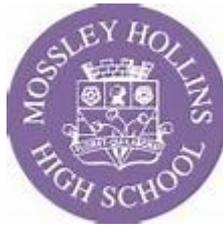


Mossley Hollins High School



Child Protection and Safeguarding Policy

At Mossley Hollins we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality

Data Protection Statement

The procedures and practice created by this policy have been reviewed under our Data Protection Policy in line with GDPR.

Updated – December 2021

Accepted by the Governing Body January 2022

Useful Information

School Telephone Number: 01457 832491

Headteacher

Mrs. Andrea Din

Email: a.din@mossleyhollins.com

Designated Teacher for Looked after Children

Mr. Stuart Wilson

Email: s.wilson@mossleyhollins.com

Chair of Governors – Mr. John Denton

Email: jd47sfd@hotmail.co.uk

Local Authority Designated Officer – Tania Brown

Tel: 0161 342 4398

Email: tania.brown@tameside.gov.uk

Multi Agency Safeguarding Hub (MASH)

Hours – Monday to Wednesday 8.30 am to 5pm, Thursday 8.30am to 4.30pm, Friday 8.30am to 4pm.

Tel: 0161 342 4101 Out of hours Tel: 0161 342 2222

Early Help Access Point (EHAP) Office Hours as above 0161 342 4260

Early Help Assessment Advisors

Katie Legg (South) katie.legg@tameside.gov.uk

Paul Mottershead (North) paul.mottershead@tameside.gov.uk

Ella McCalman (West) ella.mccalman@tameside.gov.uk

Natalie Smith (East) Natalie.smith@tameside.gov.uk

Early Help Assessment Adviser Numbers:

Stalybridge/Dukinfield/Mossley – 0161 342 2255

Hyde/Hattersley/Longendale – 0161 342 5533

Denton/Droylsden/Audenshaw – 0161 342 5353

Neighbourhood Co-ordinators

North (Ashton) Carol Baguley - carol.baguley@tameside.gov.uk

East (Stalybridge, Dukinfield & Mossley) Jacki Shirley - jacki.shirley@tameside.gov.uk

South (Hyde, Hattersley and Longendale) Denise Thorley - denise.thorley@tameside.gov.uk

West (Denton, Droylsden & Audenshaw) Lauren Foster - lauren.foster@tameside.gov.uk

Contents

Introduction	5
Our Ethos	5
Scope.....	5
Definition	5
Legal Framework.....	6
Equality statement.....	6
Roles and Responsibilities.....	7
Designated Safeguarding Lead (DSL):	7
Record Keeping	7
Inter-Agency working and information sharing - The DSL will:	8
DSL Training:	8
DSL and Deputy DSL Role in Awareness Raising	9
DSL - Quality Assurance	10
Designated Teacher Looked After Children.	10
Nominated Governor for Safeguarding	10
Headteacher.....	10
Governing Body.....	10
All Staff	10
Mobile Phones and Cameras	11
Supporting Students	11
Safer Workforce and Managing CONCERNS ABOUT OR Allegations against Staff and Volunteers.....	12
Confidentiality, Consent and Information sharing.....	13
GDPR and DPA.....	15
Inter-Agency Working	15
Contractors, Service and activity providers and work placement providers.....	17
Whistle Blowing and Complaints	17
Quality Assurance	Error! Bookmark not defined.
Policy Review	18
Linked Policies and Procedures.....	19
Definitions	19
Children with Special Educational Needs and Disabilities (SEND)	20
Specific safeguarding issues.....	20
Recognition– What to look out for	21
Children missing from education (additional information)	22
Further information on Child Sexual Exploitation	23

Child Criminal Exploitation: County Lines and serious violent crime	23
Further Information on Domestic Abuse	24
Further Information on On-line-Safety (use of ICT, the internet, mobile technology and social media)	25
Further information on Female Genital Mutilation (FGM).....	25
Further Information on Forced Marriage	26
Further information on Preventing Radicalisation	267
Further Information on Self-harm and suicidal behaviour	27
Further Information on Sexting	278
Further information on Private Fostering.....	27
Private Fostering definition.....	28
Fabricated or Induced Illness	289
Allegations of abuse made against other children - peer on peer abuse	28
Sexual violence and sexual harassment between children in schools and colleges.....	29
Safeguarding allegations	29
Examples of safeguarding issues against a student could include:	30
Minimising the risk of safeguarding concerns towards students from other students.....	301
What members of staff should do if they have any concerns regarding safeguarding.....	30
Dealing with a disclosure made by a student – advice for all members of staff	312
Discussing concerns with the family and the student – advice for the safeguarding team	31
Appendix 1: Missing/Lost Child Policy.....	33
Appendix 2: Categories of Abuse	35
Emotional abuse	35
Neglect	35
Physical abuse	35
Sexual abuse	35
Appendix 3: allegations of abuse made against staff	35

This Policy applies to all adults, including volunteers, working in or on behalf of the School.

“Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in Working Together to Safeguard Children 2015 and the new document, Keeping Children Safe in Education 2021. Schools and Colleges should work with Social Care, the Police, Health Services and other Services to promote the welfare of children and protect them from harm.”

Introduction

Safeguarding children is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.

Our Students’ welfare is our paramount concern. The Governing Body will ensure that Mossley Hollins High School will safeguard and promote the welfare of students and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

At Mossley Hollins High School, we are a community and all those directly connected i.e. staff members, governors, parents, families and students, have an essential role to play in making it safe and secure.

Our Ethos

At Mossley Hollins High School we believe that we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual student.

We recognise the importance of providing an environment within our setting that will help students feel safe and respected. We recognise the importance of enabling students to talk openly and feel confident that they will be listened to.

We recognise that all adults within our School including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm.

We will work with parents to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Scope

In line with the law, this policy defines a student as anyone under the age of 18 years.

This policy applies to all members of staff in our setting, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

Definition

For the purpose of this Policy, Mossley Hollins High School will define safeguarding and protecting the welfare of children as:

- Protecting students from maltreatment

- Preventing the impairment of student’s health or development (development being defined in Working together to Safeguard Children 2018, as physical, intellectual, emotional, social or behavioural development).
- Ensuring students grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Further information around definitions of abuse can be found in Appendix 2

Legal Framework

This Policy will have consideration for, and be in compliance with the following legislation and statutory guidance:

Legislation:

Children Act 1989

Children Act 2004

Education Act 2002

Education (Health Standards) (England) Regulations 2003

Safeguarding Vulnerable Groups Act 2006

School Staffing(England)Reglations2009, as amended

Equality Act 2010

Protection of Freedoms Act 2012

The Education (School Teachers ‘Appraisal) (England) Regulations 2012(as amended)

The Children and Families Act 2014

The Sexual Offences Act 2003

Children and Social care Act 2017

GDPR May 2018

Domestic Abuse Act 2021

Statutory Guidance and other Guidance:

DfE (2018) Working Together to Safeguard Children

DfE (2021) Keeping Children Safe in Education

DfE (2015) What to do if you are worried about a child being abused

DfE (2018) Information sharing advice for safeguarding practitioners

DfE (2018) Disqualification under the Childcare Act 2006

DfE (2015) “The Prevent duty”: Departmental advice for schools and childcare providers

DfE (2021) Sexual Violence and Harassment between children in school and colleges

Ofsted’s Education Inspection Framework

Home Office’s Preventing youth violence and gang involvement

Home Office’s Criminal exploitation of children and vulnerable adults; County lines guidance

SEND Code of Practice 0 to 25 and Supporting pupils at school with Medical Conditions.

Local Guidance:

Tameside Safeguarding Children Partnership - Thresholds for Assessment and the Continuum of need Guidance

Tameside Safeguarding Children Board – Tameside Children’s needs Framework

Greater Manchester Safeguarding partnership guidance

Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Roles and Responsibilities

Designated Safeguarding Lead (DSL):

The lead person with overall responsibility for student protection and safeguarding is the Designated Safeguarding Lead (DSL), Mr. S Wilson – Deputy Headteacher.

Managing Referrals – the Deputy DSL will:

Inform the DSL of any serious Safeguarding concerns

- Ensure all cases of suspected abuse are referred to Multi Agency Safeguarding Hub (MASH) and to the Police if a crime may have been committed.
- Liaise with the relevant staff and the Headteacher about Safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of student protection and safeguarding.
- If early help is appropriate the DSL will support pastoral staff who liaise with other agencies and setting up an inter-agency assessment as appropriate. They will monitor any cases referred to early help and consider referral through MASH to children's services where the situation does not improve.
- Liaise with agencies providing early help services and co-ordinate referrals from the Educational establishment to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's services where the situation does not improve.
- Ensure cases are referred to the Channel programme where there is a radicalisation concern as required. (See Page 27 for further information on PREVENT)

Record Keeping - The Deputy DSL will:

Ensure an individual file is created using CPOMS, as necessary, for students with safeguarding concerns.

Maintain a chronology of significant incidents for each student with safeguarding concerns, using CPOMS.

Ensure such records are kept confidentially and securely and separate from the student's educational record. Safeguarding files should be stored confidentially via CPOMS.

When a student leaves our educational establishment, the Deputy DSL will ensure contact is made with the DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner. This will be within 5 days for an in-year transfer or within the first 5 days at the start of a new term. Secure documents may be transferred if possible via CPOMS. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.

Consideration will be given as to whether it will be appropriate to share any information with the new school in advance of the child leaving.

Inter-Agency working and information sharing - The DSL will:

Cooperate with Children's Social Care for enquiries under Section 47 of the Children Act 1989. Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

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

The DSL will ensure that they have details of social workers and virtual school head teachers for all children who are cared for, who attend their school.

The DSL will know local arrangements for private fostering (See Page 28 for further details).

New safeguarding partners and child care review partner arrangements are in place in Tameside. Tameside Safeguarding Children Partnership (TSCP) has three safeguarding partners (the local authority; the clinical commissioning group and the chief officer of police) they will decide to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The DSL will ensure they are aware of the local policies and procedures promoted by the TSCP.

DSL Training:

The DSL and Deputy DSL will:

Undertake appropriate training, **updated at least every two years**, and update knowledge and skills at least annually in order to:

- Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness. (see Appendix 2 for further details on definitions and Page 21-22 for recognising signs of abuse.)
- Be aware of responsibilities under the Prevent Duty. (See Page 26 for further details).
- Understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Partnership Threshold guidance and tools. Continuum of

Need guidance and tools and the early help planning processes. (see Page 33 for more details on inter-agency working).

- Have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.
- Be knowledgeable of the specific needs of children in need (as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.]

Ensure each member of staff has access to and understands the School Safeguarding and Child Protection Policy and procedures, **including providing induction on these specific documents to new staff members.**

Organise whole educational establishment child protection training for all staff members regularly (at least every 3 years), and provide updates at least annually.

Ensure all staff who miss the training receive this by other means e.g. by joining any other training courses.

Ensure the School allocates time and resources every year to enable relevant staff members to attend update sessions and training.

Encourage a culture of listening to students and taking account of their wishes and feelings in any action the educational establishment takes to protect them.

Maintain accurate records of staff Induction and training.

Understand relevant data protection of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.

Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

DSL and Deputy DSL Role in Awareness Raising

The DSL and Deputy DSL will:

Review the Safeguarding and Child Protection Policy and procedures annually and liaise with the governing body/board to update and implement them.

Make the Safeguarding and Child Protection Policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the School staff in any investigations that ensue.

Provide updates to the Staff on any changes to Child Protection legislation and procedures and any relevant learning from local and national serious case reviews at least annually.

Ensure the schools child protection policies are known, understood and used appropriately.

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

DSL - Quality Assurance

Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (a minimum of once a year).

Complete an audit of the Schools safeguarding arrangements at frequencies specified by the Tameside Local Safeguarding Children Partnership and using the audit tool provided by them.

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

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

Designated Teacher Looked After Children.

The **Designated Teacher** who is responsible for promoting the educational achievement of children who are looked after is Mr Stuart Wilson supported by HLTA (LAC), Mrs Carol Harker. The Designated Teacher will work with the Local Authority and the Virtual Educational Establishment Head to discuss how available funding can be best used to support the progress of looked after children and meet the need identified in the student's personal education plan. The designated teacher also has responsibility to promote the educational achievements who have left care i.e. been adopted, special guardianship etc.

Nominated Governor for Safeguarding

The **nominated Governor** responsible for safeguarding to champion good practice is Mrs. K. Schofield. She will liaise with the Headteacher and provide information and reports to the Governing Body.

Headteacher

The **Headteacher, Mrs. A Din** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

Governing Body

The Governing Body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within our school's ethos and reflected in our day-to-day practice. They are responsible for ensuring that the Designated Safeguarding Lead is an appropriate member of staff from the school leadership team.

All Staff

All staff members, Governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to students who disclose abuse and what to do if concerned about a student. Staff know that if they have any concerns about a child's welfare, they should act on them immediately. (see Appendix 2 for categories of abuse)

All staff are aware of the process for making referrals to children's social care and that statutory assessments under section 17 (children in need) and section 47 (a child suffering harm or likely to suffer significant harm) may follow a referral along with the role they might be expected to play in such assessments.

Mobile Phones and Cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Members of the exec team are required to have their school mobile phone with them at all times in order to respond to urgent incidents if and when they occur. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Supporting Students

We recognise that students who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our School may be the only stable, secure and predictable element in their lives.

We accept that the behaviour of a student in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all students by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring a comprehensive curriculum response to E-Safety, enabling students and parents to learn about the risks of new technologies and social media and how to use these responsibly.
- Relevant issues may be covered through relationships education and relationships and sex education, through PSHE (personal, social, health and economic education) or SMSC in form time. This has been compulsory since September 2020.
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Providing students with a number of appropriate adults to approach if they are in difficulties.
- Supporting the student's development in ways that will foster security, confidence and independence.
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability based bullying are considered under child protection procedures.
- Liaising and working together with other support services and those agencies involved in safeguarding.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring all staff understands the additional safeguarding issues of children with special educational needs and disabilities and how to address them.
- Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.

- Where there is a safeguarding concern, we will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems are in place on the school website, CONDIDE and this is well promoted, easily understood and easily accessible for our children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback.
- 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.
- Be aware of the risk factors for both Child Sexual Exploitation and Criminal Exploitation of children
- Be aware that children can abuse other children (peer on peer abuse).
- Be aware of indicators which may signal that children are at risk from or are involved with serious crime.
- Protecting children, as they are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse this risk is part of our schools safeguarding approach.
- Understanding that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.
- Understanding that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in the group of children. These can include:
 - Assumptions that indicators of possible abuse such as behaviour, mood, injury relate to the child's condition without further exploration;
 - These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
 - The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - Communication barriers and difficulties in managing or reporting these challenges.

Safer Workforce and Managing CONCERNS ABOUT OR Allegations against Staff, Teachers, Supply Teachers, Other Staff, Volunteers and Contractors.

All staff will be subjected to safeguarding checks in line with the statutory guidance ***Keeping Children Safe in Education: Statutory Guidance for Educational Establishments and Colleges, September 2021.***

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our educational establishment. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We will ensure at least one member of every interview panel who conducts an interview has completed Safer Recruitment training.

We have a procedure in place to handle allegations against members of staff and volunteers in line with ***Keeping Children Safe in Education; Statutory Guidance for Educational establishments and***

Colleges, September 2021. In accordance with local guidance we adhere to Tameside Safeguarding Procedures- Managing Allegations against Staff Guidance and Safer Recruitment.

All new governors will be subject to a section 12

Any allegation made against a staff member or concern raised about a member of staff, volunteer or visitor will be investigated by the Executive Headteacher. In the case of allegations made against the Executive Headteacher the case manager will be the Chair of Governors. (see appendix 3)

Staff Induction, Training and Development

All Staff will be made aware of the systems within our school which support safeguarding and these will be explained to them as part of staff induction.

This will include the:

- Child Protection & Safeguarding Policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse;
- Behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- Staff behaviour policy (Code of Conduct)
- Safeguarding response to children who go missing from education; and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and our deputy).

They will be given a copy of Keeping Children Safe in Education; Statutory Guidance for Educational establishments and colleges, Part One or Annex A if appropriate.

All new members of staff including newly qualified Teachers and Teaching Assistants, will be given an Induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, E- Safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, ***Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One and Annex A Further Information September 2019***, and other related policies. We will ensure that staff understand the difference between a safeguarding concern and a student in immediate danger or at risk of significant harm.

The **DSL, Deputy DSL and Safeguarding Officers** will undergo updated child protection training every two years. In addition to this their knowledge and skills should be updated regularly and at least annually to keep up with developments relevant to the role.

All staff members of the educational establishment will receive annual appropriate safeguarding and child protection training (whole educational establishment training). The **DSL and Deputy DSL** will provide briefings to the staff on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required but at least annually.

The nominated Governor for safeguarding and child protection will attend relevant training, this training will be updated every two years.

Mossley Hollins High School will maintain accurate records of staff induction and training.

Confidentiality, Consent and Information sharing

We recognise that all matters relating to child protection are confidential.

The Headteacher or the Deputy DSL will disclose any information about a student to other members of staff on a need to know basis and in the best interests of the student.

All staff members must be aware that they cannot promise a student they will keep secrets which might compromise the student's safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard students.

All our staff members who come into contact with students will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote student's welfare.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

It is essential that people working with children can confidentially share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

We should be sharing any concerns we have with parents/carers at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents/Carers need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

Be clear about the purpose of sharing confidential information and only share as much as we need to achieve our purpose.

We will try and get consent from parents/carers (or the student if they have sufficient understanding) to share information, if possible. However, **we do not need consent if we have serious concerns about a child's safety and well-being. If we decide to share information without consent, we should record this with a full explanation of our decision.**

Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if: it would place a child at increased risk of harm; or it would place an adult at risk of serious harm; or it would prejudice a criminal investigation; or it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or required by law or court order to share information.

Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's social care; staff members must make sure to record what information has been shared.

Consent is necessary, for Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from parents/carers to share information, unless we make them aware that there is a

specific issue about consent. This will be discussed with a social worker in the Multi Agency Safeguarding hub.

Early Help Assessments are undertaken with the agreement of the child and their parents or carers.

If we are in any doubt about the need for seeking consent, we will get advice from the DSL or from the Multi Agency Safeguarding Hub (MASH).

The data protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

GDPR and DPA

Storing and sharing information is permitted for safeguarding purposes under Data Protection Act 2018 and the GDPR including information which is sensitive and personal, and should be treated as 'special category personal data'. This includes sharing information without consent, if it is not possible to gain consent, it cannot be reasonably expected to gain consent or if gaining consent would place a child at risk.

Staff within schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

Inter-Agency Working

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police and Children's Social Care.

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Tameside Safeguarding Children Partnership.

We will support the Tameside Safeguarding Children Partnership arrangements in supporting our children and families.

Early Help for Children and Families

Most parents/carers can look after their children without the need of help other than from their family and friends. However, some parents/carers may need additional help from our educational establishment or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

Our educational establishment will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018* and local guidance, to any child who needs it.

We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

At Mossley Hollins High School we work with other agencies to provide the best support we can for our pupils and their families. We work in partnership with the local authority and their early help offer <https://www.tameside.gov.uk/earlyhelp/neighbourhoods>, working with other agencies through the neighbourhood multiagency initiative and also the Team Around the School Approach.

Operation Encompass

This school participates in Operation Encompass. We work together with the police to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (DSL and Deputy DSL) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Mental Health

We will work with a range of services to identify and support children who may be suffering from mental health issues.

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

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our Child Protection and Safeguarding Policy and speaking to the DSL or Deputy DSL.

Staff however, will 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.

Reporting a Safeguarding Concern

Tameside Safeguarding Children Partnership Threshold Guidance will be used to determine the level of need and the action needed to offer support at an earlier stage or to safeguard a child i.e. does the child and family need help or is the child at risk of harm.

Tameside Children's Multi-agency Safeguarding Hub will be contacted if we need support or advice on safeguarding children/young people and/or if we believe that a child/young person is at risk of significant harm (contact details on the first page of this policy).

All safeguarding concerns will be reported to the Children's Multi Agency Safeguarding Hub using the Multi-Agency request for Service Form (MARS).

The safeguarding functions within the Children's Multi-Agency Safeguarding Hub bring together all the multi-agency resources to provide a quick and robust response to safeguarding children at the front door.

Referrals may also be made for Early Help intervention by completing a MARS, this will enable the school to work with the family and other professionals to provide a coordinated multi-agency package of support.

Contractors, Service and activity providers and work placement providers

We will ensure that contractors and providers are aware of our educational establishments Safeguarding and Child Protection Policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations who are working with our children have been subject to the appropriate level of safeguarding checks in line with ***Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2021***. If assurance is not obtained, permission to work with our children or use our educational establishment premises may be refused.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

Whistle Blowing and Complaints

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members 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. If necessary, they will speak with the Headteacher, the chair of the Governing Body or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline 0800 028 0285.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

Site Security

All Staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure.

We check the identity of all visitors and volunteers coming into Mossley Hollins High School. Visitors are expected to sign in and out in the office visitors' log and to display a visitors badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

Mossley Hollins High School will not accept the behaviour of any individual, parent or anyone else that threatens educational establishment security or leads others i.e. a student or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

Online Safety

Mossley Hollins High School has an On-Line-Safety policy which includes guidance for all pupils in relation to On-Line Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought

Missing from Education

A child going missing from education is a potential sign of abuse or neglect particularly on repeat occasions.

At Mossley Hollins High School, we have appropriate safeguarding responses to support children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing again.

We will inform the local authority of any pupil who fails to attend Mossley Hollins High School regularly, or has been absent without Mossley Hollins High School's permission for a continuous period of 10 educational establishment days or more, at such intervals as are agreed between Mossley Hollins High School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

We may request more than one emergency contact number for each student in order to be able to contact more than one responsible adult if a child who is missing from education is also identified as a welfare and/or safeguarding concern.

We will follow Keeping Children Safe in Education September 2021 guidance and statutory guidance around children missing from Education and our Mossley Hollins High School attendance policy.

Policy Review

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with policy review cycle.

The **DSL** will ensure that staff members are made aware of any amendments to policies and procedures.

Linked Policies and Procedures

The following policies and procedures are relevant for the Child Protection and Safeguarding Policy and procedure:

- Anti – Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Procedures
- Complaints procedure
- Drug and Alcohol
- Student Computer and Internet Policy
- Equality and Diversity including British Values
- Health and Safety Policy and other linked policies and risk assessments.
- ICT Acceptable use Policy.
- Offsite Activities and Educational Visits Policy and risk assessments.
- Premises Inspection Checklist.
- Preventing Extremism and Radicalisation Safeguarding Policy
- PSHE Policy.
- Recruitment and Selection Policy and procedures.
- Teachers’ Standards, Department for Education guidance available on GOV.UK website.
- Sex and Relationship Education Policy.
- Special Educational Needs and Disability Policy
- Staff Code of Conduct/Behaviour Policy

Definitions

Abuse; a form of maltreatment of a child. Somebody may abuse or neglect a student by inflicting harm or by failing 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.

Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a student and is entitled to the same protection and services as anyone younger.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

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

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (July 2018) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health and development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Significant Harm

The Children Act 1989 defines 'harm' as "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

Children with Special Educational Needs and Disabilities (SEND)

Students with special educational needs and disabilities (SEND)

The school recognises that students with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of students.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the students disability without further exploration
- Students with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for students with SEND, the above factors will always be taken into consideration.

Specific safeguarding issues

The Government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website

- child missing from education

- children and the Court System
- child missing from home or care
- children with family members in prison
- child sexual exploitation (CSE)
- county lines
- bullying including cyberbullying
- domestic abuse
- drugs
- E-safety
- 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)
- homelessness
- “honour-based” violence
- mental health
- peer on peer abuse
- private fostering
- preventing radicalisation and the Prevent duty
- self-harm and suicidal behaviour
- sexting
- sexual violence/harassment
- teenage relationship abuse
- trafficking

Recognition– What to look out for

Staff members should refer to the detailed information about the categories of abuse and risk indicators in the Tameside Children’s Needs Framework and Thresholds guidance for further guidance.

In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:

- assumptions that indicators of possible abuse such as behaviour, mood and

- injury relate to the child's disability
- children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs
- communication issues can be a barrier to effective safeguarding

Children missing from education (additional information)

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

We may also request more than one emergency contact number for each pupil or student in order to be able to contact more than one responsible adult if a child who is missing education is also identified as a welfare and /or safeguarding concern.

Refer to Keeping Children Safe in Education September 2019 Annex A for further guidance

Further information on Child Sexual Exploitation

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. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and other School staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Schools and Colleges will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who are absent from school

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Child Criminal Exploitation: County Lines and serious violent crime

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. These include:

- Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school
- Change in friendship or relationships with others or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

Link to DfE ‘What to do if you suspect a student is being sexually abused’: This should be read in conjunction with statutory guidance - <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation - <https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Further Information on Domestic Abuse

The definition of “domestic violence and abuse” was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

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
- Emotional

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For further information consult “Domestic Violence and Abuse” <https://www.gov.uk/domestic-violence-and-abuse>

Further Information on On-line-Safety (use of ICT, the internet, mobile technology and social media)

We have a student internet and computer policy which includes guidance for all students in relation to On-line-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. We provide opportunities within computer science and life skills lessons to teach about online safety. Staff are encouraged to report their concerns if they believe that students are using the internet, mobile technology or social media inappropriately (e.g. accessing or being exposed to illegal/inappropriate material for example, pornography, fake news, racist or radical/extreme views; being involved in online interactions with other users, for example commercial advertising as well as adults posing as children or young adults; sexting or making and sending explicit images or online bullying).

Where members of staff have concerns about any of the above, they should seek advice from our ICT lead, Mr Chalmers, the DSL or the Deputy DSL. In some extreme cases the Police may become involved if a student is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought.

For further information see Keeping Children Safe in Education Annex C.

Further information on Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the student or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services.

Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage.

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016) <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>. Staff should be aware of new mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out. Further details can be found Annex A of Keeping Children Safe in Education September 2018.

Further Information on Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age students will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

Further details can be found Annex A of Keeping Children Safe in Education September 2019.

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine an educational establishment's response to extremist behaviour when considering the behaviour and safety of students, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

'Channel' is the name for the process of referring a person for early intervention and support, including:

- Identifying people at risk of being drawn into terrorism
- Assessing the nature and extent of that risk, and

- Developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

The Department for education has published The Prevent duty

Departmental advice for educational establishments and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Further Information on Self-harm and suicidal behaviour

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a student must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Refer to Tameside Safeguarding Procedures for guidance on recognition, reporting and a student presenting at educational establishment.

GM Procedures Safeguarding Procedures – www.tamesidesafeguardingchildren.uk

Further Information on Sexting

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'normal behaviour'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the student as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present a cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

Further information on Private Fostering

Parents and Carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Private Fostering definition

Private fostering occurs when a student under 16 (or 18 if the student is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their student because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a student being brought to the UK to study English or the relationship between the student and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a student is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

Fabricated or Induced Illness

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the student's absences. They should also determine whether reported illness is being used by the student, for example, to avoid unpopular lessons or being bullied. Such concerns should **not** be dismissed they are very real and have an impact on students' behaviour and academic performance. Schools should have their own procedures in place for dealing with such situations.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Professionals must remain open minded to all possible explanations. When dealing with their concerns for a student, a student may present for medical/health attention with unusual and puzzling symptoms that are not attributable to any organic diseases and yet which do not involve deliberate fabrication or deception.

Concerns that a student's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a student may become concerned, for example education staff where a student is frequently absent from school on questionable health grounds. It is essential that a paediatrician is involved in the assessment of FII. However, the paediatrician will almost always need the help of social care and other agencies in gathering information.

In cases of suspected fabricated or Induced Illness, discussing concerns with parents or carers prior to making a referral may place the student at increased risk. It is in the student's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting.

Allegations of abuse made against other children - Peer on Peer abuse

At Mossley Hollins High School we 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.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Mossley Hollins High School Behaviour Policy. Children can abuse other children. This is generally referred to as peer on peer abuse and can

take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; up skirting* (which 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); sexting and initiating/hazing type violence and rituals.

*note that up skirting is now a criminal offence

Sexual violence and sexual harassment between children in schools and colleges

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff will be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, upskirting, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Safeguarding allegations

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to allegations made against students by others in the educational establishment, 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 student, 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 student
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other students in the educational establishment
- Indicates that other students may have been affected by this student
- Indicates that young people outside the educational establishment may be affected by this student

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
- Upskirting

In areas where gangs are prevalent, older students may attempt to recruit younger students 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.

Minimising the risk of safeguarding concerns towards students from other students

We will provide a developmentally appropriate Life Skills syllabus and SMSC which develops students' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those students identified as being at risk.

On occasion, some students will present a safeguarding risk to other students. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment 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 students 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.

What members of staff should do if they have any concerns regarding safeguarding

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Deputy 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.

A member of the safeguarding team should contact The Public Service Hub 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 statement of referral where appropriate.

The DSL or member of the safeguarding team will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files on CPOMs.

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 pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough educational establishment investigation should take place into the matter using the educational establishment's usual disciplinary procedures/behaviour policy.

In situations where the educational establishment 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.

Dealing with a disclosure made by a student – advice for all members of staff

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

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the student to talk freely – do not put words in the student's mouth.
- Reassure the student that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the student to Children's Social Care.
- Stress that it was the right thing to tell someone.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the student protection incident/welfare concern form and pass it to the DSL.
- Dealing with a disclosure from a student and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Discussing concerns with the family and the student – advice for the safeguarding team

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

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

It is important to consider the student's wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

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

How you talk to a student will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the student nor any subsequent investigation is jeopardised.

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

It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the student at increased risk of significant harm.

You do not need the parents' consent to make a referral if you consider the student is in need of protection, although parents will ultimately be made aware of which organisation made the referral.

If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.

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

When you make your referral, you should agree with Children's Social Care what the student and parents will be told, by whom and when.

Appendix 1: Missing/Lost Child Policy

Introduction:

The welfare of all students at Mossley Hollins High School is our paramount responsibility. Every adult who works at the school is aware that they have a key responsibility for helping to keep all of our students safe at all times. We make every effort to ensure that all children are closely supervised so that they remain safe.

It should be noted that a missing child could potentially be at risk of abuse or neglect. We are alert to that possibility and will notify all relevant authorities if it is deemed necessary.

Rationale:

This policy is to be used in conjunction with the school's Child Protection Policy, Safeguarding and Student Welfare Policy, Educational Visits Policy and Attendance Policy. This policy covers those students who go missing during the school day, whether in school or on an educational activity. The safety of students is the school's highest priority; a missing student is an extremely rare occurrence. This policy is designed to locate a missing student as swiftly and effectively as possible. Students should never leave the School premises during the school day, with the exceptions of:

- Verifiable medical/dental appointment
- Illness, parent/carer to take the student home
- Education off site – alternative provision
- Educational Visit

These absences will be marked with the appropriate attendance code. This policy is put in place to ensure that every action possible is taken to ensure the quick and safe return of a student to school or in the case of an Educational Visit the care of the visit leader.

Aims:

- To locate any missing student quickly
- To ensure that all students are kept safely on the School premises in school hours with the exceptions of those cited above
- To ensure that students who leave the School premises during the school day are appropriately accounted for and the school register is correctly coded
- To ensure that the buildings and premises are safe and secure during school hours
- To ensure that teachers and staff keep students under appropriate and proper supervision at all times
- To ensure that if a student goes missing during the school day that they are located quickly and returned safely to school or the appropriate venue

Strategies:

1. All registers must be taken; missing registers must be chased up immediately
2. Off-site Educational Visits must adhere to the Educational Visits Policy
3. Staff in charge of off-site education provision must inform school of absences on a daily basis and if a student goes missing the must follow the missing student procedures
4. Student names who are signed in late must be entered into the registers by 9.30am
5. Absent student calls will be made by the end of the first teaching session
6. Known truants will be regularly checked for attendance

7. If a student is internally truanting then senior staff/Year Team on duty will search the School premises until the student is found followed by a phone call to parent/carer or social care if the student is in public care
8. If a student goes missing and are not on the School premises, or are have known to have left the premises, parent/carer or social care if the student is in public care, to be informed immediately and the Senior Assistant Headteacher, Attendance Manager and the local Police.
9. A search of the near vicinity will be made and will continue until the missing student has been found
10. Once the student has been located all parties will be informed
11. An investigation by the Senior Assistant Headteacher will take place after the event to ensure that all procedures were correctly followed

Missing/Lost on an Educational Visit:

In the extremely unlikely event that a child was to become detached from the group and become 'lost' while on an Educational Visit away from the School premises then staff should follow the following procedure:

1. All staff and helpers to be alerted and a thorough search made of the immediate and surrounding areas
2. Depending on location, others alerted, for example if in a shop/museum/gallery then the relevant staff
3. A member of staff should inform the School so that the Headteacher is alerted
4. If the search proves negative then the parent/carer or social care if the student is in public care and the police are informed
5. Staff must ensure the welfare, both physical and emotional, of other children in their care
6. Visit Leader to provide the police with details of the child and incident
7. The Headteacher to be responsible for gathering all relevant information and liaising with the required authorities and parent/carer or social care if the student is in public care
8. A full report of the incident will be made (see below)

Incident Report:

The incident Report will detail:

- The date and time of the incident
- What staff and children were in the group
- When the child was last seen in the group
- What had taken place in the group since then and the time it is estimated that the child went missing

Conclusion:

A conclusion is drawn as to how the breach of security happened and, if appropriate, procedures (including risk assessments and training) may be updated.

Members of staff must refrain from making comments to members of the public; any questions must be referred to Senior Management.

Appendix 2: Categories of Abuse

Emotional abuse is the persistent emotional maltreatment of a student such that it causes severe and persistent adverse effects on the student's emotional development. It may involve:

- Making a student feel worthless, unloved or inadequate
- Inappropriate age or developmental expectations
- Overprotection and limitation of exploration, learning and social interaction
- Seeing or hearing the ill treatment of another, e.g. domestic abuse
- Making the student feel worthless and unloved - high criticism and low warmth
- Serious bullying (including cyberbullying)
- Exploitation or corruption

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

Neglect is the persistent failure to meet a student's basic physical or psychological needs, likely to result in the serious impairment of the student's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- Provide adequate food, clothing and shelter, including exclusion from home or abandonment
- Protect a student 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 student's basic emotional needs.

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

Sexual abuse involves forcing or enticing a student or young person to take part in sexual activities, including prostitution, whether or not the student is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse can be perpetrated by adults of all genders as well as other children.

Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Specific Safeguarding Issues

This has been updated from KCSIE 2021

Staff should be aware of specific safeguarding issues such as;

- CCE Criminal exploitation of Children (County Lines)
- CSE Child Sexual exploitation
- Female Genital Mutilation (FGM)
- Mental Health
- Peer on Peer Abuse (child on child)
- Serious Violence – being at risk from or involved with serious violent crime.

Staff will also be made aware of issues such as:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic Abuse
- Homelessness
- So-called 'honour-based' abuse (including FGM and forced marriage)
- Forced Marriage
- Preventing Radicalisation
- The Prevent Duty
- Channel
- Sexual violence and sexual harassment between children in schools & colleges.
- Up skirting