

St. John's C.E. Primary School

Poplar Street

Heaton Mersey

Stockport SK4 3DG

www.st-johns.stockport.sch.uk

Policy for: Safeguarding

Author	School's Safeguarding Team
Approved By	Full Governing Board
Date Ratified by FGB	Autumn Term 2023
Where published / Displayed	School Website / Staff Shared Area
Review Date	Autumn Term 2024
Target Audience	Staff, Governors & Parents
Is this a Statutory Document?	Yes

Table of Contents

Foreword by Mrs Adele Burns, Chair of Governing Board	Error! Bookmark not defined.
Purpose and principles	Error! Bookmark not defined.
OUTLINE	7
SAFEGUARDING DEFINITION:	8
CHILD PROTECTION DEFINITION:	8
RATIONALE:	8
Safeguarding- our approach.....	9
Introduction	9
Information sharing and confidentiality	10
PURPOSE:	11
LANGUAGE:	11
CONTENTS.....	12
PREVENTION	12
DEFINITIONS.....	14
Abuse.....	14
Physical abuse.....	14
Emotional abuse	14
Sexual abuse	14
Neglect	14
Complex Safeguarding.....	15
Child Sexual Exploitation (CSE):	15
Children and young people who harm others (also referred to as Child-on child abuse)	15
Sexual Violence and Sexual Harassment	16
Contextual Safeguarding	17
Early Help	17
Roles & Responsibilities	18
Governance and leadership.....	18
Designated Safeguarding Lead (DSL)	19
Members of staff.....	20
The use of 'reasonable force'	21
Pupils who harm others (child-on-child abuse)	22
SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)	24
Use of mobile phones.....	24
Work mobile phones	25
Personal mobile phones	25
Cameras: Photography and Images	25
The sharing of nude or semi-nude pictures (SOMETIMES KNOWN AS SEXTING).....	26
September 2023	

What to do if an incident comes to your attention.....	27
Online Harms.....	27
Cybercrime	27
CYBER-BULLYING.....	28
ONLINE & GAMING SAFETY	28
Mental health and wellbeing	29
PROCEDURES AND RECORD-KEEPING	29
Sharing concerns	29
How to raise concerns - students	29
How to raise concerns about a child-staff, visitors, and others.....	29
How to raise concerns about an adult, contractor or volunteer who works in the school	30
How to raise concerns- information for parents and visitors.....	Error! Bookmark not defined.
Responding to child-on-child abuse and harm.....	Error! Bookmark not defined.
Dealing with disclosures.....	32
Supervision and support.....	33
Whistleblowing/Confidential Reporting	34
Recording concerns.....	34
Children Missing Education.....	36
Elective Home Education (EHE) Amend as appropriate to setting type.	36
Searching and Screening.....	36
SUPPORTING VULNERABLE PUPILS	37
Children with special needs and disabilities.....	37
EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS	38
EXTREMISM AND RADICALISATION.....	39
OTHER SPECIFIC SAFEGUARDING ISSUES	40
Domestic abuse/violence	40
So Called Honour Based Violence (HBV) including Forced Marriage (FM):.....	40
Female Genital Mutilation (FGM):	40
Breast Ironing:	40
The criminal exploitation of children	40
Serious Youth Violence	41
Exceptional Circumstances	41
Site safety & security	42
SAFER RECRUITMENT AND SAFER WORKING PRACTICE.....	42
Concerns that do not meet the 'harm threshold' (low level concerns)	44
Staff learning and development.....	45
PERSONALISE FOR YOUR SETTING	Error! Bookmark not defined.
Working in our school/college- practice & expectations	46

Staff awareness, induction, and training	46	
The DSL and headteacher/principal will provide an annual report to the governing body/proprietor detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained		47
OTHER RELATED POLICIES	47	
Additional information & Support	48	
Appendices	48	
POSTER	Error! Bookmark not defined.	
USEFUL LINKS, FURTHER ADVICE AND GUIDANCE	50	
Local Guidance	Error! Bookmark not defined.	
Useful Links	Error! Bookmark not defined.	
Support for Staff	50	
Support for pupils/students	50	
Support for Adults	51	
Support for Learning Disabilities	51	
Contextual Safeguarding Network	51	
Substance Misuse	51	
Domestic Abuse	51	
Criminal and Sexual Exploitation	51	
Honour Based Abuse	51	
Online Safety	52	
What to do if you are concerned that a child/young person is being abused (flowchart for Education) ...		54
INFORMATION YOU MAY BE ASKED TO PROVIDE	54	
INFORMATION & TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL	54	
Children's Services- child protection referral	54	
Advice is available from:	54	
Possible indicators of abuse	57	
The Designated Officer (DO) -also known as the Local authority Designated Officer (LADO)	58	
Greater Manchester procedures online- Allegation management	58	
When to contact the Local Authority Designated Officer (LADO)	58	
Dealing with a disclosure	60	
Advice for all members of staff & Volunteers	60	
The role of the Designated Safeguarding Lead	61	
MANAGING REFERRALS	61	
RECORD KEEPING:	61	
INTER-AGENCY WORKING AND INFORMATION SHARING:	62	
TRAINING:	62	
AWARENESS RAISING:	63	
QUALITY ASSURANCE:	64	

SUPERVISION AND REFLECTION:	64
Information for the DSL	64
DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL).....	64
Peer Abuse including Sexual Violence and Harassment.....	65
Guidance note – public and private spaces	Error! Bookmark not defined.
Supporting Children and young people	Error! Bookmark not defined.
Managing Behaviour-masturbation	Error! Bookmark not defined.
Sexual rights	Error! Bookmark not defined.
Sexual acts and the Law	Error! Bookmark not defined.
How to support	Error! Bookmark not defined.
DO.....	32

St John's CE Primary School

School Safeguarding Policy

POLICY AUTHOR	STOCKPORT COUNCIL
RATIFIED BY THE GOVERNING BODY	AUTUMN 2023
SIGNED:	
TO BE REVIEWED:	AUTUMN 2024

At St John's CE Primary School the following members of the school community hold the following positions

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
<i>Patrick Rayner (Headteacher)</i>	<i>Andrew Clerc (Deputy Headteacher)</i>	<i>Sara Fovargue (gov.sara.fovargue@st-johns.stockport.sch.uk)</i>

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

The Headteacher / Principal	Deputy Head / Principal (In the absence of the Headteacher)	Chair of Governors (In the event of an allegation against the Headteacher)
<i>Patrick Rayner</i>	<i>Andrew Clerc</i>	<i>Adele Burns (gov.adele.burns@st-johns.stockport.sch.uk)</i>

HR and legal support and advice is provided by: Stockport Council

Foreword by Mrs Adele Burns Chair of Governing Board (St. John's C.E. Primary School):

'St John's CE School is committed to promoting and safeguarding the welfare of all its children, both in the school building and at home / in the community. This policy provides key information and processes to be understood and referenced by all staff and governors, provides a bedrock upon which ongoing training should be based, and ensures continued compliance with safeguarding legislation. With adherence to this policy, we aim for all pupils of the school to be kept safe through signs and symptoms of abuse, whether that be from adults or from peers, in person or online, being identified early and action being taken to minimise current and future risk to the child (ren), thus ensuring that the very best outcomes in life are achieved for them.'

Purpose and principles

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

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2023, and any other relevant UK legislation and government guidance.
- applies at all times when the school is providing services or activities directly under the management of the St John's CE Primary School staff.
- is publicly available on the school website, and a printed copy can be made available via the school office.

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

- Anti-Bullying Policy
- Behaviour Policy
- Respect Policy & Charter (Code of Conduct)
- Staff Handbook
- IT/Online Safety Policy
- Acceptable Use Policy
- Social Media Policy
- Confidential Reporting Policy
- Attendance Policy

OUTLINE

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

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt and restorative action. In line with September 2023

this understanding, any adult working or volunteering in the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and respond to this recognition in a timely and appropriate way.

SAFEGUARDING DEFINITION:

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

(*"Working Together to Safeguard Children" 2018*)

CHILD PROTECTION DEFINITION:

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

THIS SAFEGUARDING POLICY ENCOMPASSES CHILD PROTECTION.

RATIONALE:

At St John's CE Primary School we recognise the responsibility we have under section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Board approve the section 175/157 return to the LA on a yearly basis. This policy demonstrates our commitment and compliance with safeguarding legislation.

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

Staff and volunteers are updated on safeguarding issues frequently across the year. Please see the table below.

Meeting/Training/CPD Opportunity	Lead Person
Staff Handbook	Headteacher
Keeping Children Safe in Education – circulation	Headteacher
Annual Basic Awareness Safeguarding Training	Headteacher & Deputy Headteacher
New Staff Induction	Deputy Headteacher
Volunteer / Trainee Induction	Deputy Headteacher
Staff Meetings, Inset Days and Briefings	Headteacher
Safeguarding Team Meetings	Headteacher
Governor Safeguarding Monitoring Meetings	Headteacher / Safeguarding Governor
Managing Medicines Team Meetings	Headteacher
Health & Safety Team Meetings	Health & Safety Governor
Headteacher's Newsletters	Headteacher
Weekly Teaching Assistant Meetings	Deputy Headteacher
Midday Staff Meetings	Inclusion Leader

These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm.

In our school we believe that the welfare of every child is paramount, and we take safeguarding very seriously. Therefore, should staff have any concerns they feel are of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe, protected and that key staff in school are aware promptly of any such concerns. We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

Safeguarding- our approach

Introduction

St John's CE Primary School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and pupils) are an important part of the wider safeguarding system for children and have an essential role to play in making our school a safe and secure setting. Our students are at the centre of all we do.

We believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and that all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

St John's CE Primary School works continuously to build and maintain an effective culture of safeguarding. We seek to provide an environment within the school that will help children to be safe and to feel safe. In our school, children are respected and are encouraged to talk openly. We will ensure that children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Our core safeguarding principles are:

- **Prevention:** providing a positive, supportive and safe culture, with curriculum and pastoral opportunities for children and safer recruitment procedures.
- **Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Partnership:** to ensure timely, appropriate communications and actions are undertaken by collaborating with the right people at the right time when there are safeguarding concerns.
- **Support:** for all pupils, parents and staff, and where appropriate, specific interventions are required for those who may be at risk of harm.

The procedures contained in this policy apply to all staff, governors, temporary and partner agency staff and volunteers. This policy is consistent with the statutory guidance set out in KCSIE 2023.

September 2023

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2023 (KCSIE) which requires individual schools to have an effective child protection policy.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. As part of our commitment to and compliance with safeguarding legislation and guidance; we also refer to:

- Working Together to Safeguard Children 2018 (WTSC)-currently under review.
- Ofsted: Education Inspection Framework'
- Framework for the Assessment of Children in Need and their Families 2000
- Early Years and Foundation Stage Framework 2023 (EYFS)
- The Education Act 2002
- Education and Inspections Act 2006
- The Education (Independent School/college Standards) Regulations 2014
- The Non-Maintained Special School/colleges (England) Regulations 2015
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)

Information sharing and confidentiality

We take data handling and information sharing seriously. School staff have received appropriate training in relation to information sharing and confidentiality. We have a trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with confidentiality and information sharing requirements. Our DPO contact is the Information Governance Team on 0161 474 4299 or IGSchoolsupport@stockport.gov.uk

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

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

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

All members of staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy.

PURPOSE:

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

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

As part of our duty of care we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support. In line with Keeping Children Safe in Education 2023, we work with a range of partners and adhere to local practice guidance supported by The Stockport Safeguarding Children Partnership.

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

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of St John's CE Primary School. We expect that this policy takes primacy over other agency policies when work is being delivered on this site and/or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken. Colleagues from partner agencies who are based in our school adhere to school policies regarding reporting concerns, safer working practice, and the use of ICT. Any parties hiring our facilities should refer to safeguarding clauses in our hire agreement, and also note that, in line with KCSiE 2023, we will ask for policies to be shared and report any issues to the LA /LADO where appropriate.

LANGUAGE:

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

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

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

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

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

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

CONTENTS

This policy has been divided into four key areas:

Prevention
Procedures and Record Keeping
Safer Recruitment
Additional information and sources of support

Additional materials are referenced or provided in the Appendices.

Detailed procedural guidance and additional references are available to all staff and governors here- [Greater Manchester Safeguarding Procedures](#) .

PREVENTION

We will establish and maintain an ethos where:

Children feel safe and secure in an environment which allows them to learn and develop on a journey to achieving their full potential. We will educate and support our children in an inclusive, supportive non-judgemental environment.

Children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty. We will work hard to be a restorative staff team who actively listen and respond.

Staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda. All our staff and volunteers are required to read Keeping Children Safe in Education (KCSiE) Part 1 and Annex A. All staff are required to undertake annual safeguarding training and update training in line with KCSiE2023.

We deliver a broad, balanced and age appropriate PSHE (Personal, Social, Health & Economic) Education Programme, where children acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It will support them to manage and assess risk effectively and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world), and where to find sources of support.

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

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

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Stockport Safeguarding Children Partnership (SSCP), via the Senior Advisor for Safeguarding in Education (SASE) to ensure a multi-agency awareness and that strategies are developed.

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

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

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

- Children's views questionnaires
- School Council Meetings
- Weekly Circle Times
- One Page Profiles
- PSHE Lessons
- SEND Reviews
- Restorative Approaches Meetings

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

- Parent / Teacher Consultations
- Meet the Teacher Meetings
- One Page Profiles
- Parent View Forum Meetings
- Parental Questionnaires
- Range of Parents Information Meetings
- SEND Reviews
- Restorative Approaches Meetings
- First Day Absence Calling
- Daily availability to meet with class teachers
- Pre-arranged parent/Teacher Meetings

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

- All staff access training annually with regular updates across the academic year
- We undertake SSCP 'endorsed' Basic Awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement
- The DSL and/or Deputy attends the SSCP DSL safeguarding training in line with the requirements set out in KCSiE, at least every other year.
- The DSL, and/or Deputy attend the Designated Safeguarding Lead Network meetings held each term, coordinated by the SASE, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally.

DEFINITIONS

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience and work to the following definitions:

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

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Emotional abuse 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. Emotional abuse may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
 - protect a child from physical and emotional harm or danger.
 - ensure adequate supervision (including the use of inadequate caregivers).

- ensure access to appropriate medical care or treatment.
- include neglect of, or unresponsiveness to, a child's basic emotional needs

Complex Safeguarding

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

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

- Domestic Abuse including honour-based violence and forced marriage.
- Child Sexual Exploitation (CSE)
- Serious Organised Crime – including Child Criminal Exploitation (CCE)
- Modern Slavery and Trafficking
- Female Genital Mutilation
- Radicalisation and Extremism

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

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

(Child Sexual Exploitation, DfE)

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

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

- bullying (including cyber bullying and prejudice-based behaviours).
- gender based violence/sexual assaults.
- taking, collecting, and sharing of naked or semi-naked images and *upskirting*.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- initiating/hazing type violence and rituals.

Staff are clear on our procedures with regards to child-on-child abuse and such matters are always taken seriously. In our school, we believe that all pupils have the right to be taught in a safe environment to enable them to optimise their learning and achievement. We expect all pupils to have respect for themselves and others and to work to ensure everyone in our community feels safe, valued and supported. The school promotes respect, tolerance and responsibility through the theological principle of 'Love Thy Neighbour' and the Christian values of love, service & sacrifice, trust, equality, friendship, generosity, peace, forgiveness, respect, thankfulness, perseverance & courage.

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

Sexual Violence and Sexual Harassment

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

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

We understand that reports of sexual violence and sexual harassment are extremely complex to manage. We have a zero-tolerance approach and recognise that it is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and school staff are supported and protected as appropriate. We take reports of sexual harassment and sexual violence seriously and will always act to address reports and concerns.

We do this by:

- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "young people being young people".
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. Ensuring we have a whole school approach (especially preventative education).

- always making referrals as appropriate, and ensuring that our staff are trained and informed of our approaches to this matter.

For information on the sharing of naked images please refer to pages 22-23.

Contextual Safeguarding

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

Early Help

Team Around the School (TAS)

At St. John's CE Primary School, we work in partnership with colleagues and other services including social care, health and Stockport Family to ensure that the needs of children and families are met and to provide early intervention and support when needed. A TAS meeting is held at least termly and school minutes record discussions and actions. When children and families are referenced within TAS meetings, informed consent is obtained from parents/carers as part of the process.

Roles & Responsibilities

Governance and leadership

The Governing Board (GB) and School Leadership Team (SLT) have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The GB have regard to the KCSIE guidance and will ensure that our policies, procedures and training is effective and complies with the law at all times.

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

The GB are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Stockport Safeguarding Children Partnership ([SSCP](#)).

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

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

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

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

They will also ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

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

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

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

The school has a nominated governor responsible for safeguarding. This governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related

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

Designated Safeguarding Lead (DSL)

The school has appointed a member of the SLT, as the DSL.

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

The school has appointed two Deputy DSLs who have delegated responsibilities and act in the DSL's absence.

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

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

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

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

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

Members of staff

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

All members of staff have a responsibility to:

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

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

Staff at St John's CE Primary School will seek to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies.

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

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

- listen and remain calm.
- never ask a child if they are being abused.
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words).
- advise the child that you will have to pass the information on.
- never take photographs of any injury.
- never record a child.
- never undress a child to physically examine them.
- allow time and provide a quiet space for support.
- at no time promise confidentiality to a child or adult.
- details of conversations with professionals, family members or other relevant parties will be made and recorded on the CPOMS safeguarding system.

We will notify any Lead Social Worker if:

- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent).
- there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- if a child is missing and there is a need to follow Stockport's policy and any statutory guidance on Children Missing Education (CME).
- additional concerns arise.

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

The use of 'reasonable force'

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

At St John's CE Primary School, we follow Stockport MBC's Care and Control Guidance (January 2018). This is in line with the DfE '[Use of reasonable force in school/colleges](#)' guidance. Note: Further advice can be accessed in Part Two of KCSIE.

Pupils who harm others (child-on-child abuse)

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

Pupils at our school have a variety of needs, some being very complex. We aim to provide a high level of pastoral care and support for all students and encourage appropriate and cooperative behaviour.

Underpinned by this support, pupils are expected to take responsibility for their own behaviour with appropriate strategies offered to enable this.

All peer-on-peer abuse or harm will always be taken seriously and acted upon, under the appropriate policy, e.g. safeguarding or, behaviour, and not dismissed. These issues will be part of PSHE lessons and discussions. Victims will be supported pastorally in school.

A dedicated NSPCC helpline is now available to support anyone who has experienced sexual abuse in an educational setting who has concerns about someone, the number is 0800 136 663.

We will:

- Deal with any reports or disclosures in line with this policy and refer to the DSL (or Deputy).
- Educate children about positive, responsible and safe relationships via PSHE and the wider curriculum.
- Educate children about the positive, responsible and safe use of mobile technology and social media, including a ban on the use of mobile phones on school grounds to ensure that we offer a safe and secure environment.
- Ensure that children know how to report if they witness or experience such abuse and understand that any form of peer-on-peer abuse is unacceptable.
- Never tolerate or normalise this behaviour and be very clear it is not an inevitable part of growing up.
- Not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “young people being young people”.
- Challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- Understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

Appropriate Management

Any response should:

- Include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred.
- Treat all children involved as being at potential risk. While the alleged perpetrator may pose a significant risk of harm to other children, they may also have considerable unmet needs and be at risk of harm themselves. The school should ensure that a safeguarding response is in place for victims and the alleged perpetrator, and additional sanctioning work may be required for the latter.

The school should consider:

- That the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider sociocultural contexts – such as the child's/children's peer group (both in and outside the school); family; the school environment; their experience of crime and victimisation in the local community; and the child/children's online presence. Consider what changes may need to be made to these contexts to address the child/ children's needs and to mitigate risk.
- The potential complexity of peer-on-peer abuse and of children's experiences, and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting.
- The views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/ children and their parents, and obtain consent to any referral before it is made.

Peer-on-peer abuse that involves sexual assault and sexual violence must always result in a multiagency response. As well as supporting and protecting the victim, professionals need to consider whether the alleged perpetrator could be a victim of abuse too. Children who develop harmful sexual behaviour have often experienced abuse and neglect themselves. Children affected by sexual assault and sexual violence must receive the help they need. A typical response will involve:

- Children's social care.
- The police.
- Specialist services that support children who demonstrate harmful sexual behaviour.
- The family.
- Any other professionals who know or who have had contact with the child.

The school will always carry out a safety plan in respect of:

- any child who is alleged to have behaved in a way that is considered to be abusive or violent.
- any child who has reportedly been abused or affected by the alleged abusive or violent behaviour by another child, or any child who may be at risk due to the alleged abusive or violent behaviour by another child as deemed appropriate by the DSL.

Where it is alleged that a child has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent), the DSL will use their professional judgement – based on the particular concern and/or allegation raised, and the needs and circumstances of the individual child/children in question – to determine whether it would be appropriate to contact children’s social care, and to carry out a safety plan.

Where other children have been identified as witnesses to alleged abuse or violence, consideration should be given by the DSL to whether there might be any risks to those children, and whether a safety plan would be appropriate in relation to any risks presenting to them.

The school should consider whether disciplinary action may be appropriate for any child/children involved. For instance, we may still need to consider what is the most appropriate action to take to ensure positive behaviour management. Disciplinary action may sometimes be appropriate, including to:

- ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;
- demonstrate to the child/children and others that peer-on-peer abuse can never be tolerated; and
- ensure the safety and wellbeing of other children.

SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)

St John’s CE Primary School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child’s safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children under appropriate supervision and in accordance with the school’s Acceptable Use Policy. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy.

Children are not permitted to directly access items that do not belong to the school, without appropriate risk assessments and permission being sought. The school does not currently permit the use of personal devices by pupils.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Head Teacher or DSL will be informed immediately and the steps laid out in this guidance and [guidance for the sharing of naked images](#) and/or [When to call the police- guidance for school/colleges and colleges](#) may be applied.

Use of mobile phones

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

We will:

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

Work mobile phones

To protect children, we will ensure that the work mobile:

- Is only used by allocated people.
- Is protected with a password/ PIN and is clearly labelled.
- Is stored securely when not in use.
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- If used for taking photographs, the images are deleted regularly and are taken in line with prior written parent/carer permission and other relevant policies.

Personal mobile phones

To protect children, we will ensure that personal mobiles:

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

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

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

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

Cameras: Photography and Images

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

September 2023

To protect children, we will:

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

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

In the latest advice for schools (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop, which works offline. Alternative terms used by children and young people may include 'pics' or similar.

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

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

What to do if an incident comes to your attention

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

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

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

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

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

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

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

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

Further advice can be found here:

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

Online Harms

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

Cybercrime

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

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

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

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

CYBER-BULLYING

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

ONLINE & GAMING SAFETY

The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games isn't without risk.

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

- Understanding the appropriateness of games and apps.
- Location and access to information and resources for adults and pupils.
- Teaching e-safety in the curriculum.
- Offering parental information and advice sessions.
- Raising awareness of online grooming.
- Teaching our children how to report abuse or concerns.

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

In school we ensure that we have suitable filtering and monitoring systems in place, as described in Keeping Children Safe and the Prevent Duty.

Our staff and governors are aware of our systems and individual responsibilities and roles in their application. The DSL has responsibility for ensuring that our filtering and monitoring standards are efficient and effective in their administration as set out in KCSIE and in [meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges](#) .

- Monitoring is managed through the purchase and use of Smoothwall.
- Filtering is controlled and managed through the use of Stockport MBC's Internet Filtering System.

Mental health and wellbeing

All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

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

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

PROCEDURES AND RECORD-KEEPING

St John's CE Primary School will follow [Greater Manchester Safeguarding Procedures](#) in detail and adhere to any local guidance and policies from SSCP as required.

Sharing concerns

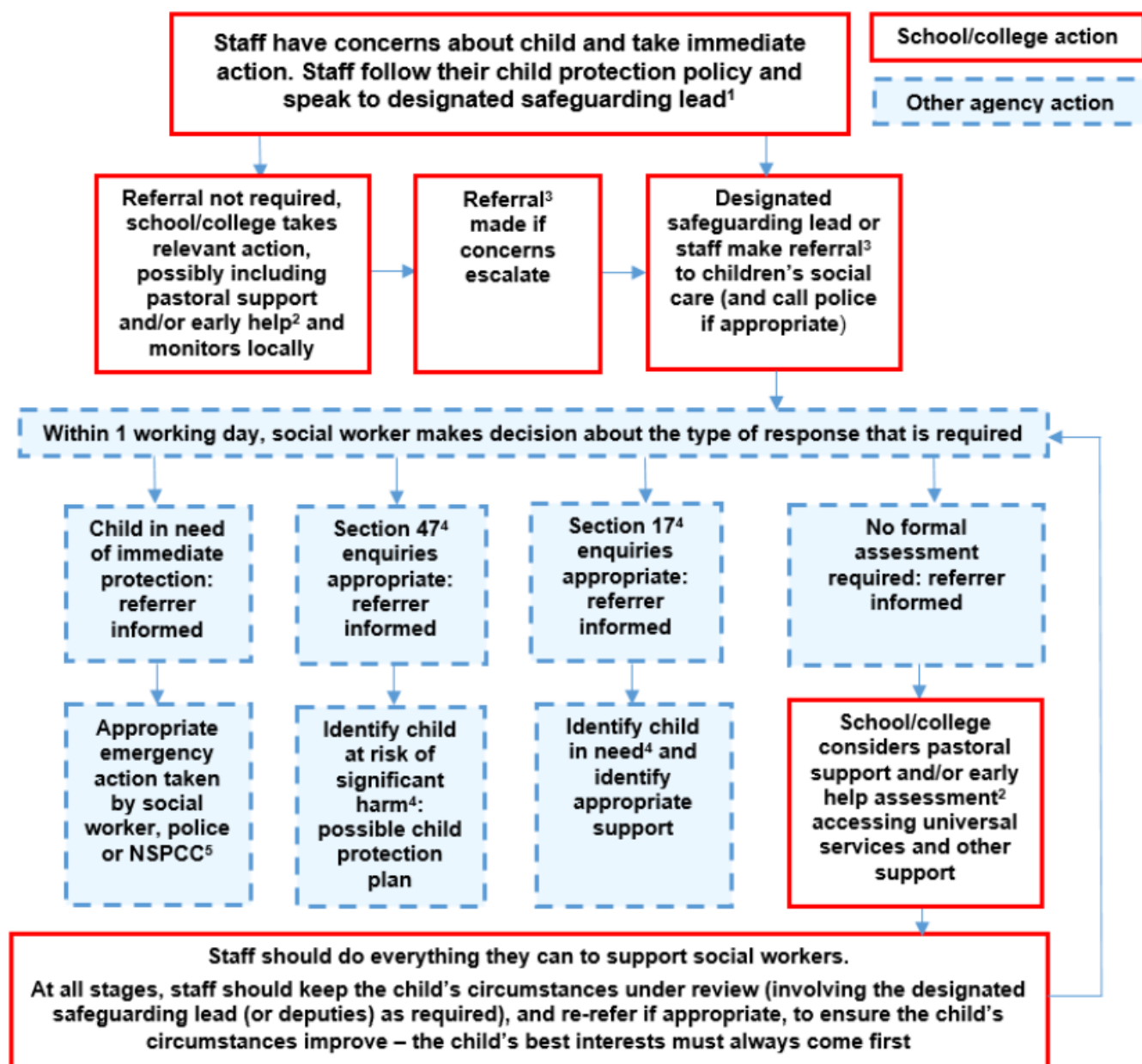
How to raise concerns – pupils

At St John's CE Primary School we have a child-centred approach to reporting concerns. If a child reports, following a conversation they have initiated or otherwise, that they are being abused and / or neglected, all adults in school will listen to them, take their allegation seriously, and reassure them that they will take action to keep them safe. Any concerns will be logged on CPOMS and acted upon by the DSL. If the matter is deemed urgent and of a very serious nature, a verbal conversation must also be held with the DSL or Deputy DSL.

At all times, adults should explain to the child the action that they are taking. It is important to maintain confidentiality, but they should not promise that they won't tell anyone, as they may need to do so to protect the child.

How to raise concerns about a child - staff, visitors and others

All adults in school have responsibility for safeguarding the children in school. Any adult in school will follow the below protocol (taken from KCSiE 2023):



How to raise concerns about an adult, contractor or volunteer who works in the school

Any concerns about an adult, contractor or volunteer who works in the school will be brought directly to the DSL or a Deputy DSL. The matter will then be investigated. The focus of the investigation will not be on the language used by the person disclosing the concern, but on the behaviour being described. If the behaviour in question might indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children (ie in connection with their employment or voluntary activity) – ie a concern is raised/it is alleged that they have:

- behaved in a way that has harmed a child, or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Where appropriate, an assessment of transferable risk to the children with whom the person works will be undertaken, and if in doubt, advice sought from the LADO.

Where there is a concern/allegation about the headteacher or principal, this should be referred to the chair of governors. Please see our Whistleblowing Policy and Low Level Concerns Policy for further information.

How to raise concerns- information for parents and visitors

Any concerns from parents and visitors to the school should be reported directly to the DSL or the Deputy DSL.

Responding to child-on-child abuse and harm

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy https://www.st-johns.stockport.sch.uk/serve_file/843271. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. St John's CE Primary School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of child-on-child abuse are outlined below.

Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.

Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.

Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.

Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

The term child-on-child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

St John's CE Primary School aims to reduce the likelihood of child on child abuse through:

- the established ethos of compassion, respect, gentleness and kindness.
- high expectations of behaviour.
- clear consequences for unacceptable behaviour.
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed.

Any concerns, disclosures or allegations of child-on-child abuse in any form should be referred to the DSL using the protocol set out in this safeguarding policy. Where a concern regarding child on child abuse has

been disclosed to the DSL, advice and guidance will be sought from Children Social Care. Where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Dealing with disclosures

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

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

All staff should know who the DSL and Deputy DSL are. If none are available, a member of the SLT should be approached.

All staff have the right to make a referral to the LADO or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol; for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

Receive

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

Reassure

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

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible at 21.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

Report

- Share concerns with the DSL immediately.

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

Record

- If possible, make some very brief notes at the time and write them up as soon as possible.
- Keep your original notes on file.
- Record the date, time, place, person/s present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- If appropriate, complete a body map to indicate the position of any noticeable bruising.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.
- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.
- Get some support for yourself if you need it.

Review (led by DSL or Deputy DSL)

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

Supervision and support

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff are supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can approach organisations such as their Union, Counselling, and welfare services.

Whistleblowing/Confidential Reporting

Safer culture - As part of our approach to safeguarding, the school has created and embedded a culture of openness, trust, and transparency in which our values and expected behaviour as set out in our Respect Policy & Charter (Code of Conduct), Staff Handbook and Safer Working Practices are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

As part of our ongoing commitment to safeguarding we work to ensure that we have a culture where everyone has a voice. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

If there are concerns about a colleague, or any other adult in our setting then these should be shared with the Head, or the Deputy in their absence.

If there are concerns about the Head, then these should be shared with the Chair of Governors.

Our Whistleblowing/Confidential Reporting policy can be found here <https://www.st-johns.stockport.sch.uk/page/policies/49784>.

If a staff member feels unable to raise an issue within our setting, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general guidance on whistleblowing can be found via: [advice on whistleblowing](#)
- the NSPCC's [what you can do to report abuse](#) dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have anxiety about doing so- 0800 028 0285.

Where the school has a statutory duty to refer to the Disclosure and Barring Service (DBS), it will do so ensuring that the LADO and the Senior Advisor for Safeguarding in Education are aware

Recording concerns

Safeguarding records are held electronically on CPOMS (secure online) or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Headteacher and DSL.

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

Incident/Welfare concern forms are kept on CPOMS.

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

If there is an immediate safeguarding concern, the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

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

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving, for example; information that would allow the new school to continue to provide support.

Where the school receives child protection files from another setting, the DSL will ensure that key staff such as the Special Educational Needs Co-ordinator (SENDCO) will be made aware of relevant information as required.

Where a pupil joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protection records exist for the pupil, and if so, if the files have been sent.

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

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

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

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

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

Children Missing Education

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

At St John's CE Primary School we follow Stockport's procedures for dealing with children that go missing from school - [missing-from-school/college](#), and adhere to the guidance set out by the DfE-[Children Missing Education - Statutory guidance](#). All staff are aware that children going missing, particularly repeatedly, are potentially vulnerable to harm including abuse and neglect, such as sexual abuse or exploitation and child criminal exploitation. Unexplained absences may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We also ensure that we are rigorous in our attendance procedures. These are outlined in our attendance policy: <https://www.st-johns.stockport.sch.uk/page/policies/49784>

Where a child's destination is unknown when they have left our school, we ensure that we carry out all necessary checks and refer them as a child missing from education.

Elective Home Education (EHE)

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

Searching and Screening

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the school's policy which is informed by the DfE 'School' guidance.

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

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.

or any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence.
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations.
- tobacco and cigarette papers.
- fireworks.
- pornographic images.

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

Advice from the Headteacher/DSL will be sought if it is thought a police search is required.

The headteacher and Deputy DSL's are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) where there is a need for detention, treatment and questioning by police officers, and will respond to concerns in line with our school Relationships and Behaviour policy, which is informed by the DfE 'School' guidance. **Note: headteachers should access the updated DfE 'Searching, screening and confiscation at School' guidance.**

SUPPORTING VULNERABLE PUPILS

The school will endeavour to support vulnerable pupils through:

- Its ethos and culture which promotes a positive, supportive, and secure environment; giving pupils a sense of being valued.
- Its behaviour policy - aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach, working to support children in developing positive behaviour.
- Our Team Around the School (TAS) partnership.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and need support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Ensuring designated safeguarding staff and their team have the opportunity to attend face to face SSCP training and network updates. (For example, Network events, child sexual exploitation, domestic violence, drugs / alcohol substance misuse, Female Genital Mutilation-FGM, etc.)
- Ensuring information is transferred safely and securely when a pupil with a child protection record moves to another school. Also notifying Key Workers or Social Workers where a child leaves the school (as appropriate)

Children with special needs and disabilities

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

These barriers **can** include:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's disability without further exploration.

- Children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

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

EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

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

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

In school, we have staff who are trained and can support colleagues to identify and respond to:

- Neglect.
- Drug/substance/alcohol misuse (both pupil and parent).
- Child sexual exploitation / trafficked children.
- Children missing education.
- Domestic abuse.
- Peer relationship abuse.
- Child-on-child.
- Children at risk of radicalisation.
- Emotional wellbeing & mental health.
- Sexual health needs.
- Obesity/malnutrition.
- Online grooming.
- Inappropriate behaviour of staff towards children.
- Self-harm.
- Bullying in its various forms.
- Discrimination in its various forms.
- Female Genital Mutilation.
- Forced Marriage.
- Young carers.

- The potential additional needs of some learners, such as- Children Looked After (CLA), children who are care experienced, those who have Special Educational Needs or Disabilities (SEND), and children whose families are seeking asylum.
- How an Education Health Care (EHC) plan links with other safeguarding processes.

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

School staff contribute to assessments and actively support multi- agency planning for children. Staff understand the Stockport Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family and environmental factors to support referrals.

We refer to [Stockport's-multi-agency-response-to-need-guidance-document](#) to support our decision making along with [Greater Manchester Procedures](#)

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

Our school operates a **Team around the school model (TAS)**. Please see above for information on CONTEXTUAL SAFEGUARDING.

EXTREMISM AND RADICALISATION

St John's CE Primary School seek to protect children and young people from the influences of all violent extremism including, but not restricted to:

- Extremist Far Right / Neo Nazi / White Supremacist ideology.
- Islamic extremist ideology.
- Irish Nationalist and Loyalist paramilitary groups.
- Extremist animal rights movements.

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

St John's CE Primary School is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern.

Prevention work and reductions of risks will include the SMSC, PSHE curriculum, SEND policy, assembly policy, integration of pupils by gender and SEN, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair school environment and community. We will apply an appropriate school letting policy. Whilst the education of children is the prime purpose of our school, it is recognised that the school operates in the wider community. Its facilities are therefore only available to local groups when this does not conflict with either the interests of its pupils or the wellbeing and workload of its staff.

OTHER SPECIFIC SAFEGUARDING ISSUES

Domestic abuse/violence: In our school we believe that all our pupils have the right to be safe at school and in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Where we are concerned that domestic abuse or violence is present in the home, we will follow our safeguarding and domestic abuse processes.

The school has a number of preventative/awareness approaches delivered through our PSHE and Well-being Curriculum. In addition, appropriate support/interventions related to domestic abuse are provided through Team Around the School (TAS), Team Around the Child (TAC) and through arrangement with our Inclusion/Wellbeing Leader. Parents/carers are aware of key members of staff (DSL, Safeguarding Governor, Well Being Leader, Well Being Governor, and Inclusion Leader) who are able to support and signpost to support mechanisms regarding any concerns related to abuse / violence in the home.

We are an [Operation Encompass School/college](#). We receive information from the Police informing us of domestic abuse incidents relating to the circumstances of children on our roll. Based on the information received our trained staff will make informed decisions on how best to support children and their families.

So Called Honour Based Violence (HBV) including Forced Marriage (FM): Our staff have been trained to understand so called honour-based violence and forced marriage, and they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

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

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

Breast Ironing: Staff have been made aware of an act of abuse performed on young children (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects, or covered with an elastic belt to prevent or delay the development of their breasts. Where such abuse is suspected, or disclosed, staff will follow safeguarding and child protection systems.

The criminal exploitation of children

The criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market, and seaside towns. Key to

identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs.

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

As a school we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Greater Manchester guidance we also refer to [Criminal exploitation of children and vulnerable adults: County Lines](#).

Serious Youth Violence

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

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

Exceptional Circumstances (closures, partial closures, home learning)

At St John's CE Primary School if we find that there is a need to close or partially close the school and offer home learning, we will ensure that any communication, information sharing, and the use of online learning platforms is in line with privacy and data protection requirements.

All communication with pupils, parents and carers will take place using school communication systems; for example, school email accounts, phone systems and agreed platforms e.g. School Spider, Google Classroom.

There is an expectation that staff and pupils will engage with home learning by adhering to the principles described in our existing staff code of conduct, pupil behaviour policy and online acceptable behavior policies. Where we have issued additional guidance in relation to online working, this will be circulated via school systems and staff will be advised accordingly.

Staff and pupils will be advised how to share concerns as part of any alternative arrangements such as phone call or email.

Information on who will deliver sessions, along with lesson content and any sites children may be asked to visit as part of their studies, will be shared with parents and carers. Parents/carers will be asked to ensure that children are supervised in line with our home school distance learning agreement.

In making our arrangements we will be cognisant of [Safeguarding and remote education during coronavirus \(COVID-19\)](#)

Site safety & security

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

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

When leasing the building we ensure that we follow the guidance outline in KCSiE2023 and check the safeguarding policies and processes of those involved.

SAFER RECRUITMENT AND SAFER WORKING PRACTICE

The school pays full regard to the DfE guidance 'Keeping Children Safe in Education' 2023, with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

- Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that the person has the right to work in the UK. Our practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. We complete online checks as set out in KCSiE. We maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by a member of the SLT and by the Safeguarding Governor.
- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the Code of Conduct.
- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read our Safeguarding and child protection policy and are aware of the school expectations regarding safe and professional practice via the staff Code of Conduct, Staff Handbook and Acceptable Use Policy (AUP).

September 2023

- Staff will be made aware of the school behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff Behaviour Policy, Mobile and Smart Technology, Acceptable Use Policies (AUPs), and Social Media.

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

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

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

These procedures are reviewed annually.

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

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

- Any disciplinary proceedings against staff related to safeguarding and child protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2023" and SSCP, LADO and HR Policy, procedures, and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct and Safer Working Practice Guidance.
- Adequate risk assessments are in place including extended school/ wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, and where, when appropriate, to find 'whistleblowing' policies. They are also confident of how to report concerns of misconduct.
- All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

- Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the LADO and or others as required. Any organisations hiring the building are also subject to these expectations and processes. NB Whilst the placing Teaching Agency is responsible for the investigation, the referring school will be expected to assist with this process.

More detailed information can be found by visiting [Greater Manchester Safeguarding Procedures-allegations management](#)

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

In some cases, we may still need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our staff Code of Conduct and Low-Levels Concerns policy – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them. More detailed guidance and case studies on low-level concerns can be found in '**Developing and implementing a low-level concerns policy**'

We strive to build an open and transparent culture in which concerns about **any** adults working in or on behalf of the school are dealt with promptly and appropriately. This enables us to identify inappropriate, problematic, or concerning behaviour early, minimise the risk of abuse, and ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

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

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

Low-level concerns should be shared confidentially in line with our low levels concern policy to the headteacher.

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

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

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

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

Staff learning and development

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

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

- Information sharing: advice for practitioners who are providing safeguarding services.
- Part one / Annex A of 'Keeping children safe in education 2023'.
- School Behaviour Policy.
- School Policy for Children Missing from Education.
- Staff Code of Conduct.
- This Safeguarding & Child Protection Policy.
- 'What to do if you're worried a child is being abused' guidance.

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

- DSL.
- Mental Health Champion.
- Domestic Abuse Champion etc.
- Designated Teacher for Looked After Children.

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

- Annual update training.
- SSP Multi-Agency Learning and Development Programme.
- Leaflets.
- Mentoring.
- Online learning.

- The sharing of materials detailing referral processes and key topics.
- Shadowing.
- Staff handbook.
- Staff induction pack.
- Standing agenda item staff meetings.
- In-house training.

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

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

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

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

Working in our school - practice & expectations

Staff awareness, induction, and training

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

- School leaders, including the DSL will read KCSIE in its entirety.
- School leaders and all members of staff who work directly with children will read annex B.
- All members of staff have signed to confirm that they have **read and understood** the national guidance shared with them. The signed list is kept in the Headteacher's office.

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

All governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated. Refresher training is every two years.

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure that they are aware of a range of safeguarding issues. This training will be updated at least annually. The training is provided by Stockport Council's Safeguarding Team. Online safety training for staff will be integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

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

St John's CE Primary School recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis and staff are encouraged to contribute to and shape school safeguarding arrangements and child protection policies. This will be achieved via input from knowledgeable and experienced staff, at staff meetings.

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

OTHER RELATED POLICIES

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

- Attendance Policy.
- Data Protection Policy.
- Staff Handbook.
- Induction Policy.
- Medical Needs Policy.
- Health & Safety Policy.
- Acceptable Use Policy – Staff and Pupil.
- Home School Agreement.
- Respect Policy & Charter (Code of Conduct).
- Behaviour Policy.
- Anti-Bullying Policy.
- Computing Policy.
- E-Safety Policy.
- Social Media Policy.
- Wellbeing Policy.
- Social, Emotional & Mental Health Policy.
- Confidential Reporting Policy.
- Educational Visits Policy.
- Equality and Diversity Policy.
- Inclusion Policy.
- SEND Policy.
- PSHE Policy.
- Parent Volunteer Policy.

Additional information & Support

Appendices



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

We work to:

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

**Our Designated Safeguarding Lead is:
 Mr Patrick Rayner**



**Our Deputy Designated Safeguarding Lead is:
 Mr Andrew Clerc**



**Our Safeguarding Governor is:
 Prof Sara Fovargue**



**Our Inclusion Leader is:
 Miss Emma Smith**



If you have any concerns about the welfare of any of our children, you can report them to the above-named persons. Staff and volunteers must record their concerns on a note of concern form and include a physical injury/body map where appropriate.

These should be passed to the Designated Safeguarding Lead immediately.

Further Advice and guidance can also be sought from The Safeguarding Unit 0161 474 5657

USEFUL LINKS, FURTHER ADVICE AND GUIDANCE

Local Guidance & information

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

[Stockport Suicide Prevention](#)

[Stockport Early Help Assessment](#)

<https://www.stockport.gov.uk/team-around-the-school>

<http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2023/04/Stockports-multi-agency-response-to-need-guidance-document.pdf>

Professional standards

[Teachers standard information.pdf](#)

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

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

NSPCC 'Report Abuse in Education' Helpline

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

National Organisations

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

Support for Staff

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

Support for pupils/students

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

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

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

Contextual Safeguarding Network

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

Resilience Hub

[Greater Manchester Resilience Hub](#)

Substance Misuse

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

Domestic Abuse

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

Criminal and Sexual Exploitation

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

Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage

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

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

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

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

Mental Health & Emotional Wellbeing

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

Radicalisation and hate

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

Children with Family Members in Prison

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

Children in the court system

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

What to do if you are concerned that a child/young person is being abused (flowchart for Education)

INFORMATION YOU MAY BE ASKED TO PROVIDE

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

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

All Child Protection referral phone calls made to the Multi-Agency Safeguarding & Support Hub (MASSH) to secure a response from Social Care must be supported with written documentation. In Stockport this is through the online Child Protection Referral form.

Remember- Anyone in school can make a child protection referral

INFORMATION & TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

Children's Services- child protection referral

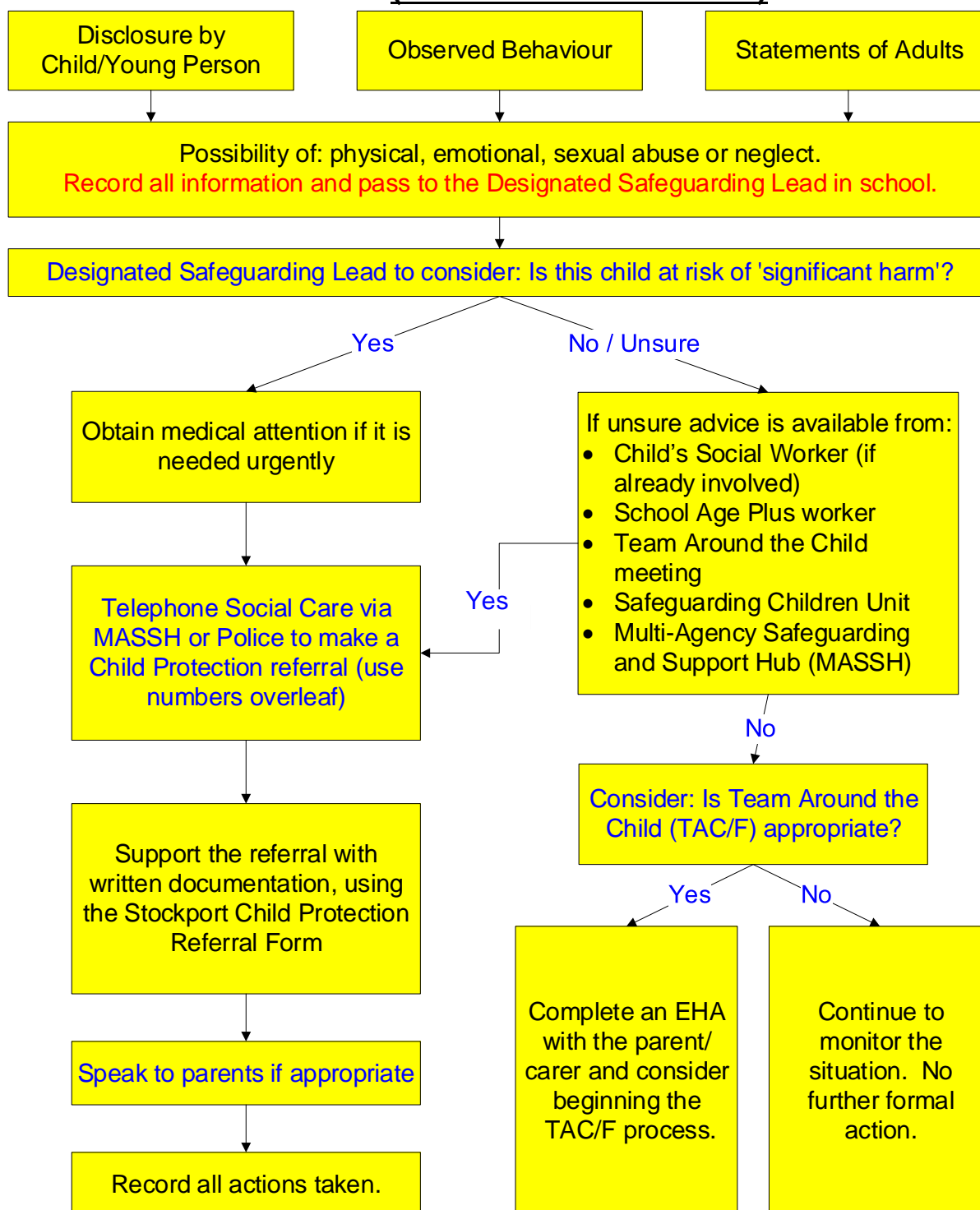
- Online (to the MASSH)- <https://www.stockport.gov.uk/contacting-the-massh>
- The Multi –agency Safeguarding and Support Hub (MASSH)
Monday to Thursday 8.30am to 5.00pm,
- Friday 8.30am to 4.30pm.
tel. (0161) 217-6028 or 6024.
Out of hours referrals and advice Tel: (0161) 718-2118
- Greater Manchester Police tel:101 or go online for non-urgent matters, dial 999 in an emergency

Advice is available from:

- Child's Social Worker (if already involved)
- Named School Social Worker
- School Age Plus worker

- Team Around the School meeting
- Safeguarding Children Unit tel. (0161) 474-5657
- The Multi –agency Safeguarding and Support Hub (MASSH)
tel. (0161) 217-6028 or 6024
- Senior Adviser for Safeguarding in Education tel. (0161) 474-5657

What to do if you are concerned that a child/young person is being abused (flowchart for Education)



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

<http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2023/04/Stockports-multi-agency-response-to-need-guidance-document.pdf>

Possible indicators of abuse

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

Sexual

- Genital discomfort, pain, itching, bruising, injuries
- Public /compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

Physical

- Bruises, black eyes and broken bones
- Unexplained or untreated injuries
- Injuries to unusual body parts e.g. thighs, back, abdomen
- Bruising that resembles hand/finger marks
- Burns/scalds
- Human bites/cigarette burns
- Injuries that the child cannot explain or explains unconvincingly
- Injuries in babies and non-mobile children

Behaviour

- Change in general behaviour
 - Low self-esteem
- Extremely passive/aggressive
 - Sleeping difficulties
 - Eating disorder
 - Lethargy/tiredness
 - Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviours
- School attendance difficulties
 - Disclosure
 - Self-harm

Neglect

- Inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems e.g., dental decay, head lice etc.
- Lethargy, tiredness or aggressive tendencies
- Lack of basic needs being met- food, shelter warmth etc.

Emotional

- Physical, mental & emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self-deprecation, low self esteem

Online Abuse

Contextual Safeguarding

26/09/2018

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

[Greater Manchester procedures online- Allegation management](#)

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

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

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

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

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

When to contact the Local Authority Designated Officer (LADO)

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

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

Some examples of this may be where an individual has:

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

Colleagues with concerns can contact the DO on 0161 474 5657.

Dealing with a disclosure

Advice for all members of staff & volunteers

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

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

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

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

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

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

The role of the Designated Safeguarding Lead

MANAGING REFERRALS

Refer all safeguarding cases, including Early Help, through the relevant routes-

<https://www.stockport.gov.uk/early-help-assessment/assessing-needs-eha>

<https://forms.stockport.gov.uk/v2/contacting-the-massh/level-select>

to the Police if a crime may have been committed.

Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

Escalate inter-agency concerns and disagreements about a child's wellbeing. Further information can be found here:

https://greatermanchesterscb.proceduresonline.com/search/search.html?zoom_sort=0&zoom_query=escalation+process&zoom_per_page=10&zoom_and=0

Have responsibility to ensure there is at least one key adult for 'Operation Encompass*' and the point of contact for Child Exploitation. *Guiding principles of the scheme are here

<https://www.operationencompass.org/school/college-participation>. An annual information letter

to be sent to parents. All downloadable documents are here:

<https://www.operationencompass.org/school/college-participation/school/college-downloads>.

To ensure that the Local Authority are notified if children are persistently absent or missing from education-<https://www.stockport.gov.uk/start/missing-from-school/college-report-form>

<http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2023/04/Stockports-multi-agency-response-to-need-guidance-document.pdf>

RECORD KEEPING:

Keep accurate and up to date records of safeguarding and welfare concerns and ensure a file separate from the pupil record is created as necessary for children with safeguarding concerns. Ensure the confidentiality of these records.

National guidance suggests school should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2023). We will contact parents/carers termly to ensure information is up to date.

Maintain a chronology of significant incidents for each child with safeguarding concerns.

When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the safeguarding file is forwarded to the receiving school within ***five working days***. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to archive these records in accordance with the schedule of retention.

We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

INTER-AGENCY WORKING AND INFORMATION SHARING:

Co-operate and comply with Children's Social Care for enquiries under section 47 of the Children Act 1989.

Promote an understanding of our lawful duty in line with the Data Protection Act 2018 and GDPR, including an awareness that these do not prevent, or limit, the sharing of information for the purposes of keeping children safe; and this includes allowing practitioners to share information without consent (Keeping Children Safe in Education 2021) where appropriate.

Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

The school's information sharing policy is located on the school's website and refers to confidentiality in line with 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

TRAINING:

Undertake appropriate training, and access to updates and networks in order to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- understand the assessment process for providing early help and intervention, e.g. SSCP multi agency responses-
<https://www.stockport.gov.uk/contacting-the-mash/contacting-the-mash>
<http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2023/04/Stockports-multi-agency-response-to-need-guidance-document.pdf>
- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and

- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to listening or hearing to domestic abuse.

Ensure (as directed) each member of staff has read and understands the school's safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction and training must include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy, dealing with disclosures and managing allegations processes.

Organise face-to-face whole-school safeguarding training for all staff members at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training. The DSL must provide all staff members with safeguarding updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Ensure staff are aware of systems within school which support safeguarding, explaining these as part of staff induction. This should include the:

- child protection policy
- behaviour policy
- staff behaviour policy (sometimes called a code of conduct)
- safeguarding response to children who go missing from education; and
- role of the DSL (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of the KCSIE2023 document should be provided to staff at induction (Keeping Children Safe in Education 2023). For staff who don't work directly with children on a regular basis the condensed version of part 1 (annex A) can also be accessed

Best practice would also see staff and leaders reading - '[What to do if you're worried a child is being abused](#)', as it contains examples of the different types of safeguarding issues.

Ensure that the school allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.

Encourage and secure a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

Maintain accurate records of staff recruitment, induction, ongoing training and continual professional development (CPD) relating to safeguarding. SSCP training courses can be found here- [Safeguarding training- www.educationstockport.uk](#)

AWARENESS RAISING:

Ensure the school's child protection policies are known, understood and used appropriately.

Ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. (KCSIE 2023)

QUALITY ASSURANCE:

Monitor the implementation of and compliance with policy and procedures, including periodic audits of safeguarding and welfare concerns files (at a minimum once a year).

Complete an audit of the school's safeguarding arrangements at frequencies specified by the Stockport Safeguarding Children Partnership

Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

Take lead responsibility for remedying any deficiencies and weaknesses identified in safeguarding arrangements.

SUPERVISION AND REFLECTION:

The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case.

Information for the DSL

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL)

In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision.

It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred **and their own words when possible**.

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to the Integrated Front Door, unless you consider that this would place the child at increased risk of significant harm.

You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you should inform the staff at the MASSH when making your referral.

If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

When you make your referral, you should be clear with MASSH colleagues what the child and parents will be told, by whom and when.

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

The DSL must ensure staff understand this and are able to act accordingly.

Peer Abuse including Sexual Violence and Harassment

All staff must be aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, harassment and sexting. Staff should be clear as to the school's policy and procedures with regards to child-on-child abuse; and on how the risk of child-on-child abuse is

being minimised, how suspected abuse will be recorded and investigated; as well as how the victims and perpetrators will be supported. More support can be found:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that school record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own school and make appropriate plans to reduce it. For more guidance go to:

[Sexual violence and sexual harassment between children in school/colleges and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) – from September 2021

All such incidents should be immediately reported to the DSL or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system. **It is important that all staff new or otherwise, have input on these matters at least annually.**

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk