SAFEGUARDING and CHILD PROTECTION POLICY

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1. PURPOSE OF THE POLICY

1.1 This policy has been developed to ensure that all adults at Reddish Vale High School (referred to as The School) are working together to safeguard and promote the welfare of children and young people. Safeguarding the welfare of students at Reddish Vale High School is of the highest priority. This policy has been developed to ensure that all adults in RVHS are aware of their responsibilities in working together to promote a culture of vigilance ensuring that signs and symptoms of abuse and potential abusers are identified at the earliest opportunity.

1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare including protecting students and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

1.3 **Mr Andrew Perry**, Assistant Headteacher, is the nominated Designated Safeguarding Lead (DSL) and in his absence the Safeguarding Manager (Sarah Vivante) have responsibility for safeguarding and promoting the welfare of children and young people. All of these post-holders have the status and authority within our management structure to carry out the duties of the role.

1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of The School and applies at all times when Reddish Vale High School is providing services or activities directly under the management of our staff. This policy complements and supports other relevant school and Local Authority (LA) policies.

1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their students and, in accordance with guidance set out in 'Working Together to Safeguard Children 2018', Reddish Vale High School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

2.1 The School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. The school is committed to the principles outlined in 'Working Together to Safeguard Children' and implements practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.

2.2 The School recognizes that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our children from harm, and that the child's welfare is our paramount concern. 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. Normally, concerns should be passed immediately to the DSL. In exceptional circumstances staff members can speak directly to children's social care as ANYONE can make a referral by calling the Stockport Children's Contact Centre, Multi-Agency Safeguarding and Support Hub (MASSH) on 0161 217 6028.

2.3 The School is committed to supporting the delivery of effective Early Help through multiagency working, a consistent application of the thresholds and the use of a single agency assessment. The Stockport Early Help approach is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services to improve outcomes for the children and young people of Stockport.

2.4 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help students respect the rights of others, particularly those groups who may be considered a minority.

2.5 The School will exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise students and staff.

2.6 The School will use the curriculum, assemblies and other formal and informal sessions to raise awareness of Safeguarding issues and its pastoral system to encourage pupils to seek support from within the School or from other local safeguarding partnership arrangements should the need arise.

2.7 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. A culture of vigilance is promoted where all staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

2.8 The School will ensure that all staff are able to reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Staff should recognise that that pupils might not find it easy to talk about their abuse verbally. Staff should be aware of signs and behaviour that indicate abuse. Staff should be aware

that they might receive a report from a friend or overhear a conversation that suggest a child might have been harmed.

3. THE CURRICULUM

3.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge, and to make informed choices in later life.

3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

3.3 Personal Health and Social Education, Citizenship and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of safeguarding related subjects including lifestyles, forced marriage, County Lines, drugs, CSE, FGM, family patterns, religious beliefs and practices, peer pressure and human rights issues.

3.4 All students will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

3.5 The Governing Body will ensure children are taught about safeguarding, including online safety, through teaching and learning opportunities and as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), through form time activity and through sex and relationship education (SRE), as well as through ICT.

3.6 Safeguarding in the Curriculum

- The following areas are among those addressed in PSHE lessons and in the wider curriculum
- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse
- E Safety / Internet safety
- Stranger danger
- Fire and water safety
- Road safety
- Water safety
- Promoting positive relationships
- Diversity issues e.g. forced marriage, Female Genital Mutilation (FGM), Honour Based
- Honour Based Violence
- Sexual exploitation of children (CSE)
- Addressing domestic abuse

- Extremism
- LGBTQ+

3.7 The Continuum of Needs and Response and the Early Help Assessment is embedded into everyday practice and procedures when responding to children's needs. Students have access to appropriate curriculum opportunities to promote their understanding of safeguarding including emotional, physical and sexual health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life.

4. KEEPING RECORDS

4.1 Reddish Vale High School will keep and maintain secure and up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other local safeguarding partnership arrangements and any other significant event in a child's life.

Child protection and Child in Need records are kept confidentially and securely and are kept separate from pupil records until the child's 25th birthday, Child Protection and Child in Need information is copied and sent under separate cover to new school/college whilst the child is still under 18. All information must be redacted so the names of third parties are not stated. Where paper copies of Child Protection and Child in Need records are passed on to another school/education setting/ then a receipt is required by the receiving school/education provider. Where possible, these records will be securely transferred by CPOMS.

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

5. CONFIDENTIALITY AND INFORMATION SHARING

5.1 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 Safeguarding Lead and his deputies 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 Safeguarding Lead. However, they must always be read in school and then placed immediately back in the secure storage. Copies must not be taken.

5.2 When a pupil leaves our school, copies of their child protection records are sent to the receiving school separately from the pupil's other school records. Records are not sent unless it has been confirmed that the pupil 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 pupil was no longer at our school. (See appendix 8).

6. ROLES AND RESPONSIBILITIES

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	**Mr Andrew Perry**	**a.perry@reddish.stockport.sch.uk**
Safeguarding Manager	**Mrs Sarah Vivante**	**s.vivante@reddish.stockport.sch.uk**
Headteacher	**Mrs Linda Hanson**	**l.hanson@reddish.stockport.sch.uk**
Named Safeguarding Governor	**TBC**	**admin@reddish.stockport.sch.uk**
Chair of Governors	**Mr Malcolm Stansfield**	**admin@reddish.stockport.sch.uk**

6.1 The Headteacher of Reddish Vale High School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of students are fully implemented and followed by all staff, including volunteers.
- Safer Recruitment procedures are followed.
- A Designated Senior Member of staff for child protection is identified as the DSL and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the DSL to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training, as appropriate.
- All staff and volunteers receive regular and appropriate training.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its students by making its obligations clear in the school prospectus.
- Ensure that the Safeguarding policy is available on the school's web-site.
- Ensure that The School co-operates with appropriate local safeguarding partnership arrangements and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism

- We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent students and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm. To assist with this, parents should ensure that the school has at least two emergency contacts for their child/children.
- That all staff recognise that children are capable of abusing their peers. All staff should be clear about their school or college's policy and procedures with regard topeer on peer abuse. This is to be raised via the school's behaviour system and recorded on CPOMS.
- All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation which could indicate that a child may be involved in serious violence. 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. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is essential that registers are taken promptly and accurately at the start of every lesson, and concerns about absence should be immediately drawn to the attention of the DSL. Children who have poor attendance, or who regularly go missing from the premises will be subject to intervention plans, working closely with families and other appropriate local safeguarding partnership arrangements.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in Guidance for Safer Working Practices for those working with Children and Young People in Education Settings'.

6.2 The Governing Body of Reddish Vale High School will ensure that:

- A member of the Governing Body is identified as the designated Governor for Safeguarding and receives appropriate training. The identified Governor will provide the Governing Body with appropriate information about safeguarding and will liaise with the DSL.
- The Chair of governors at The School is Malcolm Stansfield. The nominated governor for Safeguarding is TBC.
- There is a senior member of The School's leadership team who is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is reviewed and updated every half term and the school complies with local safeguarding procedures. The latest copy of the safeguarding policy can always be found on the school website and the school complies with local safeguarding procedures.

- The School ensures Safer Recruitment procedures are followed including prohibition checks for everyone in teaching work.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education' January 2021 and Local Authority procedures.
- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction which is up-dated by refresher training.
- Ensure that The School co-operates with appropriate local safeguarding partnership arrangements and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

6.3 The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The DSL will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training annually.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Ensure that the school's actions are in line with the SSCB Stockport Safeguarding Children Board Procedures. (Guidance on these procedures may be found on SSCB website at safeguardingchildreninstockport.org.uk).
- Support staff to make effective referrals to the Social Care and any other local safeguarding partnership arrangements where there are concerns about the welfare of a child.
- Keep copies of all referrals to Social Care and any other local safeguarding partnership arrangements related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receives Level 3 training.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have aconcern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.

- Send a student's safeguarding file separately from the main file to a new establishment if a student leaves the school or transfer electronically using CPOMS if possible, keeping a copy of the file.
- Provide, with the Headteacher, regular reports for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- During term time the DSL and/ or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.
- Ensure that for children that are placed on alternative provision that school continues to be responsible for the safeguarding of that pupil, and that the provider meets the needs of the pupil. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

6.4 The Staff, including supply staff, of Reddish Vale High School will ensure that:

- All staff may raise concerns directly with Children's Social Care services
- All staff must be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.
- All staff are aware that safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or to the Headteacher.
- All members of staff and volunteers are provided with child protection awareness information at induction and the school safeguarding policy and procedures so that they know with whom to discuss a concern.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

6.5 Pupils of Reddish Vale High School will ensure that:

- They report any incident of bullying directly to staff.
- Behave in a way that keeps themselves and others safe in and outside of school.
- Be very aware when using the internet (social networking sites) and mobile phones.
- Make sure they know who they are communicating with and that their communications do not upset or threaten anybody.
- Support school staff who are trying to keep them safe by following instructions and accepting the consequence of misbehaviour.
- Talk to someone in school if they are worried about something that is making them feel unsafe (this may be one of the designated members of staff or another adult in the school).

- Be aware of adults/visitors around the school, are they wearing ID? Report anything they are worried about to a member of staff.

7. SAFER RECRUITMENT

7.1 The school's recruitment and selection policies and processes adhere to the DFE guidance set out in "Keeping Children Safe in Education - Statutory guidance for schools and colleges" this incorporates new changes following the EU exit, including guidance on checking the past conduct of individuals who have lived or worked overseas. At our school we are committed to the safer recruitment practices. 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.

The Headteacher and Governing Body will ensure that stringent recruitment and vetting procedures are in place for staff, other adults e.g. Governors and volunteers, and that nobody commences work unless all necessary checks are completed to a satisfactory level. All staff and volunteers who frequently partake in regulated activity with children and young people and adults undertaking volunteering activity in an unsupervised capacity will have an updated enhanced DBS.

7.2 Our safer recruitment practices include:

- Ensuring that all our adverts include a statement which explains our commitment to safeguarding children
- Displaying our commitment to safeguarding both visually in school and on our website.
- 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
- Discarding any applications that are made by any applicant who submit a CV instead of the required application form
- Requesting two references using a detailed reference request form
- 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.
- Checking the validity of qualifications
- Checking the identity of the individual concerned
- Checking the eligibility of the candidate to work in the UK
- Asking specific questions during the interview that relate to safeguarding children. We expect candidates to discuss individual experiences rather than talking hypothetically.
- Collecting the information for an Enhanced DBS check as appropriate
- Request a check against the DBS Children's Barred List as appropriate
- Discussing any self-declared information with the candidate in a non-prejudicial way during the interview.

- Reserving the right to call candidates back for further questioning if anything emerges either through the DBS process or late references
- 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
- Ensure that separate barred list checks will only be carried out for newly appointed staff who are engaging in regulated activity, pending the receipt of an enhanced certificate with barred list information from the Disclosure and Barring service (DBS) and where a person has worked in a school or college in a role that brought them into regular contact with children and young people, and this role ended not more than three months prior to their new appointment.
- Ensuring that we do not employ anyone in Regulated Activity who is known to be on the Barred List for Children
- Maintain our single central record in compliance with guidance laid out in Keeping Children Safe in Education. A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the schools' single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file (2020)
- The Single Central Record is audited each half term by the Chair of Governors, DSL and Headteacher. An additional Section 128 check is done on all middle leaders and senior leadership team members, as well as governors.
- Ensure that where appropriate volunteers, governors or others are subject to DBS checks and checks against the Barred List for children in accordance with the Protection of Freedoms Act (2012)
- Ensure that we are clear about the pre-appointment checks that have been undertaken by any member of staff supplied to us by another organisation
- Cleanse our single central record annually to remove the staff who have left our organisation
- Have a clear process of risk assessing any individuals who come onto our premises. This would include a record of the levels of supervision that will be applicable while colleagues are in our school.
- 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 (e.g. refuse collection) but these exceptions are listed in the arrangements stated above see (b)
- 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.
- Ensure our governing body reviews our contracts regularly to check the adequacy of the arranged contractors put in place to ensure that their staff are 'suitable' for working in school.
- All contracts with supply local safeguarding partnership arrangements are specific about what checks need to be complete before any individual commences work at the school, and that they will be expected to present identification upon arrival.
- References will always be sought before confirming a person's appointment, these

will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

8. PRACTICAL ADVICE & CHILD PROTECTION PROCEDURES

8.1 Signs & Symptoms of abuse & neglect

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. Child abuse and neglect can have major long-term impacts on all aspects of a child's mental and/or physical health, development and well- being. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse.

8.2 Types of abuse and Neglect

8.2.1 Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child byinflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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

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

8.2.5 Neglect: the persistent failure to meet a child's basic physical, and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

There are specific issues that have become critical for Schools to ensure their Staff, (Governors and Volunteers) are aware of, familiar with and have processes in place to identify, report, and monitor these are listed below:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- Child Criminal Exploitation (CCE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family

- Poor parenting

Contextual Safeguarding

Contextual Safeguarding extends the capacity to safeguard from the school to the home, neighbourhood, and other places where teenagers spend their time. Those seeking to safeguard young people therefore need to assess and intervene in these places. Assessment 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. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, gangs, truanting and sexting put children in danger. The school must provide as much relevant information as possible as part of any referral process.

In understanding the signs and indicators of specific issues listed in this policy, this school/college will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff Induction training, and ongoing development training for all Staff / anyone who has contact with a child or young person including Governors and volunteers.

Peer on Peer Abuse

There is a zero-tolerance approach to peer-on-peer abuse at Reddish Vale High School; there are recording and reporting systems in place for children to report abuse. As a school, we recognise that even if there are no reported cases of peer-on-peer abuse that does not mean it is not happening within the school.

It is important to remember that staff should be aware of the possible health needs that might arise following sexual assault, such as physical, mental and sexual health problems

Unsubstantiated, unfounded, false or malicious reports should take into consideration as to whether the child or person who has made the allegation is in need of support or may have been abused by someone else.

Reports of peer-on-peer abuse should be reviewed to look for patterns of behaviour

All staff should be aware that safeguarding issues may manifest themselves via peer on peer abuse. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse. Peer on peer abuse can manifest itself in many ways and incidents of bullying will be dealt with via Reddish Vale High School's behaviour and bullying policy. This is most likely to include, but may not be limited to these forms;

- Bullying
- Cyber Bullying
- Physical abuse (hitting, shaking, throwing, poisoning, burning, scolding, drowning, suffocating)
- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter;
- Sexual harassment;
- Sexual violence (rape, assault by penetration, sexual assault)

- Upskirting (typically involving taking a picture under a person's clothing)
- Sexting
- Gender based violence
- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on difference.

8.3 Honour based Violence (HBV)

So called honour based violence encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be

handled ad escalated as such regardless of motivation.

8.3.1 FGM (female genital mutilation)

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically it is performed on girls aged between 4 -15 or on older girls before marriage or pregnancy. It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way. It is considered to be child abuse as it causes physical, psychological and sexual harm. Our staff will always report concerns in line with school policy. Information and guidance on the signs and symptoms of Female Genital Mutilation (FGM) and be found at https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/

If staff have a concern regarding a child that might be at risk of HBV, it is mandatory that this should be reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

8.3.2 Forced Marriage

- Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child- rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.
- Information about Forced Marriage is incorporated into staff Safeguarding training and briefings and the school's Safeguarding Policies will be used to protect a victim or potential victim of forced marriage.
- If a case of forced marriage is suspected, parents/carers will not be approached/involved about a referral to any other local safeguarding partnership arrangements.

8.4 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.
- CSE 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. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying

and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- Information on CSE is incorporated into staff Safeguarding training and briefings and the school's Safeguarding Policies will be used to protect a victim or potential victim of CSE.
- CSE is a form of sexual abuse and can be a one off occurrence or might happen over a period of time.
- All children and young people, including 16 year olds, can experience child sexual exploitation.
- Child Criminal Exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. CCE abuse can be a one off occurrence or series of incidents and can involve force or enticement. Victims can be exploited even when the activity appears consensual.
- Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

8.5 Preventing radicalisation & violent extremism

- The School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. The School seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.
- The School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding local safeguarding partnership arrangements, including the Channel programme.
- From July 2015 The School has a duty under S26 of the Counter Terrorism & Security Act 2015 to have due regard to the need to prevent people from being drawn into

terrorism. This is known as the Prevent duty.

- Information on radicalization & violent extremism is incorporated into staff Safeguarding training and briefings.
- Staff in our school report any concerns they have about our children in this respect to the Designated Safeguarding Lead officer in school using CPOMS or a 'note of concern'. The Designated Officer will then make a referral to the Senior Adviser for Safeguarding in Education so the child can be considered at the Channel Panel. If the child, others or the community are at immediate risk of significant harm then a referral should be made to the police and / or social care via the MASSH (0161 217 6028) as appropriate.
- Through training, staff, volunteers and governors have an understanding of the PREVENT agenda, what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.

8.6 Sexting

'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 Reddish Vale High School takes a pro-active approach in its ICT and Enrichment programmes to helppupils to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its pupils who do find themselves involved in suchactivity 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 Reddish Vale High School applies a consistent approach when dealing with an incident to help protect pupils and the school. For this reason the Designated Safeguarding Lead 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 and will report concerns in line with the schools safeguarding procedures.

The school adopts the UK Council for Child Internet Safety guidance (2020), "Sharing nudes and semi nudes: how to respond to an incident" in respect to responding to incidents of sexting. All colleagues are expected to be aware of this policy.

Guidance has been issued by the UK Council for Internet Safety (December 2020)

Further advice can be found here:
http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx

8.7 Domestic Abuse

- The School is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors, including exposure to domestic abuse within the family situation and is a safeguarding issue.
- Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding training and briefings and the school's Safeguarding and Child Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

8.8 Mental Health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis or a mental health problem. Staff however, are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children experiences can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the Designated Safeguarding Lead or a Deputy.
- Staff will use and follow the "mental health behaviour in schools" guidance (November 2018) - https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

8.9 Serious Violence

- All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
- All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

8.10 How to report concerns, including name and points of contact

If staff members have concerns about a child (as opposed to a child being in immediate danger – see below) then they need to log a concern to the DSLs via CPOMS. CPOMS is the school's simple and easy to use online reporting process for staff to make a referral to the DSL (see CPOMs user guide in appendices). Volunteers and temporary staff are to complete a Temporary Staff Logging Safeguarding Concern/Note of Concern (in appendices) and immediately deliver to the DSLs. Staff are reminded to refer to DSL and not investigate concerns themselves.

If a child is in immediate danger or is at risk of harm, a referral should be made to Children Services and/or the police IMMEDIATELY. Anyone can make a referral but where a referral isn't made by a DSL, the DSLs should be informed as soon as possible that a referral has been made.

If the child's situation does not appear to be improving, the DSL will press for reconsideration.

Contact details:

Mr Andrew Perry - 0161 477 3544
Sarah Vivante - Safeguarding Manager - 0161 477 3544
Extension 170 Police emergency - 999
Police non-emergency - 101
Stockport Children's Contact Centre (MASSH) - 0161 217 6028

8.11 Dealing with Disclosures

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

- When technology is involved we retain the evidence provided by the young person and/or their family (e.g. screen shots/emails/text messages) and use it to support the CPOMS log or 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 about gathering evidence.
- Upon receiving the CPOMS notification or 'note of concern' the designated safeguarding lead follows the procedures endorsed by Stockport Safeguarding Children Board, which are described in the flow-chart that is displayed around school (see appendices). Action should be taken within the same working day and as early as possible.
- Where abuse is suspected a referral will be made to Social Care by the designated safeguarding lead who will telephone the MASSH and ask to speak to the Duty Social Worker. The expectation is that this verbal referral will be supported in writing, using the Multi-Agency Child Protection Referral Form, in line with local procedures. At this stage as much information as possible will be provided to ensure social care assessments can consider contexts outside of the home and enable a contextual approach to harm.
- The supporting documentation should be sent securely to the MASSH, either through a secure e-mail or as a password protected attachment.
- The content of the referral will be discussed with parents/carers where this is appropriate. Advice should be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse, fabricated illness, radicalisation, female genital mutilation (FGM), or forced marriage are suspected. Members of staff are

aware that they must not discuss any issues with parents/carers unless they are told to do so by the Designated Safeguarding Lead.

NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.

- Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others (including the taking of photographs) may negate or contaminate evidence.
  At our school it is expected that staff will co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. This is not the responsibility of our school.

Throughout this process the Designated Safeguarding Lead can seek advice from:

Social Care (0161 217 6028) – you may need to speak to the Senior Practitioner/Duty SocialWorker

The Safeguarding Unit (0161 474 5657)

- As a school we take our commitment to attending Child Protection conferences and core group meetings very seriously. If in the unlikely event, we cannot attend, we will always send a written report to the conference / core group to convey latest information and our opinions to the Independent Chair.

8.12 Highlighted areas of risk

- **Looked After Children (LAC**)
  The most common reason for a child to become looked after is a result of abuse and/or neglect. The School ensures that staff have the skills, knowledge and understanding necessary to keep LAC safe. All maintained schools are to appoint a designated teacher for looked-after and previously looked-after children on the school roll. The 'Designated Teacher' for RVHS is Andy Perry. The designated teacher works with the virtual school head to promote the educational achievement of looked after and previously looked after children
- **Special Educational Needs**
  Children with special educational needs and disabilities Children with SEN and disabilities can face additional safeguarding challenges and be more prone to peer group isolation than other children. These can include Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration The potential for children with SEN and disabilities being disproportionally impacted by behaviour such as bullying without outwardly showing any signs Communication barriers and difficulties and in overcoming these barriers
- **Physical Intervention**
  The School can use reasonable force to:

I. remove disruptive children from the classroom where they have refused to follow an instruction to do so;
II. prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
III. prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
IV. prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
V. restrain a pupil at risk of harming themselves through physical outbursts.

The School **WILL NOT** use force as a punishment. In situations where the use of force is required, no more than is needed should be used. It should be reasonable, proportionate and necessary.

- **Private fostering/Children staying with host families**
- Schools often make arrangements for children to have learning experiences where, for short periods, the children may be provided with care and accommodation with a host family to which they are not related. Such arrangements could amount to "private fostering" under the Children Act 1989. However, when the parents make the arrangements or take responsibility for the selection of the host parents themselves, this will be a private matter between the two parties. If a member of staff becomes aware of a student being provided with care and accommodation by someone to whom they are not related in that person's home, they have a mandatory duty to report the matter as a concern to the DSL. The DSL would then report to Children's Social Care and they will check if this arrangement is suitable.
- **Personal Care & Intimate Care**
  Includes helping a child, for reasons of age or illness or disability with eating or drinking or in connection with toileting, washing bathing and dressing.
- **Children Missing From School**
  We ensure that our school codes register accurately. We operate a first day call system in which we contact the families of children who are missing from school. If we receive an unsatisfactory reason or are unable to gain an explanation for the absence and the child is either the subject of a Child Protection Plan or is 'Looked After', we conduct a home visit and if necessary, make a referral to Services for Young People (SFYP). If we have a welfare concern about a child we continue to contact the family every day for up to 10 days. We will make a referral to SFYP at any point during the 10 days as appropriate. If we have had no previous welfare concerns but the child is absent without a reasonable explanation for 10 days a referral will go to SFYP on the 10th day of the absence.
  If a pupil goes missing during the school day we will:
  I. Search the premises carefully
  II. Contact the parent/carer to make them aware of the situation
  III. Contact the police after 15 minutes if the pupil is not found
  IV. If we have been unable to contact a parent/carer we will continue to try to

do so

V. Once the pupil is found, a risk assessment and safe management plan will be established (with parental involvement wherever possible) in an attempt to prevent this happening again.

- **<u>Team Around the Child (TAC)</u>**
  Members of staff in our school are committed to multi-agency working to support the Team Around the Child.
  Where it is deemed that pupil's require additional support, staff at our school will
- Discuss their concerns with parents/carers
- Complete or update an Early Help Assessment (EHA) using the most recently issued form from the website
- 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 pupil'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. When we can we will involve the pupil in the process, if they cannot be present in meetings we will find ways ensure that their thoughts and views are heard.

9. SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY

9.1 Reddish Vale High School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a pupil's safety will remain the priority of the school. All staff will take part in completing an Online Safety training course a minimum of every two years. Any incidents of sexual harassment between pupils via mobile or smart technology will be investigated using the recording and reporting methods laid out in this policy.

9.2 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 pupils under appropriate supervision. 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.

9.3 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 should be informed immediately.

9.4 The School will ensure that appropriate filtering methods are in place to ensure that students are safe from all types of inappropriate and unacceptable materials, including terrorist 15 and extremist material. The school uses Impero and Smoothwall software to

monitor staff and pupil use of the school's Internet and computer systems.

Use of mobile phones

Staff 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 pupils.
- 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 (E-safety policy)

Work mobiles

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 and sleep areas.

Personal mobiles

To protect children we will ensure that personal mobiles:

- Are brought into school at the owners risk and responsibility. Staff are strongly advised not to use their mobile phones during lesson time, on corridors or in social areas to text, make calls or use camera functions.
- 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

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

Pupils

Pupils have signed consent from their parents/ carers giving permission for the pupil to have a mobile and agreeing that they will be 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 pupil's 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 pupils are appropriately dressed, and only use the pupil'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, sporting event or certain examinations.
- 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 by pupils are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny

Social Networking Sites

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items.

Staff will ensure that any personal use of Social Networking sites do not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Headteacher or the DSL.

Any attempt by a child/young person to contact staff via such internet sites will immediately be reported to the Headteacher or DSL in order that appropriate advice can be

given to the child/young person and their parents/carers regarding professional boundaries and the safety of the child/young person.

10. PROCEDURE FOR DEALING WITH COMPLAINTS & ALLEGATIONS ABOUT A MEMBER OF STAFF

10.1 All school staff must take care not to place themselves in a vulnerable position with a child. 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. If the concerns are about the Headteacher they are aware that they report the matter to the Chair of Governors.

10.2 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 in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

10.3 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).

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

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

10.6 Low Level Concerns – Low-level concerns about a member of staff should be referred to the Headteacher. Low-level concerns about the Headteacher should be dealt with as detailed below in section 11. A low-level concern is any concern that an adult has acted in a way that:

Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work

Does not meet the allegations threshold or is not considered serious enough to refer to the local authority.

Examples may include:

Being overly friendly with children

Having favourites

Taking photographs of children on their mobile phone
Engaging with a child one-to-one in a secluded area or behind closed doors
Using inappropriate sexualised, intimidating or offensive language

Low level concerns should be referred to the Headteacher. Reddish Vale promote an environment where staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.

All low level concerns should be recorded in writing to the Headteacher and records should be reviewed so that any patterns of concerning behaviour can be recognised and appropriate action taken.

11. PROCEDURE FOR DEALING WITH COMPLAINTS & ALLEGATIONS ABOUT THE HEADTEACHER

If the allegation is against the Headteacher, the allegation should be reported to the Chair of Governors who will follow the procedure above.

12. PROCEDURE FOR DEALING WITH COMPLAINTS & ALLEGATIONS ABOUT ANOTHER PUPIL

12.1 The School believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. The School recognises that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Safeguarding allegations

12.2 Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

12.3 Examples of safeguarding issues against a student could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation
- sexual abuse
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

12.4 In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual

Exploitation themselves may be forced to recruit other young people under threat of violence.

12.5 On occasion, some students will present a safeguarding risk to other students. The School should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

12.6 What to do

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact Children's Social Care to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. Where neither Children's Services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

13. LEARNING AND IMPROVEMENT FRAMEWORK

13.1 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.

13.2 We will also attend and contribute to the local multi-agency learning review (MALR) process as required and ensure that any identified actions are understood and implemented.

14. THE EMPLOYEE CODE OF CONDUCT

14.1 The Code covers all employees under a contract of employment with The School and it sets out the standards of conduct that apply to staff, and by following the code protects staff from misunderstanding, criticism or more severe breaches that could result in disciplinary action.

14.2 The Code is incorporated into employees' contracts of employment and any breaches are dealt with under the agreed procedure where appropriate.

14.3 At all times, staff should ensure that a courteous, respectful, efficient and impartial service is provided for all groups and individuals within that community.

14.4 In all areas work, staff must strive to support the aims and values of the school.

14.5 During induction training, new staff must be given and have read:

- The Employee Code of Conduct Policy
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education Part One and Part 1 (Sept. 2020)
- Responsible User Policy

15. TRAINING

15.1 All members of staff, volunteers and governors are trained in safeguarding, child protection issues, staff code of conduct, whistleblowing policy and the Government's statutory guidance 'Keeping Children Safe in Education (2021)' as part of their induction process and continued professional development.

15.2 A copy of Keeping Children Safe in Education 2021 part 1 has been shared with and is available to all staff.

15.3 All members of staff have access to Basic Awareness training every 3 years. This is provided by Stockport SCB

15.4 The Designated Safeguarding Lead and those who deputise for this role in school have access to specific training every 2 years and a refresher every year which is provided by Stockport's SCB

15.5 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

15.6 Support material and the SSCB policies and procedures are available on the Stockport SCB website ***(www.safeguardingchildreninstockport.org.uk)***

15.7 School support materials are also available on Office On-Line

15.8 The procedures relating to safeguarding and child protection are discussed with all staff annually

15.9 A record of staff training is kept within school, which identifies who has attended the training and the content of the session

15.10 A set of the most recent training materials are available for staff in school

15.11 Our Nominated Governor receives termly updates about safeguarding through the Local Authority Governance Support Unit

15.12 Training is also provided by the Senior Adviser for Safeguarding in Education to support the governors in their role.

15.13 Members of staff who are likely to complete the Early Help Assessment (EHA) and/or take on the role of Lead Practitioner must complete both EHA / TAC training packages.

15.14 Our Headteacher and the Governing Body access Safer Recruitment courses provided by the Senior Advisor for Safeguarding in Education

15.15 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

16. VIEWS OF OUR PUPILS

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

We make sure that our pupil's know that members of staff are always prepared to listen to them. Pupils are made aware that they can report any concerns verbally to the following members of staff:

- Tutors
- Assistant Head of Year
- Head of Year
- Anti-Bullying Ambassadors
- Senior Pupils
- Designated Safeguarding Lead
- Safeguarding Manager

- Child Protection Officer
- Any other member of staff

They also complete an anonymous questionnaire annually that specifically asks them to report how safe they feel in our school. Pupils also take part in a pupil voice activity to report how safe they feel in school.

In addition members of our staff are mindful of the need to actively listen to pupils at all times during the school day. Staff members 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 children. We do this to ensure that we have a constant overview about how our pupils are feeling in school throughout the year.

We use the findings from all these sources to inform our school development plan, curriculum developments and specific interventions for individual children.

17. SUPPORT FOR STAFF

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

18. KS4 WORK EXPERIENCE OR PLACEMENT

When we are placing pupils on work placements/experience, we do so without a DBS check for pupils working at KS4 in accordance with Safeguarding Children and Safer Recruitment in Education (2007) and the Protection of Freedoms Act (2012). Initially we consider carefully where to place a young person, considering any aspects of vulnerability that they may have. When parental consent has been obtained and where learners may be working with other children or vulnerable adults (e.g. in a nursery or care home) a check is done with the Youth Offending Team to determine suitability for the placement, in accordance with our local procedures. We also ensure that the young people are made aware that they will need to verify their identity on arrival at their placement. We also check the suitability of the placement by asking the employer to endorse the principles of Child Protection, making them aware where to refer the matter if they had concerns about a young person (both in terms of their welfare and/or non-attendance at placement), and by making a decision about whether a DBS check is required about the employer. We record our decision if we decide not to complete a DBS check about the employer. These matters are considered in greater detail when there is a long term placement (equivalent to more than 10/15 working days) in accordance with Appendix 14 of Safeguarding Children and young people and Safer

Recruitment in Education (2007). We also complete all the necessary health and safety checks in accordance with our health and safety policy.

If we contract other providers to place pupils on work placements/experience on our behalf, we ensure that the contract requires the provider to effectively carry out all the above procedures in relation to Safeguarding and Health and Safety. We regularly monitor the compliance by the provider with the contract we have established.

When we are asked to accept pupils on work placements/experience, we do so without a DBS check for pupils working at KS4 in accordance with Safeguarding Children and Safer Recruitment in Education (2007). However we do expect that the placing school/organisation has completed the relevant risk assessments to determine the suitability of the young person being recommended to us. We check with the placing school that the checks have been completed. We also check the identity of the young person when they arrive at our school.

19. MONITORING AND EVALUATION

Our Safeguarding and Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT and Governing Body to monitor
- Review of parental concerns and parent questionnaires

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

- Acceptable/Responsible User Policy
- Attendance Policy
- Behaviour & Anti-Bullying Policy
- Complaints Policy
- Health & Safety Policy
- Keeping Children Safe in Education
- E-Safety Policy
- Medical Conditions in School Policy
- Record Retention Guidelines for Schools (SMBC)
- Data Protection Policy
- SEN and Inclusion Policy
- Single Equalities Policy & RVHS Equality Action Plan
- Staff Code of Conduct

20. Whistleblowing

The NSPCC Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

If you think an organisation is putting children at risk, even if you're not certain, call them to talk through your concerns.

Contact the Whistleblowing Advice Line
Call 0800 028 0285
Email help@nspcc.org.uk

APPENDIX 1

POSSIBLE SIGNS OF ABUSE

The following signs may or may not be indicators that abuse has taken place. The lists are not exhaustive; any concerns **must** be shared with the designated safeguarding lead.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- Object shaped bruises
- The child gives inconsistent accounts for the cause of injuries

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders

CSE and CE -Likely behaviours may include:

- Repeatedly going missing, particularly overnight
- Coming home with unaccounted gifts, i.e. clothes, money, food, jewellery and drugs. (Common one being a mobile phone.)
- Having a relationship with an older partner with whom there may be concerns
- Excessive & secret use of internet and/or mobile (potential grooming?)
- Having several SIM cards, frequent mobile phone top ups
- Being unusually secretive (where have they been, who are their friends)
- Mood swings and changes in behaviour
- Talk of going to parties
- Child Sexual Exploitation is a form of sexual abuse and can be a one off occurrence or can happen over time

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Domestic violence and abuse
The cross-government definition of domestic violence and abuse is:

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

- psychological
- physical
- sexual
- financial
- emotional

Where we suspect or have evidence that any child or young person has engaged in or been witness to an abusive relationship, we will take action in line with local procedures.

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating

APPENDIX 2

Useful Links

Stockport Safeguarding Children Board

County Lines

Greater Manchester Safeguarding Partnership

Greater Manchester Policies and Procedures

Bullying

Child Sexual Exploitation

Domestic Abuse

Female Genital Mutilation

Forced Marriage

Violence against women and girls

Youth Violence and Gangs

Teenage Relationship Abuse

Supporting those who may have been trafficked

Mental Health Strategy

Sexting

Radicalisation

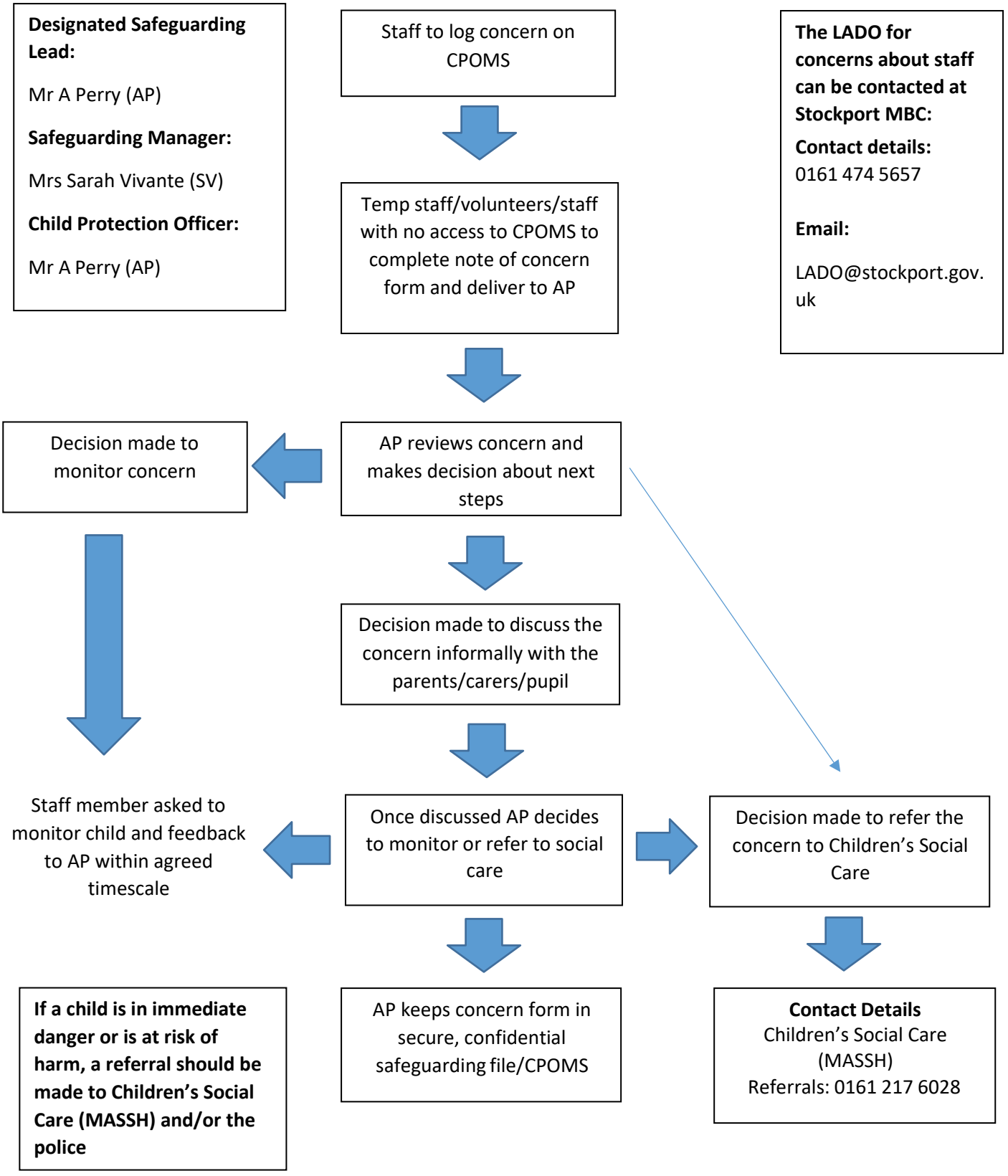
Private Fostering

Drugs

Fabricated or Induced Illness

APPENDIX 3

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



APPENDIX 4

Child Protection Summary for all Temporary Staff

This summary sheet is for all staff who work at Reddish Vale High School on supply or other short contract/s (even for only a day). Ensuring such staff read this sheet contributes to the school's commitment to safeguarding and promoting the welfare of the pupils.

As an adult working in this school you have a duty of care towards all pupils. This means you should act at all times in a way that is consistent with their safety and welfare.

If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Safeguarding Lead (DSL) Andrew Perry or in his absence Safeguarding Manager (Sarah Vivante).

The following is not an exhaustive list but you might become concerned as a result of:

• Seeing a physical injury which you believe to be non-accidental.

• Observing something in the appearance of a student which leads you to think his/her needs are being neglected

• Witnessing behaviour which gives rise to concern.

• A student telling you that s/he has been subjected to some form of abuse.

In any of these circumstances you should write down what you observed or heard, date and sign the account and give it to the DSL.

If a pupil talks to you about (discloses) abuse you should:

• Listen carefully without interruption, particularly if she/he is freely recalling significant events.
• Only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the student in any way so should only ask 'open' questions
• Make it clear you are obliged to pass the information on, but only to those who need to know
• Tell the DSL without delay
• Complete the form on the reverse of this page as soon as you are able (definitely the same day), date and sign it and give it to the DSL.

Do NOT ask the pupil:
• to repeat the disclosure to anyone else in the school,
• ask him/her or any other pupil to write a statement.

Do not inform parents.
You are not expected to make a judgement about whether the child is telling the truth.
If the behaviour of another adult in the school gives rise for concern you should report it.

Remember – share any concerns, don't keep them to Yourself

APPENDIX 5

Note of Concern

Name of Child:	Year Group:	Date and Time:

Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Please keep the account very factual. If you are reporting a potential incident of physical abuse remember to include a skin map.

How did you become aware of the issue? Please circle OBSERVATION DISCLOSURE

:

Reported to: A Perry Date & Time report completed:

CHI D PROTECTION OFFICER TO COMPLETE

Outcome: Please include the outcome of discussions with parents/carers where this is appropriate.

Further action; please circle below

Continue to monitor Complete EHA Convene TAC Refer to social care/police

Signed: Date:

APPENDIX 6

STAFF - HOW TO USE CPOMS January 2021

CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside Reddish Vale's existing safeguarding processes, we are all going to use CPOMS as a system to help with the management of child protection, bullying, racist, first aid, attendance and other incidents that we need to log in school.

CPOMS allows staff to record information in a central repository and have relevant people alerted immediately. Senior leaders and pastoral staff are able to build a chronology around a pupil and can produce reports for Case Conference Meetings, Governors and Ofsted at the touch of a button.

CPOMS can be accessed from wherever you have an internet connection, across all devices. It's quick and it's easy and there is no paper work to worry about!

Getting started

There is a direct link from Reddish Vale's website. First you need to set your password - click on "forgotten password or using CPOMS for the first time" and then follow the instructions. You should receive password immediately into your Reddish Vale email account.

Login

Once you have password, return to login page. You only need your Reddish Vale email and password. MeriLock is for higher level access users. You will then be asked to change your password. Like SIMS you will need to log in on a daily basis.

Dashboard (homepage)

Starting from the top left of the page black boarder

- CPOMS Website link
- CPOMS user guide - bear in mind its generic as each school customizes CPOMS to its own individual need
- Contact Support - CPOMS IT support. Might be worth asking our safeguarding team first in case it's a local issue.
- CPOMS FAQ
- Hide names - click on this and it will blank out all names so anyone seeing your screen won't know who it's about. Click on it again and names will re appear.
- Blank page - click on this and the screen will blank until you put your password in again. CPOMS automatically defaults to this after 15 mins idle.

Purple Boarder

- DASHBOARD - returns you to dashboard. Shows your alerts and history.
- ADD INCIDENT - this what you will use to log incident and send alerts to relevant members of staff. Logging an indent is very straightforward. See attached quick reference guide to rinstructions.
- CHANGE PASSWORD
- LOGOUT

APPENDIX 7

Please remember the important Safeguarding rules

- Safeguarding is EVERYONES responsibility.
- Only record the facts. Think who, what, when.
- Do not share safeguarding information/concerns with anyone except Reddish Vale's DSLs. If in doubt ask one of us.
- Do not delay in passing safeguarding information on. Get into habit of logging into CPOMS each morning and then you can record safeguarding concerns, bullying incidents and racial incidents as they happen. Much easier and quicker than filling a form in and passing it on to relevant person.
- Remember to lock your computer or log off if you are leaving it insecure.

LOGGING AN INCIDENT ON CPOMS

- Click "**Add Incident**"
- Add **Incident** text remembering to keep it factual and professional as this may be read by other local safeguarding partnership arrangements and parents/carers. Don't add your opinion and when mentioning staff members use new staff initial codes (see updated phone list).
- Start typing **Student** name and relevant name/s will appear (CPOMS links to SIMS every night)
- Choose **Category** (see glossary of terms attached)
- If other student's involved use **Linked Student** (saves you repeating for additional students present, involved etc.)
- **Body Map** click on and a body map appears that you can add marks to
- **Date/Time** can be changed to suit (pls log concerns promptly)
- To **Alert Staff Members** click 'Safeguarding' to go to the safeguarding team and click on the relevant year team to go to the Head of Year and Assistant Head of Year. If you try to alert another staff member a warning message will flash up. This should remind you not to send to non-relevant people.
- If you had a relevant document (statement etc.) you can add it to **File/s**
- **I**f any outside local safeguarding partnership arrangements are involved then add to **Agency Involved.**

Finally click ADD INCIDENT

The incident will then sent to the relevant member/s of staff to be dealt with. You will know that they have received by looking in "My History" on your dashboard where if you hover your mouse over "viewed by" it will give you the staff members' name. You will also see any of your own alerts in the "Alert" section. Click to read.

APPENDIX 8

MOVING SCHOOLS

PART 1	TO BE COMPLETED BY SENDING SCHOOL

NAME OF CHILD	
DOB	
NAME OF SCHOOL SENDING CP FILE	Reddish Vale High School
ADDRESS OF SENDING SCHOOL	Reddish Vale Road, Reddish, Stockport, SK5 7HD
REASON FOR SCHOOL MOVE	
DATE FILE SENT	
NAME OF HEADTEACHER	MRS L HANSON
METHOD OF DELIVERY	
SIGNATURE	

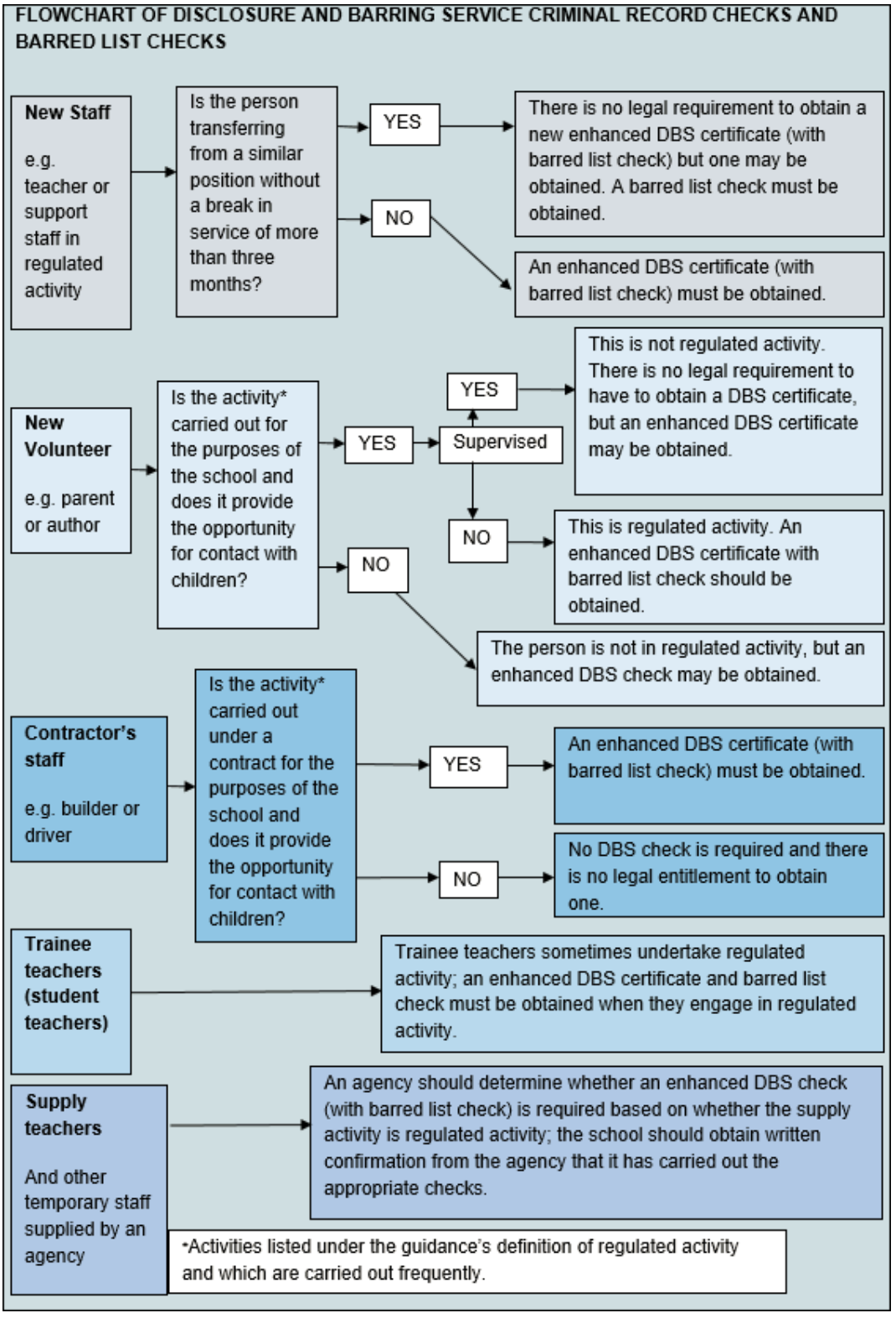
PART 2	TO BE COMPLETED BY RECIEVING SCHOOL

NAME OF SCHOOL RECEIVING FILE	
ADDRESS	
DATE RECEIVED	
NAME OF HEADTEACHER	
HAS FILE BEEN TAMPERED WITH IN TRANSIT	YES/NO
SIGNATURE	

- Please ensure that the child protection file is passed to the Designated Safeguarding Lead at the receiving school using a secure method of delivery with Part 1 of this form completed.
- Receiving school please complete and return this form to the Headteacher listed in (1) above. You are advised to keep a copy for your own reference.
- Receiving school to contact the previous school if the file has been tampered with.

APPENDIX 9 - Safeguarding Poster for all classrooms and corridors

APPENDIX 10



PLEASE SHARE THIS FLOWCHART WITH THOSE RESPONSIBLE FOR THE RECRUITMENT OF STAFF.

APPENDIX 11

Appendix Twelve: Glossary of Terms

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.(Definition provided by Working Together 2018)
Accommodation	Section 20 of the Children Act 1989 enables a local authority to provide accommodation for a child who has no person with parental responsibility for him/her, is lost or abandoned or whose parent cannot provide suitable accommodation and care.
Allocated case	A case that has been made the responsibility of a named social worker or other key worker until such time as the case is closed, transferred or managed in such other way that the named worker no longer has responsibility for it.
Assessment	The assessment of developmental needs of a child within their family and wider environmental context to determine, if the child has needs and what services they require. The assessment may be general in nature (e.g.,) CAF, Child and Family or relate to a specific developmental need (e.g. health or education.)
Bullying and Cyberbullying	Behaviour that is; Repeated Intended to hurt someone either physically or emotionally Often aimed at certain groups, eg. Because of race, religion, gender or sexual orientation
CAF	Child and family
Care order	A court order under s.31 of the Children Act 1989 placing a child in local authority care to protect the child from harm they are suffering or may suffer, whilst under the care of his/her parent (and/or being beyond a parent's control).
Child	Anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
Child in need	Section 17 (10) of the Children Act 1989 defines a child in need as a child who, without the provision of local authority services: a) Who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services to them by a local authority

	b) Whose health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or c) They are disabled, and “family”, in relation to such a child, includes any person who has parental responsibility for the child and any other person with whom they has been living.
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. (Definition provided by Working Together 2018)
Child protection enquiry	Where a local authority: (a) are informed that a child who lives, or is found, in their area (i) is the subject of a emergency protection order, or (ii) is in police protection; and (b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm Section 47 of the Children Act 1989 gives children's social care a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.
Child Sexual Exploitation (CSE)	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.(Definition provided by Working Together 2018)
Child and Family Assessment	An assessment conducted by a social worker which addresses the central and most important aspects of the needs of the child and the capacity of their parents to respond to these needs. It is to be undertaken where circumstances are complex and should be completed within 45 working days of referral.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

	Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Child Criminal Exploitation (CCE)	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Disclosure and Barring Service (DBS)	The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). The DBS is responsible for: processing requests for criminal records checks deciding whether it is appropriate for a person to be placed on or removed from a barred list placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological physical sexual financial emotional
Duty children's social worker	Professional from the Children's Social Care team that receives and responds to all child concern referrals – in office hours.
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
EHA	Early Help Assessment

EHCP	Education, Health and Care Plan
Emergency duty team (EDT)	A social work team providing an out of hours social care service for Trafford.
Emergency Protection Order	A court order under Section 44 of the Children Act 1989 giving Children's Social Care and the Police the power to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
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.
Encompass	Multi agency response and information sharing related to acts of domestic violence in the home.
Enquiry checks	Checks made of local safeguarding partnership arrangements involved with a child for Section 47 child protection investigation purposes.
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs and Youth Violence	Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang. A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things:

	disability race religion transgender identity sexual orientation.
Honour Based Violence (HBV)	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Impairment of health and development	Where professionals are seeking to judge whether a child's health and development have been significantly harmed, the Children Act 1989 (s31 (10)) directs them to make a comparison with the health and development which could reasonably be expected of a similar child.
Integrated Children's System (ICS)	Case management system for case recording within Children's Social Care. Introduced in 2008, this is a government sponsored system with national criteria for local software providers to adhere to. It ensures that there is consistency of practice across all social work teams, improves transparency and accountability.
LADO	Local Authority Designated Officer
Local Safeguarding Children Board (LSCB)	Local Safeguarding Children's Boards (LSCBs) are a statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of LSCBs is: a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and b) to ensure the effectiveness of what is done by each such person or body for those purposes.
MARAT	Multi Agency Referral and Assessment Team
Nominated safeguarding children adviser	The person/people in each agency who has/have responsibility for child protection issues in that agency and provide child protection advice to frontline professionals / clinicians, e.g. child protection lead in schools, designated and named doctors and nurses etc.
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. 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: • 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. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Parent	Parent or carer of a child.
Parental Responsibility	All the duties, rights, powers, responsibilities and authority which by law a parent of a child has in relation to the child and their property. A Care Order confers the responsibility to a local authority but it does not remove it from the child's parents.
Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.
Police Powers of Protection (Section 46) (PPO)	Section 46 of the Children Act 1989 giving the police powers to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
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.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation and Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Referral	A request for services to be provided by a local authority. A case can become current only after a referral has been made.
Regulated Activity with Children	The Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) defined Regulated Activity with Children as: a) Unsupervised activities - Teaching, training or instruction, care for or supervise children, provide advice / guidance on wellbeing, drive a vehicle only for children b) Work for a Limited Range of Establishments (Specified places) – Where there is an opportunity for contact, for example schools, children's homes, childcare premises (but not work by supervised volunteers) c) Healthcare / Relevant Personal Care - for example washing or dressing; or health care by or supervised by a professional, even if done once d) Registered Child-minding and Foster-Carers

Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Risk to child	Description of an adult or child who has been identified (by probation services / Youth Justice Service, Police or health services, individually or via the Multi-Agency Public Protection Arrangements) as posing an on-going risk to a child (replaces the term Schedule 1 Offender).
SARF	Single Agency Assessment Form
Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as: protecting children from maltreatment; preventing 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. (Definition provided by Working Together 2018)
Section 17	Section 17 of the Children's Act 1989 imposes on every local authority a duty to safeguard and promote the welfare of children in the area who are in need.
Section 47 Enquiry	Section 47 of the Children Act requires every local authority to make enquiries about children thought to be at risk, enabling them to decide whether they need to take further action to safeguard and promote the child's welfare.
Senior Manager	Manager in any agency above first line manager.
Serious Case Review	SCRs are undertaken when: (a) abuse or neglect of a child is known or suspected; and (b) either — (i) the child has died; or (ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.
Sexting	Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
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
Social Worker or Child's Social Worker	Social work qualified professional with case responsibility.
Staff / staff member	Any individual/s working in a voluntary, employed, professional or unqualified capacity, including foster carers and approved adopters.
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.
Upskirting	Under the guidance from KCSIE, 'Upskirting' is now a criminal offence. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
Working Together	Working Together to Safeguard Children (2018) is a guidance document produced by the DFE setting out how all local safeguarding partnership arrangements and professionals should work together to safeguard children and promote children's welfare.

Appendix 12 – Peer-on-Peer Abuse Definitions

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online. Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

Appendix 13 – Sexual Violence and Harassment Definitions

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.