



# Oswald Road Primary School

## Safeguarding Policy

Policy ratified by Governing Body: September 2019

Headteacher: Deborah Howard  
Chair of Governors: Richard Price

**To be reviewed annually: September 2020**

### Named staff/personnel with specific responsibility for Child Protection:

Academic Year	Designated Senior Person & Deputy DSP	Nominated Governor
2018-2019	Lead: Deborah Howard	Yogita Patel
	Deputy DSP's: Donna Wealleans Lisa Cameron	
	DSP Trained Staff: Helen Woolf Amanda Clifton Sharryn Hodskinson	
Manchester LADO Jackie Shaw	0161 234 1214	

### Training for designated Staff in school:

Name of staff member	Date when last attended CP training	Provided by whom
Deborah Howard	September 2017	One Education - DSP
Donna Wealleans	May 2016	One Education - DSP
Lisa Cameron	June 2018	One Education - DSP
Amanda Clifton	June 2018	One Education - DSP
Helen Woolf	December 2018	One Education - DSP
Sharryn Hodskinson	December 2018	One Education - DSP
Yogita Patel (Governor)	September 2018	MSCB - DSP

### Whole school Child Protection Training:

Who attended (Eg: all teaching and welfare/support staff, Governors, volunteers)	Date	Training Delivered by
Newly appointed staff	On induction during the year 2019/2020 and MSCB	Safeguarding Team – Induction file and MSCB Online
All Staff	Full Training September 2019 INSET	Donna Wealleans and Lisa Cameron
Governors	Training session delivered on 24.09.18	One Education
All support staff	Full Training September 2019 INSET	Donna Wealleans and Lisa Cameron
Lunchtime Organisers	Full Training September 2019	Lisa Cameron
After School Provision/Clubs	Safeguarding TBC	Lisa Cameron

Review dates for this policy

Review date	Changes made	By Whom
Next review due Sept 2020		

If we have a concern about the welfare or safeguarding of a child our procedure is to:

1. Member of staff or volunteer will be expected to discuss their concerns with one of the designated safeguarding lead as soon as practicable and a decision will be made to submit a request for further support or conduct an Early Help Assessment.
2. Staff are able to obtain advice from the below external agencies prior to submitting the request for support.
  - Multi-Agency Safeguarding Hub (MASH) Helpline: 0161 219 2895,
  - Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
  - National Society for the Prevention of Cruelty to Children (NSPCC): 0808 800 5000
  - Local Authority (LA) Safeguarding in Education Team: 0161 245 7171.

Safe recruitment practices are vital whenever someone is recruited to work with children – however, this is not the end of the matter. Schools are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported.

Initial actions following an allegation;

- The person who has received an allegation, or witnessed an event will immediately inform the Headteacher (or the Chair of Governors if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated (see Appendix 6).
- The Headteacher where appropriate will take steps to secure the immediate safety of children and urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or police. The Headteacher or Principle, or Chair of Governors should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day. The discussion will consider the nature, content and context of the allegation and agree a course of action. The Headteacher will inform the Chair of

Governors of any allegation. Consideration will be given throughout to the support and information needs of pupils, parents and staff. If consideration needs to be given to the individual's employment, advice will be sought for HR.

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## 1. INTRODUCTION

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

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

See Appendix A, Part 1 of KCSIE, for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines in the full statutory guidance.

Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our Mission Statement and our Equal Opportunities Policy and it is an integral part of all of our activities and functions.

'Safeguarding and promoting the welfare of children is defined as:-

**'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'** (KCSIE draft update, p 5, September 2018)

- 1.1 Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education.' Our policy ensures that we comply with our Statutory Duties (Appendix A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices D & F)

1.4 Our policy complements and supports other relevant school policies (Appendix E).

## **2. ROLES & RESPONSIBILITIES**

### **LEADERSHIP & MANAGEMENT**

2.1 Our Headteacher will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG SEF proforma to the LA as requested.
- A Designated Senior Member of staff, known as the DSL, for child protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through PSHE sessions and posters/resources and is accessible to all children.
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. DSL'S take part in regular debriefs and focussed evaluations of current arrangements.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively. A quick guide leaflet is provided in the inventory system and further training arranged when appropriate.
- Any staff commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.

2.2 Our **Governing Body** will ensure that:-

- All policies, procedures and training in our school are effective and comply with the law at all times.
- Yogita Patel has been identified as the designated governor for Safeguarding and for Prevent and he has received appropriate training.

- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. Our Headteacher and Business manager are responsible for this area.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. Safeguarding training is delivered on a yearly basis by Lisa Cameron our Family and Children's Support Coordinator.
- There is appropriate challenge and QA of the safeguarding policies and procedures. Oswald Road Primary have a strong working relationship with the Quality Assurance Team at Manchester City Council and often request QA visits with a specific focus to ensure our provision meets the statutory standards.

2.3 The Designated Safeguarding Lead (DSL) has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL trained members of staff will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers on a yearly basis during inset time. The impact of the training is monitored through CPOMS and the number of referrals received.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures, they are monitored by the lead DSL.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. DSL'S take part in regular debriefs and are supported by the DSL, LA Lead for QA when supervision is required.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Always be available during school hours during term-time, and at other times as designated by the Headteacher. We have designed safeguarding leads who are contracted to work all year and they are available during the holidays and outside of school hours.

2.4 **All staff** in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL.

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance



- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant policies/procedures e.g. Behaviour Management Policy/Team Teach Policy
- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individuals and groups of children as required, if appropriate to their role

Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation.

### **3. TRAINING AND RAISING AWARENESS**

3.1 All new staff and regular volunteers will receive appropriate safeguarding information during induction. Lisa Cameron our Family and Children's Support Coordinator delivers training to all new members of staff upon appointment. DSL's also hosts a number of training events throughout the year for our reading volunteers and after school provisions.

3.2 All staff must ensure that they have read and understood 'KCSIE' (Appendix A). All staff have been provided a copy of the document and they have signed a disclaimer to confirm they have read the content. All members of staff are expected to refresh their knowledge and as and when required.

3.3 All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child. Donna Wealleans and Lisa Cameron provide yearly training to all members of staff during Inset time. The impact of the training is monitored through CPOMS and the number of referrals received.

3.4 All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. This information is disseminated to staff on a weekly basis via the staff newsletter.

### **4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES**

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Pupil voice forms an integral element of everything we do across school. This is collated in various forms and for a variety of different reasons. Working parties are also formulated when new policies are being formed and implemented.

## 4.2 ATTENDANCE

4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

4.2.3 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. This may form part of an Early Help Assessment (EHA) or a Parenting Contract.

4.2.4 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

## 4.3 EXCLUSIONS

4.3.1 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

## 4.4 VULNERABLE GROUPS

4.4.1 We ensure all key staff work together to safeguard vulnerable children. Designated Safeguarding Leads meet on a regular basis to share information and review open cases. Lisa Cameron our Family and Children's Support Coordinator is responsible for monitoring all safeguarding concerns on CPOMS. Lisa is responsible for speaking to the individual concerned, assessing their risk and sharing information with partnership agencies to ensure the child/family is not at risk of significant harm.

4.4.2 Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse

- is an international new arrival, refugee or asylum seeker
- is looked after, previously looked after or under a special guardianship order.

4.4.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

## **5. CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING**

### **5.1 KEEPING RECORDS**

At Oswald Road Primary we use a software application called CPOMS for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. This system works alongside the school's existing safeguarding processes, and helps to monitor the management of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more. By using CPOMS effectively, we can ensure that students are safe and fully supported, whilst school staff can focus on teaching and providing support.

Every member of staff across school is trained on how to use the electronic system and they have an obligation to report any concerns which they may have. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports for Case Conference Meetings, Governors, Ofsted and external partnership agencies.

5.1.1 We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.

5.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.

5.1.3 We keep secure the safeguarding records.

5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) and LA Guidance (See Appendix F)

### **5.2 RECORDING AND REPORTING CONCERNS**

5.2.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix A). If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system

### 5.3 INFORMING PARENTS/CARERS

5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details.

5.3.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

5.3.3 We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency unless it is believed that doing so would put the child at risk, eg in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

### 5.4 MULTI-AGENCY WORKING

5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

5.4.2 We will notify Children's Social Care if:

- a child subject to a child protection plan is at risk of permanent exclusion.
- there is an unexplained absence of a child who is subject to a child protection plan of more than two days from school.
- it has been agreed as part of any child protection plan or core group plan.

### 5.5 CONFIDENTIALITY & INFORMATION SHARING

5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.

5.5.2 Information about children will only be shared with other members of staff on a need to know basis.

5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

### 5.6 CHILD PROTECTION (CP), CHILD IN NEED (CIN) & TEAM AROUND THE CHILD /FAMILY (TAC/TAF) MEETINGS AND CONFERENCES

5.6.1 Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.

5.6.2 A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.

Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. We have designed safeguarding leads who are contracted to work all year and they are available during the holidays and outside of school hours.

5.6.2 We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

## 5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

5.7.1 Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.

5.7.1 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.

5.7.2 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## 5.8 SERIOUS CASE REVIEWS

5.8.1 The MSCB will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

Our DSL will keep up to date with the findings from SCRs in Manchester and share the learning and review our safeguarding procedures if relevant.

## 6. THE CURRICULUM

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

6.2 This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

6.3 There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

6.4 Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.

6.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.

## **7. E-SAFETY**

7.1 E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote children's' achievement, and support the professional work of staff, as well as enhance our management information and business administration.

7.2 The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

7.4 We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

7.5 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite. Current legislation is reflected also in the Staff Code of Conduct.

7.6 We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. We are currently working towards 360 Accreditation, as recommended by the LA Audit Team.

7.7 We work with children and parents to promote good practice in keeping children safe online.

## **8. SAFER RECRUITMENT & SELECTION OF STAFF**

8.1 Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE'.

8.2 The Headteacher and governing body will ensure that all external staff and volunteers using our site have been DBS checked.

8.3 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.

8.4 At least one member of each recruitment panel will have attended safer recruitment training.

8.6 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

8.7 The school maintains a single central record of recruitment checks undertaken.

## **9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

9.1 We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers.

9.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

9.3 Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)

9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistle blower. Please refer to our whistleblowing policy and procedures.

## **10. SAFETY ON & OFF SITE**

10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.

10.2 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained.

10.3. We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school or college.

10.4 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.

10.4 All school trips are fully risk assessed and no child will be taken offsite without parental permission.

10.5 We have a Health & Safety policy in place for contacting parents, making reports to the emergency services including the Police and Medical establishments.

## **APPENDICES**

Our policy is based on the following legislation, national & local guidance/procedures and links to other relevant school policies

### **APPENDIX A** - 'Keeping Children Safe In Education' Part 1 - to be read by all staff

'Keeping Children Safe in Education' Part one: Safeguarding information for all staff - What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.

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

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

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

5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. All school and college staff have a responsibility to provide a safe environment in which children can learn.

8. All school and college staff should be prepared to identify children who may benefit from early help.



9. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-35. Staff may be required to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>3</sup>

What school and college staff need to know

12. All staff members should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. All staff should be aware of the early help process and understand their role in it. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

15. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm that may follow a referral, along with the role they might be expected to play in such assessments.<sup>4</sup>

16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

18. All school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 42-51 of this guidance.

19. Departmental advice What to do if you are worried a child is being abused - Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

20. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead (or deputy).

What school and college staff should do if they have concerns about a child

22. If staff members have any concerns about a child's welfare, they will need to decide what action to take. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

23. If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports school and college staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

24. Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy) who will help staff decide what to do next. Options include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment;<sup>5</sup> or
- a referral for statutory services,<sup>6</sup> for example as the child is in need or suffering or likely to suffer harm.

25. If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

#### Early help

26. If early help is appropriate, the designated safeguarding lead (or deputy) should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

#### Statutory assessments

27. If a child is in need or is suffering, or likely to suffer from harm then a referral should be made to local children's social care to consider a statutory assessment.

#### Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

#### Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

28. In both cases, referrals should be made in accordance with local criteria for action7 and follow the local authority's referral process.

29. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

30. The online tool Report child abuse to local council directs to the relevant local children's social care contact number.

31. The local authority should make a decision, within one working day of a referral being made, about what course of action it is taking and should let the referrer know the outcome. This will include determining whether:

- child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made, and the child assessed under section 47;
- any services required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

32. Staff should follow up on a referral should this information not be forthcoming.

33. If social workers decide to carry out a statutory assessment, school or college staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

34. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

35. If a teacher8, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex H for further details.

#### Record keeping

36. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead or deputy.

#### Why is all of this important?

37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the

views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly and a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member?

38. If staff members have concerns about another staff member, then:

- this should be referred to the headteacher or principal;
- where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

Staff may consider discussing any concerns with the school's designated safeguarding lead (or deputy) and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college?

39. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

40. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

41. Detailed information on early help can be found in Chapter 1 of Working together to safeguard children.

42. The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

43. Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children.

44. Local agencies including the three safeguarding partners should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working together to safeguard children.

45. Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter one of Working together to safeguard children).

46. Chapter 1 of Working together to safeguard children.

47. Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

48. An analysis of serious case reviews can be found at Serious case reviews, 2011 to 2014.

49. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, Curtain, Road, London EC2A 3N

## **APPENDIX B Legislation, Statutory Guidance & Ofsted Framework**

- Keeping Children Safe in Education' - latest update, currently September 2018
- Ofsted Section 5 Inspection Framework for Schools, August 2016
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2016
- 'Working Together to Safeguard Children' , July 2018
- Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools, Sept 2014,
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE Designated Teacher for LAC Guidance, Nov 2009
- DFE Supervision of Regulated Activity, Jan 2013
- Alternative Provision, Stat guidance, Jan 2013
- Teachers' Standards, updated June 2013
- Governors' Handbook, Jan 2017
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Health & Safety Legislation

## **APPENDIX C - Non-statutory Guidance**

- DFE 'What to do if you are worried a child is being abused - Advice for Practitioners'
- 'Safer Working Practices', Safer Recruitment Consortium, Oct 2015
- DFE National Standards of Excellence for Headteachers, Jan 2015
- DFE 'Use of Reasonable Force in Schools', July 2013
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline

## **APPENDIX D - MCC & MSCB Policies, Procedures & Guidance**

Links to:-

- MSCB Website:-
- MSCB Policies

- MSCB Multi-agency Levels of Need & Response Framework, April 2015
- Safeguarding Concerns, Guidance & Proformas
- MSCB LADO Referral Process
- MSCB Learning From Serious Case Reviews
- Help & Support Manchester Website:-
  - Early Help Strategy, Guidance, Assessments & Referrals
  - Signs of Safety Strategy, Guidance & Resources

## **APPENDIX E - Links to Other Relevant School/EY Setting/College Polices/Procedures**

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers

## **APPENDIX F - Other Relevant Education Department Policies/Guidance**

All these are available on the Manchester Schools Hub Website.

- 'Transfer of Safeguarding Information' model policy & guidance
- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- 'A Good Safeguarding School'

## **APPENDIX G - Abbreviations**

- AP            Alternative Provision
- CiN          Child in Need
- CP            Child Protection
- CPOMS      Child Protection Online Monitoring System
- CSC          Children's Social Care
- DFE          Department for Education

- DO Designate Officer (formerly LADO)
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- LA Local Authority
- LAC Looked After Child
- LAC DP Designated Teacher for LAC
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SEN Special Educational Needs
- SENCO SEN Co-ordinator
- SG SEF Safeguarding Self Evaluation Framework
- SOS Signs of Safety

## **APPENDIX H – Specific Safeguarding issues**

### Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

### Domestic Abuse

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### Child Sexual Exploitation



A form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and/or education at some point.

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

- Appear with unexplained gifts or new possessions.
- Associate with other young people involved in exploitation.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections or become pregnant.
- Suffer from changes in emotional well-being or menstrual problems.
- Misuse drugs and alcohol.
- Go missing for periods of time or regularly come home late.
- Regularly miss school or don't take part in education.

#### Child Criminal Exploitation

County lines 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<sup>15</sup> 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

#### Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. 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 have already suffered FGM. Section 5B of the Female Genital Mutilation Act 2003 places a

statutory duty upon teachers, along with regulated health and social care professionals in England and Wales to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries, including the UK. Victims of FGM are likely to come from a community that is known to practice FGM and signs that may indicate a child has undergone FGM include:

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

### Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, and/or emotional and/or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning disabilities). Some communities use religion and culture as a way to coerce a person into marriage. Schools have a duty to report cases of Forced Marriage to the police (Forced Marriage Unit).

### Honour Based Violence

So-called "honour based" violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If any member of staff have any concerns at all regarding HBV they must speak to the DSL/DDSL. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of, or having already suffered, HBV.

### Self-Injury

Self-injury describes a wide range of things children do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury can involve:

- Cutting, often to the arms, using razor blades, broken glass, scissors or a pair of compasses (can include scratching, picking, biting or scraping).

- Burning using cigarettes or caustic agents.
- Punching and bruising.
- Inserting or swallowing sharp objects or harmful substances.
- Head banging (hitting themselves against objects).
- Pulling out hair, including eyelashes and/or eye brows.
- Restrictive or binge eating.
- Overdosing.
- Self-neglect.
- Alcohol abuse.
- Taking personal risks.
- Sleep deprivation.

### Peer-on-Peer Abuse

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative support strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys subjected to initiation/hazing type violence (KCSIE 206).

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is likely to include, but may not be limited to;

- Physical abuse (biting, hitting, kicking, shaking, hair pulling or otherwise causing physical harm)
- Sexually harmful behaviours/sexual abuse/sexual harassment/sexual violence
- Bullying (physical, name calling, homophobic)
- Cyber Bullying
- Sexting/sexual imagery
- Initiation/Hazing
- Prejudice behaviour

Any form of peer-on-peer abuse, like any other abuse, should be treated seriously and not tolerated.

Staff are trained on how to recognise peer on peer abuse and the processes to follow should they have any concerns. All staff are expected to speak with the DSL or deputy if they suspect if abuse is taking place or upon receiving a disclosure from a child. All children will be supported throughout the investigation and will receive help from the pastoral team.

### Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a disastrous effect on a child's wellbeing and, in very rare cases, has been a feature

in suicide. The school's Anti-Bullying Policy should be referred to in all instances where bullying is suspected.

### Children with Sexually Harmful Behaviour

Children may be harmed by other children or young people and there will be occasions when a pupil's behaviour warrants a different response. Research suggests that up to thirty per cent of child sexual abuse is committed by someone under the age of 18.

The management of children with sexually harmful behaviour is complex and our school will work with other relevant agencies to maintain the safety of their whole school community. Children who display such behaviour may be victims of abuse themselves and the child protection procedures should be followed for both victim and perpetrator.

Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to their DSL/DDSL as soon as possible.

### Homelessness

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may

contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to Dovetail, Manchester City Council programme.

#### The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.