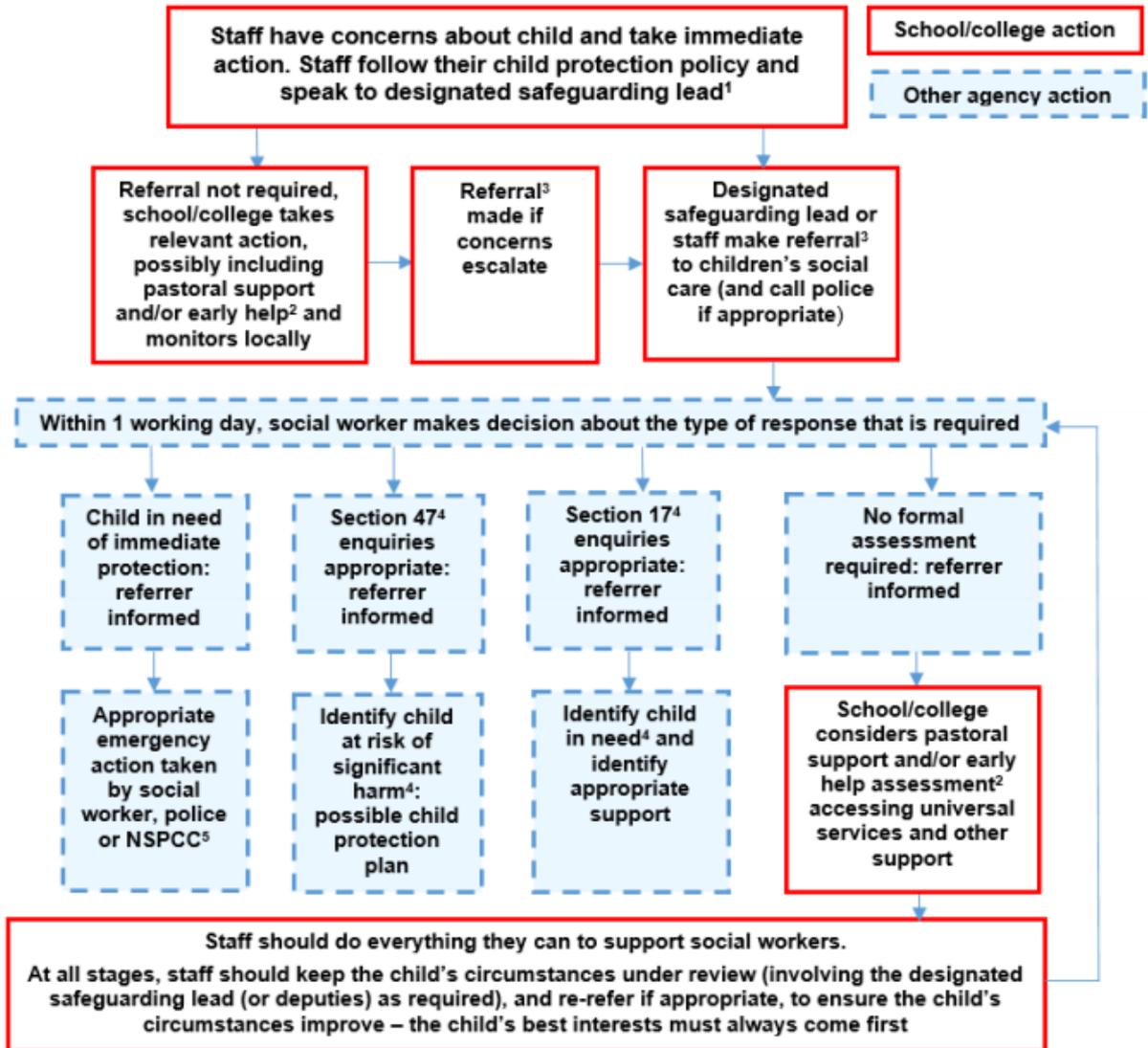
Where after school activities are provided and managed by the school, our own Child Protection policy and procedures apply.

If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our pupils attend off-site activities, we check that effective child protection arrangements are in place through completion of risk assessments as per the trips and visits procedures.

APPENDICES

Appendix 1: KCSIE 2021 Actions Flowchart

Actions where there are concerns about a child



Appendix 2: DBS Flowchart

