



Pendlebury Centre

www.PendleburyCentre.org.uk



Policy Title:	Safeguarding Policy		
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PENDLEBURY CENTRE

SAFEGUARDING CHILDREN IN EDUCATION POLICY

Revised January 2012

Revised November 2013

Revised September 2014

Revised September 2015

Revised January 2017

Revised September 2017

Revised November 2018

Revised November 2019

Revised September 2020

THE PENDLEBURY CENTRE

Schools Safeguarding Policy

POLICY AUTHOR

STELLA HULLEY

DEPUTY DESIGNATED SAFEGUARDING LEAD

RATIFIED BY THE GOVERNING BODY

SIGNED:

CHAIR OF GOVERNORS

SIGNED COPY IN FILE

SAFEGUARDING GOVERNOR

TO BE REVIEWED:

JULY 2020

At The Pendlebury Centre the following members of the school community hold the following positions

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
<i>Mrs Janice Cahill</i> <i>Headteacher</i>	Mrs Stella Hulley Deputy Headteacher	Ms. Jane Maxey

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)
Mrs Janice Cahill	Mrs Stella Hulley	Mrs Jean Bowman From December 2020 Miss Naomi

The wider safeguarding agenda

This policy should also be read in conjunction with the following policies/documents:

- Behaviour management (including exclusions)
- Whistleblowing Policy
- Anti-bullying
- Equality and Diversity policy
- Care and Control
- Health and Safety
- Acceptable/Responsible Use
- Managing Attendance
- Record Retention Guidelines for Schools (SMBC 2008, updated 2010, updated March 2017)
- Managing Medical Conditions
- Visits and Journeys
- Security Statement

“A culture of vigilance pervades every aspect of the school.”

“Child protection records are kept meticulously”

Ofsted 2017

OUTLINE

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

No single professional can have 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 this understanding, any adult working or volunteering in the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

SAFEGUARDING DEFINITION:

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

("Working Together to Safeguarding Children" 2018)

CHILD PROTECTION DEFINITION:

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

THIS POLICY ENCOMPASSES CHILD PROTECTION.

RATIONALE:

At The Pendlebury Centre we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the schools 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 by the DSL and DDSL at daily staff briefings and whole school staff meetings. 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 and 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.

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

- [Working Together to Safeguard Children 2018 \(2019\)](#)
- [What to do if you are worried a child is being abused. 2015](#)
- [Keeping children Safe In Education 2019](#)

[\(Guidance for safer working practice for staff working in education settings. October 2015](#)

- [Greater Manchester Safeguarding Policies and Procedures](#)
- [Preventing and tackling bullying advice](#)
- [Sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](#)
- School online safety policy
- Staff Code of Conduct
- Staff use of mobile phones and Social Media Policy

INFORMATION SHARING AND CONFIDENTIALITY

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

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

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

PURPOSE:

The purpose of the policy is to ensure that the welfare of children is understood and promoted at all times. 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 2019 we work with a range of partners and adhere to local practice guidance supported by The Stockport Safeguarding Children Partnership.

All staff and volunteers and sessional workers are required to adhere to our Code of Conduct (including the use of ICT and social media). All staff and volunteers 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 The Pendlebury Centre 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 with regard to reporting concerns, safer working practice and the use of ICT.

LANGUAGE:

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

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

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

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

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

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

Mission statement

The Pendlebury Centre aims to provide for, a supportive, consistent educational environment which promotes positive mental health alongside academic achievement whilst developing social skills, independence, self-motivation and respect for others. to raise students' self-esteem and to develop their social skills, whilst promoting independence, self-motivation and respect for others.

The Pendlebury Centre aims to provide a positive, personalised learning experience which will secure a students' successful reintegration into an appropriate educational provision, which will equip them with the skills to achieve in their future.

Our Centre fully recognises the contribution it can make to protect children and support students' in school.

CONTENTS

This policy has been divided into four key areas:

- **Prevention**, for example, positive school atmosphere, teaching and pastoral support to all students;
- **Procedures and Record Keeping** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
- **Support**, to students' and school staff who may have been abused.
- **Safer Recruitment**

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 KCSiE 2020.

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

Children are supported in recognising risks in various forms including on the internet. They understand what kind of physical and virtual contact is acceptable and are able to 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 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 Board (SSCB), 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 and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and

the child's personal experiences and perspectives as evidenced by observations or information provided.

The views of our young people

In our school the views of our young people are very important to us.

We make sure that our young people know that our staff are always prepared to listen to them. Young people are made aware that they can report any concerns verbally and/or through the

- Mentoring sessions
- Tea and talk with the Headteacher
- Form tutor time each day

In addition staff are mindful of the need to actively listen to young people at all times during the school day. Staff are asked to report the content of these conversations to senior leaders through established meeting structures in school, whether or not there are concerns expressed by the young people. We do this to ensure that we have a constant overview about how our young people are feeling in school throughout the year.

We use the findings to inform our school development plan, curriculum developments and specific interventions for individual young people.

Information for Parents/Carers

It is made very clear to all parents/carers that all our staff is legally obliged to follow up any concerns they may have around child protection. A statement to this effect is included in the school prospectus, is on our website and is in our home-school agreement. We also display our commitment to safeguarding in our entrance hall.

SHARING CONCERNS WITH PARENTS

Depending on the circumstances, discussing your concerns with the child's parents or carers can be a vital first step in establishing whether abuse is taking place. You may for example, be concerned that a previously healthy child has suddenly lost weight or has started to behave in a disruptive manner. Talking to the parents or carers may reveal that there is a perfectly innocent reason for the child having changed. For example, there may have been bereavement a divorce, a new baby or change in home circumstances, which has upset the child. This kind of information should be reassuring to you and, indeed, may help you to support the child through a temporarily difficult phase.

However, having talked to the parents, you may still have concerns about the child's safety and welfare. If this is the case, the child's needs must come first even if this means upsetting or angering the parents or carers.

WHEN IT IS NOT APPROPRIATE TO APPROACH PARENTS

Concerns should only be discussed with parents or carers when this will not place the child at greater risk. You should check this out with the designated teacher if you have any doubts. When it is thought a parent or carer is responsible for sexually abusing a child or for serious physical abuse, it is not advisable to discuss this with the parent without the advice of the police and social services department. It may interfere with the investigation of a criminal offence; lead to evidence being destroyed or the intimidation of the child.

(NSPCC Child Protection Awareness in Education)

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 SSCB 'endorsed' Basic Awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement
- The Designated Lead and/or deputy attends the SSCB DSL safeguarding training on bi-annual basis
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Network Meetings held each term, coordinated by the SASE, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally

DEFINITIONS

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience 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.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during

pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.
- 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 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. They are aware of the pan Greater Manchester CSE policy and procedures and of the school screening tool (SERAT) including where to find it, how to complete it and what happens next. We take a proactive approach to preventative work by identifying vulnerable students and referring them to our school nurse who is a member of the ASPIRE team who will offer a programme of work using "Real Love Rocks" as a resource. The Deputy Headteacher also sits on the MASE panel. 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, Feb 2017)

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

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

We understand that safeguarding issues can manifest themselves via peer on peer abuse.

This may include:

bullying (including cyber bullying),

gender based violence/sexual assaults

sexting and upskirting

physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

initiating/hazing type violence and rituals

Staff are clear on our procedures with regards to peer on peer abuse and such matters are always taken seriously. In our school we always address issues with both the victim and the perpetrator, involve parents and signpost to professional services who can offer support and guidance

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

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

- We adhere to Government guidance as described in [Sexual violence and sexual harassment between children in schools and colleges.pdf](#) and local guidance including [harmful sexual behaviours presented by children and young people](#) . We will always make referrals as appropriate and ensure staff are trained and informed of our approaches to this matter.

For information on Sexting please refer to pages 27

Contextual Safeguarding

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

Team around the School (TAS)

At the Pendlebury Centre we operate a Team around the school model and have regular TAS meetings (at least 1 per half term) to discuss in a multi- agency setting any students who may be causing concern. Parental permission is requested before students are discussed and any information shared

Agencies represented include: education, social care, School Age+, Careers, Youth Offending Service, Mosaic.

ROLES AND RESPONSIBILITIES

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

- Knows the name and of the DSL and any deputies, understands his/her role and responsibilities, and how to contact them.
- Understands they have an individual responsibility to refer safeguarding and child protection concerns.
- Will receive training at the point of induction and every 3 years so that they know:
 - their personal responsibility / code of conduct / teaching standards
 - SSCB child protection procedures and how to access them
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity
 - how to support and respond to a child who discloses abuse/ significant harm
 - their duty concerning unsafe practices of a colleague
 - the DSL will disclose any information about a pupil to other members of staff **only** on a need to know basis
 - the school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate
 - the school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate
 - to develop effective links with relevant agencies in relation to safeguarding (child protection)
 - to ensure that, where there are unmet needs, an assessment of early help is initiated
 - to send appropriate representatives to case conferences, core groups and child protection review meetings.

Further Training and Support

- All members of staff are trained in child protection issues as part of their induction process
- All members of staff and governors are trained in safeguarding and child protection issues as part of their induction process
- A copy of *Keeping Children Safe in Education* has been shared with and is available to all staff. [Keeping Children Safe](#)
- All staff have access to Level 1 Basic Awareness training every 3 years. This is provided by Stockport's SCB
- The Designated Officer in school has access to specific training every 2 years which is provided by Stockport's SCB
- All staff have been made aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- The Pendlebury Centre's recruitment and selection policies and procedures adhere to DCSF guidance set out in *Safeguarding Children and safer Recruitment in Educational settings* (January 2007) All members of the SLT have completed safer recruitment training (June 2015) it will be renewed every five years.

- The Headteacher and Governing Body will ensure that all staff and volunteers using the site will have updated DBS clearance.
- Support material and the LSCB policies and procedures are available on the Stockport's SCB website (www.safeguardingchildreninstockport.org.uk)
- School support materials are also available on Office On-Line
- The procedures relating to safeguarding and child protection are discussed with all staff annually
- A record of staff training is kept within school, which identifies who has attended the training and the content of the session
- A set of the most recent training materials are available for staff in school
- Our Nominated Governor receives termly updates about safeguarding through the Local Authority Governance Support Unit
- Training is also provided by the LSCB to support the governors in their role

Team Around the Child (TAC)

The staff in our school is committed to multi-agency working to support the Team Around the Child.

- Where it is deemed that young people require additional support, staff at our school will Discuss their concerns with parents/carers
- Complete or update a Common Assessment Framework
- Convene or take part in the Team Around the Child Process
- Call an Engagement Meeting if parents/carers are unwilling to engage with the process
- Monitor the young person's progress and raise the issue to the level of Child Protection if this is necessary

All our work at the level of Team Around the Child is conducted with the support and full knowledge of our parents/carers. Where it is appropriate we also involve the young person to ensure that their views are heard. When we can we will involve the child in the process, if they cannot be present in meetings we will find ways ensure that their thoughts and views are heard.

All the documents to support the Team Around the Child process are listed on the page entitled 'Common Processes' on the SMBC website.

(www.stockport.gov.uk/commonprocesses)

Training and support

Members of staff who are likely to complete the early help and Assessment form (EHA) and/or take on the role of Lead Practitioner are encouraged to take part in 2 days training that is provided by the Local Authority

Materials to support the Team Around the Child process are located on the Common Processes page within the SMBC website (www.stockport.gov.uk/commonprocesses)

Site Security

Our resources committee review site security annually. The reasonable steps we have taken to establish a safe and secure site are identified and recorded.

Managing allegations against members of staff

All members of staff in our school are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headteacher. This also extends to other professionals/volunteers who are invited by the school to work with our children and young people. If the concerns are about the Headteacher they are aware that they report the matter to the Chair of Governors.

When an allegation has been made the Headteacher will consider whether the allegation suggests that the individual has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children and young people in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children and young people

If any of the above may have happened the Headteacher must record the concerns, and contact the Local Area Designated Officer (LADO: 474 5657) to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to proceed in writing via a formal referral route, or treat the matter internally via other policies (eg: disciplinary/capability). For additional information about the process we refer to the flowchart written by the LSCB (www.safeguardingchildreinstockport.org.uk)

If the allegation was made against the Headteacher the Chair of Governors should contact the Local Area Designated Officer immediately to ask for advice about how to proceed.

All members of staff in our school are made aware of this policy at least annually.

As a school we recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) in accordance with the Protection of Freedoms Act (2012) for their consideration about whether a colleague should be barred from the children and young people's workforce. We would make a referral when both conditions set out in the Referral Guidance provided by the DBS on www.homeoffice.gov.uk/dbs are met.

Our school has a whistleblowing procedure (see policy). It is important to note that is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and taking action to enable all children to have the best outcomes. In contrast "whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds.

Use complaints procedure if needed which gives contact of Chair of Governors.

Our school also has due regard for the statutory guidance published in October 2012, and will endeavour to ensure the anonymity of any teachers subject to an Allegation Management process. We also ensure that malicious allegations are not included in personnel records and that unsubstantiated or malicious allegations are not referred to in references for any members of staff.

ATTENDANCE AT CHILD PROTECTION CONFERENCES

This will normally be attended by the Head of Service, but all staff are encouraged to attend for students who are in their form. The report presented at the conference is written by the Head of Service after consultation with the staff. Throughout this process, the students' needs are priority, but good open communications should be maintained with the family at all times.

SUPPORTING STUDENTS AT RISK

Our Centre recognises that students who are abused, or who witness violence, may find it difficult to develop a sense of self worth and to view the world in a positive way. This Centre may be the only stable, secure and predictable element in the lives of students at risk. Whilst at the Centre, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from the Centre. It is also recognised that some students who have experienced abuse may, in turn, abuse others. This requires a considered, sensitive approach, in order that the student can receive appropriate help and support.

This Centre will endeavour to support students through:

- the curriculum to encourage self esteem and self motivation;
- the Centres ethos, which promotes a positive, supportive and secure environment and which gives students a sense of being valued;
- the implementation of the Centres school behaviour management policies;
- a consistent approach, which recognises and separates the cause of behaviour from that which the student displays. This is vital to ensure that all students are supported within the Centre's setting;
- regular liaison with other professionals who support the students and their families;
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

Our policy on bullying is set out within our Anti-bullying Policy and our Attendance and Behaviour Policy.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff who work in any capacity with children with emotional and behavioural problems will need to be sensitive to signs of abuse.

Any further guidance can be found in the Local Safeguarding Children's Board, Stockport Compact documentation. Pennine Care Health Trust, which is kept with this policy.

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 Designated Safeguarding Lead, or their Deputy, without delay. A written record will be made of these concerns as immediately 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 you will have to pass the information on
- never take photographs of any injury
- never record a child
- never undress a child to physically examine them
- allow time and provide a quiet space for support
- At no time promise confidentiality to a child or adult.

We will notify 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 Designated Safeguarding Lead or key staff member of school staff will speak to the parents and gain their consent** to discuss any matters with other relevant agencies. There will be very few instances where, 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 schools and colleges 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'. *All members of staff at The Pendlebury Centre are trained in Team Teach. The training is refreshed every two years.*

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

We believe that all students have the right to be taught in a safe environment to enable them to optimise their learning and achievement. We expect all students to have respect for

themselves and others and work to ensure everyone in our community feels safe, valued and supported. The school promotes the values of honesty, acceptance, inclusion and fairness within a caring, restorative and nurturing environment.

Students at our school have a variety of needs, some 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 students are expected to take responsibility for their own behaviour with appropriate strategies offered to enable this.

We understand that safeguarding issues can manifest themselves via peer on peer abuse. This is most include:

- bullying (including cyber bullying),
- gender based violence/sexual assaults
- sexting.
- 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 peer on peer abuse and such matters are always taken seriously. In our school we ensure that the PSHE curriculum addresses the issues and that bullying behaviours are taken very seriously and dealt with in a timely fashion. Restorative Approaches are in place and restorative meetings are held in an effort to resolve any harm done.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2018. [Sexual violence and sexual harassment between children guidance](#). Our staff have access to additional information, advice and training to support them in this area of work.

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

The Pendlebury Centre 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/young person'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/young people under appropriate supervision and in accordance with the school's acceptable use policy. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy.

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 [Sexting In Schools](#) and or [When to call the police- guidance for schools 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 staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure 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 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 – policy stored in staff shared area.

Work mobile phones

To protect children we will ensure that the work mobile:

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

Personal mobile phones

To protect children we will ensure that personal mobiles:

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

Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the Headteacher. There is signage to this effect in the main entrance.

Students mobiles are locked away in the school office during the school day

In line with Keeping children safe in education 2018, we have a clear policy on the use of mobile technology in the school.

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 staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure 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

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

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

Cameras: Photography and Images

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

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 the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- 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. There is a school camera to be used for this purpose only.
- 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 where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras and camera enabled devices by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

YOUTH PRODUCED SEXUAL IMAGERY

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

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

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

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

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

'Youth produced sexual imagery' best describes the practice because:

'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.

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

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

Sexting in schools & colleges: responding to incidents and safeguarding young people
(DfE, Nov 2016)

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

'Sexting' (self-generated inappropriate images) is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However The Pendlebury Centre takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

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

- Inappropriate images or videos generated by children under the age of 18, or
- Of children under the age of 18 that are of a sexual nature or are indecent.
- These images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may or may not know.

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

Further advice can be found here:

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

[Sexting_In_Schools_Jan17.pdf](#)

CHILD SEXUAL EXPLOITATION

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. They are aware of the pan Greater Manchester CSE policy and procedures and of the school screening tool (SERAT) including where to find it, how to complete it and what happens next.

We take a proactive approach to preventative work by recognising that young people may be the victim of sexual exploitation. We include CEOP materials as part of our universal educational offer to our students to raise their awareness of the issue. Specific concerns about young people in terms of this agenda would be recorded on a 'note of concern' and passed to the designated child protection officer. Where concerns are raised we would then use specific risk assessment tools to help clarify the level of risk surrounding this young person and their involvement in sexual exploitation. Our parents/carers are made aware that this is our policy. The outcome of the risk assessment is used to influence our response. Initially we would seek parental permission to use a range of materials to develop

the students understanding of the risky nature of the activities they may either be involved in or be considering. This would be recorded and planned using the Team Around the Child process. If either the level of risk is too high according to the risk assessment, or where parental consent is not established, immediate advice will be sought from the Safeguarding Unit (474 5657). This may lead to a sexual exploitation meeting being held at the Safeguarding Unit or school being required to make a child protection referral.

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, Feb 2017)

CYBER-BULLYING

Cyber bullying is defined and covered in our anti-bullying policy- found in the staff shared area

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.thinkyouknow.co.uk/1113/Need-advice/Gaming>

In school we ensure that we have suitable filtering and monitoring systems in place, as described in *Keeping Children Safe in Education 2019*. Please refer to e-safety policy on the staff shared area

Mental health and wellbeing

KCSiE 2020 reminds us of the importance of understanding emotional wellbeing and mental health and the relevance of these to the safeguarding agenda. It is important to remind staff of the links. You should also reference any relevant policies [here](#).

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

PROCEDURES AND RECORD-KEEPING

The Pendlebury Centre will follow [Greater Manchester Safeguarding Procedures](#) in detail and adhere to any local guidance and policies from SSCB as required.

All child protection records are kept separately from other records in school. Hard copies are stored in a locked cabinet and electronic files are password protected with restricted access. The Designated Officer and her deputy are the colleagues in school who have the access rights to these documents. When necessary they may be shared with other relevant members of staff, but this is a decision taken by the Designated Officer. However they must always be read in school and then placed immediately back in the secure storage. Copies must not be taken.

When a child leaves our school, their child protection records are sent to the receiving school separately from the child's other school records. Records are not sent unless it has been confirmed that the child has taken up their new place. If this confirmation is not received we would retain the file indefinitely. We would inform Services for Young People (SFYP), via a password protected e-mail supported either by phone or an SFYP referral form, that the child was no longer at our school.

Files will either be collected by a designated, identified member of staff from the school or delivered by a member of staff from The Pendlebury Centre and must be signed for by both parties.

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

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary

- handled according to people's data protection rights
- kept safe and secure

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

All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/actions will be made **including telephone calls to other professionals**. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care (via the MASSH), Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary. **When is recording needed?**

- When there is concern in school over:
 - Marks on a child's body
 - Unusual/different behaviour (including academic functioning)
 - Mood changed
 - Puzzling statements or stories from the child
 - Information from others
 - If requested by another agency, for example, following a child protection conference.

What should be recorded?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with pets, adults)
- Behaviour
- Statements, comments, stories, 'news', drawing
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/Sports
- Injuries/marks, past and present.

All information should be placed in the students file and then placed in the locked filing cabinet. Any raised concerns are passed to all staff at the morning briefing sessions and a reference of this made on the student profile sheet. The information is only passed to other agencies if it is relevant to the other agencies input.

Child Protection Procedures

At our school we follow the policies and procedures generated by Greater Manchester Safeguarding Board.

1. When staff receive a disclosure or notice something which leads them to suspect that abuse may have taken place the information is recorded on our 'Note of Concern' (Appendix 2). If physical abuse is suspected a 'skin map' will be used to record the site and extent of any injury that has been noticed (Appendix 3). These are both passed in a sealed envelope to the designated safeguarding lead **Mrs Cahill or in her absence Mrs Hulley** as soon as possible. This record should include:

The date and time of the observation/disclosure

Full information including verbatim accounts when possible of the incident

Comments about the child's appearance, behaviour, emotional state and actions

All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. **Anyone can make a referral**, however if it becomes necessary to consult outside the school, they should speak in the first instance to the Senior Adviser for Safeguarding in Education-0161 474 5657 where it is practicable to do so. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately via the MASSH on 0161 217 6028 or to the police.

When staff are receiving a disclosure from children they should follow the guidance issued by the LSCB.

When technology is involved we retain all the evidence (e.g. screen shots/emails/text messages) and use it to support the 'note of concern'. However we do not search mobile phones or computers to gain further information. Instead we seek advice from the police via the Public Protection and Investigation Unit (856 9931) about gathering evidence.

2. Upon receiving the 'note of concern' the designated safeguarding lead follows the procedures endorsed by Greater Manchester Safeguarding Board, which are described in the flow-chart that is displayed around school (Appendix 5). Action should be taken within the same working day and as early as possible.

Where abuse is suspected a referral will be made to MASSH by the Designated Officer. The expectation is that a verbal referral will be supported in writing, usually by the completion of the Early Health and Assessment (EHA), in line with local procedures

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

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

In the case of 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 Designated Safeguarding Lead should contact the MASSH for advice.

MASSH (217 6028) – you may need to speak to the Senior Practitioner/Duty Social Worker

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

Allegations are always shared directly with the Head. Where an allegation of abuse is made against any member of staff/ volunteer, deputy or designated safeguarding person, the Headteacher will speak with the Local Authority Designated Officer (LADO) at the Safeguarding Children Unit to discuss the next steps.

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

Our school has a whistleblowing procedure- see policy on staff shared area. It is important to note that it is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and taking action to enable all children to have the best outcomes. In contrast "whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds. Our school also has due regard for the statutory guidance published in October 2012, and will endeavour to ensure the anonymity of any teachers subject to an Allegation Management process. We also ensure that malicious allegations are not included in personnel records and that unsubstantiated or malicious allegations are not referred to in references for any members of staff.

All members of staff are aware of the school/college Whistleblowing procedure and are aware of their duty to report concerns about the conduct of a colleague that could place a child at risk.

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

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

Children Missing out on Education and Missing from Education

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

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

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

SUPPORTING VULNERABLE PUPILS

Our Centre recognises that students who are abused, or who witness violence, may find it difficult to develop a sense of self worth and to view the world in a positive way. This Centre may be the only stable, secure and predictable element in the lives of students at risk. Whilst at the Centre, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from the Centre. It is also recognised that some students who have experienced abuse may, in turn, abuse others. This requires a considered, sensitive approach, in order that the student can receive appropriate help and support.

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.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of 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 SSCB training and network updates. (For example 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; and
- communication barriers and difficulties in overcoming these barriers

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

EARLY IDENTIFICATION 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 s/he has information from SSCB in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff.

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

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

- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Children missing education
- Domestic abuse
- Peer relationship abuse
- Peer abuse
- Children at risk of radicalisation
- Emotional wellbeing & mental health
- Sexual health needs
- Obesity/malnutrition

- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
- Self-Harm
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as- Looked After Children (LAC), children who have been previously LAC, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.
- How an Education Health Care (EHC) plan links with other safeguarding processes

The DSL and their deputy is/are member(s) 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 have an understanding of the Stockport Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family & environmental factors to support referrals.

We use the Stockport [Levels of Need](#) document to inform our decision making.

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.

EXTREMISM AND RADICALISATION

The Pendlebury Centre seeks 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.

The Pendlebury Centre 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. 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

Extremism and Radicalisation

The Pendlebury Centre seeks 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.

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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.

.Preventing Violent Extremism

At our school we are committed to contributing to community cohesion and reducing the likelihood that our young people may become radicalised. We believe that safeguarding students from radicalisation is no different from safeguarding them from other forms of harm. To support this process our staff report any concerns they have about our young people in this respect to the Designated Child Protection officer in school using the 'note of concern'. The Designated Officer will then contact the Senior Adviser for Safeguarding in Education (474 5657) for further advice and support.

Signs to look out for in pupils include:

- changing their behaviour or appearance

- adopting styles of clothes associated with groups with whom they have had no previous connection – this could be faith or political based
- becoming isolated from friends, peers or family members
- becoming involved with groups of pupils who have strong ideological ideas
- viewing websites which contain extremist ideologies or symbols
- attempting to recruit others to an extremist ideology or cause
- vocalising extremist ideologies, using extremist language
- questioning identity and sense of belonging
- glorifying current terrorist activity seen in the media
- displaying extreme behaviour related to ideology and / or religion requesting extended holidays to regions known to be unsafe or places not associated with the family possessing or discussing extremist material
- family not being aware of absences from classes.

Other signs to be aware of:

- family raising additional concerns about the individual and their behaviour
- identifying extremist literature being distributed by pupils or external visitors
- overhearing extremist language and conversations
- concerns about known vulnerable pupils being targeted inside or outside the institution
- use of prayer facilities which are contrary to institution policy
- groups of unknown people gathering close to the campus, campaigning or fund raising for known extremist, or unknown organisations
- stalls / fund raising activities within the campus which haven't been authorised through existing processes, either college or SU based
- study of extremist websites or literature unless part of genuine academic study.

Domestic abuse/violence: In our school we believe that all our pupils have the right to be safe at school and also 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. *which may include a referral into the MASSH and TAS in order to monitor and alert to the situation*

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

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

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

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

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

Breast Ironing: Staff have been made aware of an act of abuse performed on young girls (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/young people about the dangers of weapons/knives and other related dangers. We understand that violence and knife crime do not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities. If we become aware that a child or young person is vulnerable, we will use the most appropriate interventions and pathways to address these needs such as; completing an Early Help Assessment, Child protection referral or support from Stockport Youth Offending Service.

Exceptional Circumstances (closures, partial closures, home learning)

At The Pendlebury Centre 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. **Google Classroom**. Should exception be required this will be with permission of the **Headteacher**.

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 - insert a link here if applicable

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 children are supervised in line with our home school distance learning agreement- insert a link here if applicable

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

Site safety

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

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

SAFER RECRUITMENT AND SAFER WORKING PRACTICE

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2018 and 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 the person has the right to work in the UK. Our practices also includes undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by a member of the SLT

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 adhere to a published code of conduct and other relevant professional standards at all times. This extends to before and after school activities. Staff and visitors are aware of the requirements in respect of phone usage, camera enabled devices, social media and on-line conduct. Other professionals and visitors to our school are made aware of the requirement and expectations we have in respect of safeguarding our children including the use of mobile and camera enabled devices.

We ensure that:

- Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance “Keeping Children Safe in Education 2018” and SSCB, LADO and HR Policy, procedures and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Adequate risk assessments are in place including for extended school/ wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, where to find ‘whistleblowing policies’ and are confident to report concerns of misconduct.
- All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).
- Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the LADO and or others as required.
NB Whilst the placing Teaching Agency is responsible for the investigation, the referring school will be expected to assist with this process

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

At The Pendlebury Centre we are committed to the safer recruitment practice.

We ensure that all appointments in our school are made by a panel which comprises of at least one person who has completed safer recruitment training. A copy of the certificates of everyone who has been trained is retained by school.

Our safer recruitment practices include:

1. Ensuring that all our adverts include a statement which explains our commitment to safeguarding children
2. Displaying our commitment to safeguarding both visually in school and on our website
3. Ensuring that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children
4. Discarding any applications that are made by any applicant who submit a CV instead of the required application form
5. Requesting references prior to interview, using a detailed reference request form
6. Scrutinising the application form and references, to identify any gaps in employment, or inconsistencies in the information presented. We use this information to formulate candidate specific questions that will be used during the interview.
7. Checking the validity of qualifications
8. Checking the identity of the individual concerned

9. Checking the eligibility of the candidate to work in the UK.
10. Asking specific questions during the interview that relate to safeguarding children. We expect candidates to discuss individual experiences rather than talking hypothetically
11. Collecting the information for an Enhanced CRB check
12. Discussing any self-declared information with the candidate in a non-prejudicial way during the interview
13. Reserving the right to call candidates back for further questioning if anything emerges either through the CRB process or late references.
14. Reserving the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose
15. Request that the applicant complete the DBS Authorisation Form (provided by Stockport HR) and submit it to Stockport HR as they undertake the DBS application process. This makes it clear to candidates that they are giving permission for the LA to have sight of their Disclosure whether it be through the Update Service or a new application, and that the LA can transpose information from the Disclosure Certificate in line with the Protection of Freedoms Act 2012 for as long as is necessary to reach a decision about recruitment. After a decision has been made the information will be confidentially destroyed by HR. We will only keep the audit form supplied to us by Stockport HR in school; not the specific content of the Disclosure
16. If the applicant belongs to the Update Service and refuses to give permission for it be used as part of their initial pre-appointment checks a full DBS Enhanced Check will be requested in the usual way
17. When the candidate receives their completed disclosure they will be required to submit it to Stockport HR

In addition we:

- a. maintain our single central record in compliance with guidance laid out in Keeping children safe in education (2016)
- b. maintain our single central record for our own employees, volunteers (including adults and students who are on a work placement) and Governors. To maintain our Single Central Record we follow the advice provided by the Senior Adviser for Safeguarding in Education. The advisory notes are located on Office On-Line.
- c. have a clear process of risk assessing any individuals who come onto our premises who do not require an Enhanced CRB check.
- d. ensure that all visitors to our school are met at Reception and are given a visitors pass/badge. There may be some cases where this does not happen (eg: refuse collection) but these exceptions are listed in the arrangements stated above see (b)
- e. ensure that all visitors to the Centre eg. Those attending training, delivering sessions to students are not left unaccompanied.
- f. ensure that where appropriate (LA officers/contractors) visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties.

- g. Our Governing Body reviews our Service Level Agreements annually to check the adequacy of the arrangements contractors put in place to ensure that their staff are 'suitable' for working in school.
- h. Retain the audit forms sent from Stockport HR for anyone who features on our Single Central Record
- i. Require all staff to complete the Annual Disclosure Declaration Form in line with the Filtering Rules introduced in 2013 to make us aware of any conduct that may have a bearing upon continued employment at school

Training and support

- Our Headteacher and the Governing Body access safer recruitment courses provided by the Senior Advisor for Safeguarding in Education or by CWDC
- They also keep themselves abreast of developments via the LA training/briefing sessions and supporting documentation. This is provided by the Senior Advisor for Safeguarding in Education in conjunction with HR within SMBC.

Safeguarding in the Curriculum

The following areas are among those addressed in PSHE and in the wider curriculum

- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse
- E Safety / Internet safety
- Stranger danger
- Fire and water safety
- Road safety/train/tram safety
- Domestic violence / Relationships
- Diversity issues e.g. forced marriage, Female Genital Mutilation (FGM), Honour Based
- Honour Based Violence
- Sexual exploitation of children (CSE)
- Extremism

The wider safeguarding agenda.

This policy should also be read in conjunction with the following policies/documents:

- Behaviour management (including exclusions)
- Anti-bullying
- Equality and Diversity policy
- Care and Control
- Health and Safety
- Acceptable/Responsible Use

- Managing Attendance
- Record Retention Guidelines for Schools (SMBC)
- Managing Medical Conditions
- Visits and Journeys
- Security Statement
- Staff Code of Conduct/Safer Working Practice Guidance for Staff
- Keeping Children Safe in Education (2014)

Serious Case Reviews

At our school we are committed to taking account of any recommendations that are made from local Serious Case Reviews. We are aware that our school may become involved in a Serious Case Review and we are committed to supporting the process. As such we will ensure that the files and records that pertain to a child involved in an incident that may lead to a Serious Case Review are preserved in school and we will co-operate with the representatives from the Stockport Safeguarding Children Board who are undertaking the review.

GOVERNING BODY DUTIES & RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education (2018).

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- Have robust safeguarding procedures in place - **this includes online safety and acceptable use policies**
- Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site.
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Has appointed a member of the Leadership Team who is designated to take lead responsibility for dealing with safeguarding and Child Protection issues.
- Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- Carries out an annual review of the safeguarding policy and procedures.
- Carries out an annual safeguarding Audit in consultation with the Governing body, sharing this with the Stockport safeguarding Children Board on request.

OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over- arching. The school also 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
- Staff code of conduct / staff Behaviour policy/ pupil behaviour policy

WHAT IS ABUSE

The term 'child abuse' is used to describe a range of ways in which people harm children. The harm can be in the form of physical injury, sexual or emotional abuse or neglect. It is worth noting four points here.

- Children can suffer from one or a combination of these from abuse
- Abuse can take place in the home, at school or anywhere where children spend their time.
- It can happen to babies, children and young people of any age, sex, ethnicity, sexual orientation or disability, including those with special educational needs.
- In almost all cases the abuser is someone known (and often trusted) by the child, for example a parent, other relative or family friend.

(NSPCC Child Protection Awareness in Education)

WHAT ARE THE EFFECTS OF CHILD ABUSE

Children are confused and frightened by abuse. They don't know where to turn for help or who they can trust. The effects of abuse are wide-ranging and often profound. They vary according to the individual child, the context of the abuse and how long it has gone on, but can include:

- Behavioural problems (for example aggressive or withdrawn from school)
- Educational problems (for example, difficulty concentrating, under-achieving)
- Mental Health problems, such as depression
- Relationship difficulties
- Being smelly, unkempt or emaciated as a result of neglect
- Drug and alcohol problems
- Suicide or self-harm
- In extreme cases, death following abuse

Many survivors comment that the emotional consequences are far more severe than the physical effects of abuse. One survivor described the consequences of the abuse. ***'Today I live with rage and sadness that rules my life, I feel I shall never be a whole human being'***

Many abused children become withdrawn, introverted and depressed, making it harder for outsiders to help. Children who have been abused often suffer from low self-esteem. When adults or other children treat them as though they are worthless, they begin to believe they are worthless. Believing that they cannot be helped, they withdraw into their own isolated world. The effects of abuse are long lasting and sadly, many victims of abuse endure a sense of guilt believing that they themselves caused the abuse to take place.

Fortunately children who are abused can be helped. What is vital is that everyone who works with children is equipped to recognise signs of child abuse at the earliest opportunity so that the harm can be stopped and the damage can start to be repaired.

(NSPCC Child Protection Awareness in Education)

CATEGORIES OF ABUSE

THERE ARE FOUR CATEGORIES OF ABUSE

These categories are used for entry on the Child Protection Register, and for statistical recording

- NEGLECT
- PHYSICAL INJURY
- SEXUAL ABUSE
- EMOTIONAL ABUSE

DEFINITIONS AND RECOGNITION OF CHILD ABUSE

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child's health or development, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

PHYSICAL ABUSE

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness or FII (fabricated or induced illness in a child by a parent or carer).

EMOTIONAL ABUSE

This is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects in the child's emotional development. It may involve conveying to children they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person. It may involve 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 ill treatment of a child, though it may occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Children and young people who harm others: the detriment caused to children by the harmful and bullying behaviour of other children can be significant. This may involve single incidents or ongoing physical, sexual or emotional (including verbal) harm perpetrated by a single child or by groups / gangs of children. Such harm or abuse will be referred to the Multi-agency Safeguarding and Support Hub (MASSH) or Police and other agencies as appropriate and further advice and guidance sought.

Pendlebury is committed to multi-agency working to support our students. We run a fortnightly TAS (Team Around the School) meeting.

See Team Around the School guidance

INDICATORS OF PHYSICAL ABUSE

- Fractures and bruises in non-walking children
- Recurrent unexplained injuries or burns
- Pinch bruises, bite marks
- Bruises around the ears and mouth, black eyes
- Explanation inconsistent with injury

- Untreated injuries
- Refusal to discuss injuries
- Admission of excessive punishment
- Running Away
- Aggression
- Self-harming
- Fear of going home
- Arms and legs covered in hot weather
- Withdrawal from physical contact
- Frozen watchfulness
- Fear of medical help
- Bald patches

QUESTIONS TO ASK ABOUT INJURIES

Being alert to the possibility of abuse

- What is the injury? Does it appear accidental?
- Where is the injury? Is it in an unusual site?
- When was it caused? Is the age of the injury right?
- Why was it caused? What accounts are being given?
- Who caused it? (Both stated and suspected).
- Witnesses? Do the stories tally?
- Is there any further information that you require? If so what?
- Who would you talk to?
- When would you seek outside assistance? From whom?
- What would you record? Where would records be kept?

INDICATORS OF NEGLECT

- Running away
- Constant hunger or tiredness (both)
- Frequent lateness, or non-attendance at school
- Low self esteem
- Untreated medical problems
- No social relationships
- Compulsive stealing or scavenging
- Poor personal hygiene

INDICATORS OF EMOTIONAL ABUSE

- Speech delay
- Impaired capacity to enjoy life
- Low self esteem
- Learning difficulties
- Withdrawal from relationships with peer group
- Opposition, defiance or passive behaviour
- Self-harming
- Compulsive behaviour
- Pseudo mature behaviour
- Running away
- Alcohol drug, solvent abuse
- Stress symptoms

INDICATORS OF SEXUAL ABUSE

- Overly compliant behaviour
- Acting out, aggressive behaviour
- Hints about sexual activity

- Pseudo mature behaviour
- Persistent and inappropriate sexual play with peers or toys or themselves, or sexually aggressive behaviour with others
- Detailed and age-inappropriate understanding of sexual behaviour
- Arriving early at school and leaving late with few, if any absences
- Poor peer relationships
- Lack of trust
- Inability to concentrate at school
- Extraordinary fear of males (in case of male perpetrator)
- Seductive behaviour
- Running away from home
- Regressive behaviours
- Withdrawal, clinical depression, suicidal feelings
- Pregnancy
- Sexual transmitted diseases
- Soreness and injury of the genital and/or anal areas
- Recurrent urinary tract infections
- Excessive masturbation

APPENDICES



POSTER

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:

Mrs Janice Cahill

Our Deputy Designated Safeguarding Lead is:

Mrs Stella Hulley

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

If during the COVID pandemic there is no trained DSL on site, Mrs Debra Cooper is identified to lead on safeguarding issues. The DSL and DDSL will be contactable by phone or via email if they are not on site.

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 in a sealed envelope 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

[Greater Manchester Safeguarding Procedures](#)

[Young People and Self-harm- Stockport Schools' Version](#)

[Stockport Female Genital Mutilation Pathway](#)

[Stockport procedures for responding to child sexual exploitation](#)

[Stockport Suicide Prevention](#)

[Greater Manchester Project Phoenix \(action against child sexual exploitation\)](#)

[Stockport Early Help Assessment](#)

[Private Fostering in Stockport](#)

[Information Sharing and Team Around the School](#)

[Information Governance](#)

[Levels of Need](#)

[Stockport Safeguarding Children Board](#)

National Guidance & Resource

[Keeping Children Safe in Education 2020](#)

[When to call the police- guidance for schools and colleges](#)

[Early-years-foundation-stage-framework](#)

[Working Together to Safeguard Children-2018](#)

[What-to-do-if-you're-worried-a-child-is-being-abused](#)

[Brook sexual-behaviours-traffic-light-tool](#)

[Sexual violence and sexual harassment between children in schools and colleges.pdf](#)

[Teachers-standards](#)

[Responding to sexting incidents](#)

[Sexting In Schools Jan17.pdf](#)

[Prevent-duty-guidance](#)

[Educate Against Hate](#)

[Safeguarding-children-who-may-have-been-trafficked-practice-guidance](#)

[Multi-agency statutory guidance on FGM](#)

[sexual harassment between children in schools and colleges.pdf](#)

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

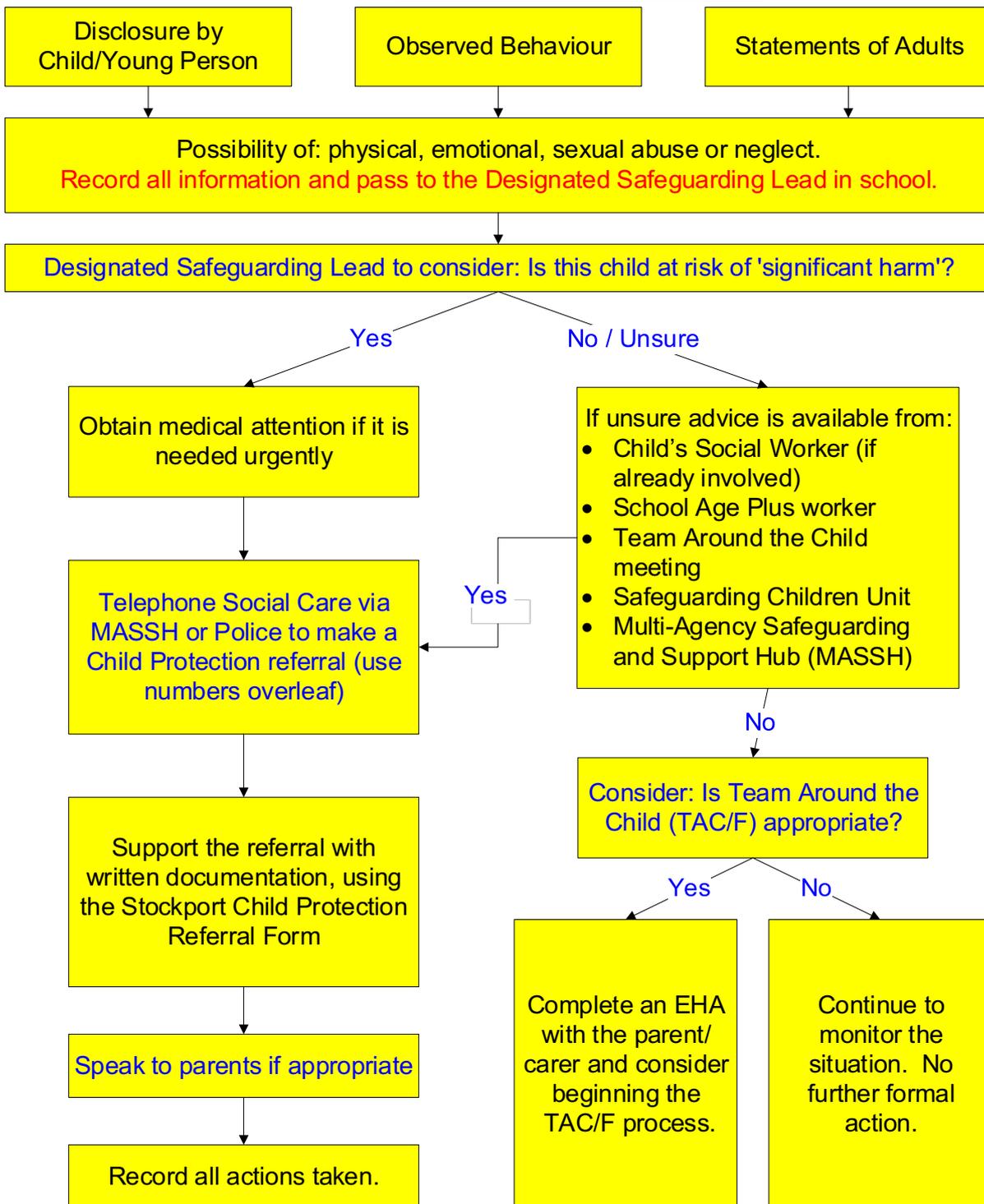
Children's Services- child protection referral

- 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 (non- emergency) 999 emergency

Advice is available from:

- Child's Social Worker (if already involved)
- 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.

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
- Malnourished/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 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 LADO when the concern or allegation meets the criteria.

Some examples of this may be where an individual has:

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- 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 LADO on 0161 474 5657.