



Child Protection and Safeguarding Policy

2021- 2022

Denton Community College – Safeguarding & Child Protection Key Contacts:

Headteacher: Greg Rule

Designated Safeguarding Lead (DSL): Katherine Kilbane

Child Protection Officers: Laura Donbavand & Lorna Slattery

Deputy DSL: Yvette Cooper, James Haslam, Samantha Graham, Steve Nixon, Candice Wilson

Designated Teacher for Looked after Children: Samantha Graham

Chair of Governors: Professor Mel West

Nominated Governor for Safeguarding, Child Protection and Prevent: Maria Nickisson

The above named representatives of Denton Community College can be contacted by:

Telephone: 0161 336 2219 or

Email: info@dentoncommunitycollege.org.uk or dsl@dentoncommunitycollege.org.uk

Tameside – Safeguarding & Child Protection key contacts:

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 8.30am to 5pm, Thursday 8.30am to 4.30pm and 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 (East)- katie.legg@tameside.gov.uk

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

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

* South area currently has a vacancy, please contact one of the other EHA Advisors for support in the interim

Neighbourhood Co-Ordinators

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

East (Stalybridge, Dukinfield and Mossley) Jacki Shirley- jacki.shirley2@tameside.gov.uk

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

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

PVI's (Early Years Settings) – Becky Kennedy Rebecca.kennedy@tameside.gov.uk

Child Protection and Safeguarding Policy

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

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 our college 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 Denton Community College, we are a community and all those directly connected i.e. staff members, Governors, volunteers, parents/carers, families and students, have an essential role to play in making our school safe and secure.

Our Ethos

We believe that at Denton Community College we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

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

We recognise that all adults within our college 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 child 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.

This policy has been written in line with the Department for Education (DfE) statutory guidance – Keeping Children Safe in Education, September 2021, and any other relevant UK legislation and government guidance.

This policy applies at all times when the school is providing services or activities directly under the management of the school staff.

This policy is publically available on the schools website, and a printed copy can be made available via the school office.

Definition

For the purpose of this Policy, Denton Community College will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.

(Development being defined in Working Together to Safeguard Children 2018 as Physical, intellectual, emotional, social or behavioural development)

- Ensuring that children 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 A

Legal Framework

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

Legislation and statutory guidance:

- Keeping Children Safe in Education (DfE, 2021)
- Working Together to Safeguard Children (DfE, 2018)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education(Health Standards)(England) Regulations 2003
- The Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009, as amended
- The Rehabilitation of Offenders Act 1974
- Section 5B (11) of the FGM Mutilation Act 2003, as inserted by section 74 of the serious Crime Act 2015
- Equality Act 2010
- Protection of Freedoms Act 2012
- The Education (School Teachers 'Appraisal) (England) Regulations 2012(as amended)
- The Children and Families Act 2014
- Teachers' Standards, DfE
- Children & Social Care Act 2017
- What to do if you are worried a child being abused (DfE, 2015)
- Information sharing advice for safeguarding practitioners (DfE, 2018)
- Disqualification under the Childcare Act 2006 (DfE, 2018)
- "The Prevent Duty": Departmental advice for schools and childcare providers (DfE, 2015)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)
- 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, 2020)
- Ofsted's Education Inspection Framework
- Supplementary Guidance COVID-19 Safeguarding in schools and colleges and other providers
- GDPR 2018

Local Guidance:

Tameside Safeguarding Children Partnership - [Thresholds for Assessment](#)

Tameside Safeguarding Children Partnership – [Local Assessment and Guidance](#)

Greater Manchester Safeguarding [Safeguarding Procedures Manual](#)

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. (LA, Clinical Commissioning Group and the chief officer of police).

Roles and Responsibilities

Designated Safeguarding Lead. (DSL)

The lead person with overall responsibility for child protection and safeguarding (DSL) is Katherine Kilbane (Assistant Headteacher). Our Child Protection Officers are Laura Donbavand and Lorna Slattery. Our Deputy Designated Safeguarding Leads are: Yvette Cooper, Samantha Graham, James Haslam, Steve Nixon, Samantha Graham and Candice Wilson. The DSL (and any deputies) and CP Officers are most likely to have a complete safeguarding picture and be the most appropriate people to advise on safeguarding concerns. If you cannot find them and the matter is urgent then advice should be sought from the Gill

Rule (SENCo), any HOY, Assistant HOY, Inclusion Manager or Greg Rule (Headteacher). All are DSL trained. The role of the DSL includes but is not limited to:

Managing Referrals. The DSL will:

- Refer all cases of suspected abuse to the Multi- Agency Safeguarding Hub (MASH) and to the Police if a crime may have been committed.
- Liaise with 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 child protection and safeguarding.
- If early help is appropriate, the DSL will generally lead on liaising with other agencies and in setting up an inter-agency assessment. They will monitor any cases referred to Early Help and consider referral through MASH to children's services where the situation does not improve (See Appendix- inter agency working re: process of making a safeguarding referral).
- Refer cases to the Channel programme where there is a radicalisation concern as required (see Appendix for further information on Prevent).
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

Record Keeping. The DSL will:

- Ensure individual files are created as necessary for children with safeguarding concerns using CPOMS.
- Maintain a chronology of significant incidents for each child with safeguarding concerns.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.
- When a child leaves our school, the DSL will make contact 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. 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 as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.
- New safeguarding partners and child death 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 make arrangements 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 local policies and procedures promoted by the TSCP.

Training. The DSL/DDSLs will :

Undertake appropriate training, updated 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 for further details on definitions and for recognising signs of abuse).
- Be aware of responsibilities under the Prevent duty. (see Appendix for further details).

- Understand the assessment process for providing early help and intervention, e.g. the Thameside Safeguarding Children Partnership Threshold Guidance and tools and the early help planning processes.
- Have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.
- Be alert to 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's Safeguarding and Child Protection Policy and procedures, including providing induction on these specific documents to new staff members.
- Organise whole school child protection training for all staff members regularly 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 children and taking account of their wishes and feelings in any action the school takes to protect them.
- Maintain accurate records of staff Induction and training.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance 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 or college.
- 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.

Awareness Raising. The DSL will:

- Review the Safeguarding and Child Protection Policy and procedures annually and liaise with the governing body to update and implement them.
- Make the Safeguarding and Child Protection Policy and procedures available publicly and raise awareness of parents/carers that referrals about suspected abuse may be made and the role of the school staff in any investigations that ensue.
- Provide updates to staff on any changes to Child Protection legislation and procedures and any relevant learning from local and national serious case reviews at least annually. Maintain accurate records of staff induction and training.
- Ensure the school's Safeguarding and Child Protection policies are known, understood and used appropriately.
- Link with the safeguarding partner to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Quality Assurance. The DSL will:

- Ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.
- Complete an audit of the school's safeguarding arrangements at frequencies specified by the Thameside Safeguarding Children Partnership and by using the audit tool provided by them for this purpose.
- Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

In addition, the DSL, school's senior management and the Governing Body will ensure that action is taken to remedy without delay 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 Samantha Graham. They will work with the Local Authority and the Virtual School Head(s) to discuss how available funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education plan. The designated teacher also has responsibility to promote the educational achievements of those 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 Maria Nickisson. They will liaise with the Headteacher and provide information and reports to the governing body.

Headteacher

The Headteacher, Greg Rule, 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 Governors receive training about safeguarding to make sure they have the knowledge and information need to perform their role and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose

All Staff

All staff will read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2021 and review this guidance at least annually. Staff will have received specific training on the changes to KCSIE 2021 and other key safeguarding priorities at the beginning of the academic year and then when necessary.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

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 child. Staff know that if they have any concerns about a child's welfare they should act on them immediately (See Appendix for more detail on signs 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 (child protection - 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.

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Volunteers will receive appropriate training, if applicable.

How we support children

We recognise that children 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 (See Appendix on Domestic Abuse). 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 child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn and will ensure this is considered when dealing with their behaviour.

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 online safety, enabling children and parents/carers to learn about the risks of new technologies and social media and how to use these responsibly.
- Ensuring that key issues are covered through relationships education and relationships and sex education or through PSHE (personal, social, health and economic education). This is compulsory from 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 child'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. (See Appendix for further details on dealing with Peer on Peer Abuse).
- Liaising and working together with other support services and those agencies involved in safeguarding children.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring that all staff are aware of the Early Help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring that all staff understand 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.
- Taking children's wishes and feelings into account when determining what action to take and what services to provide.
- Be aware of the risk factors of both Child Sexual Exploitation (CSE) and Criminal Exploitation of Children (CEC) (see Appendix).
- Be aware that children can abuse other children (peer on peer abuse). (See Appendix)
- 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 harm and abuse, this risk is part of our school safeguarding approach.
- Understanding that the use of technology has become a significant component of many safeguarding issues i.e. child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly.

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

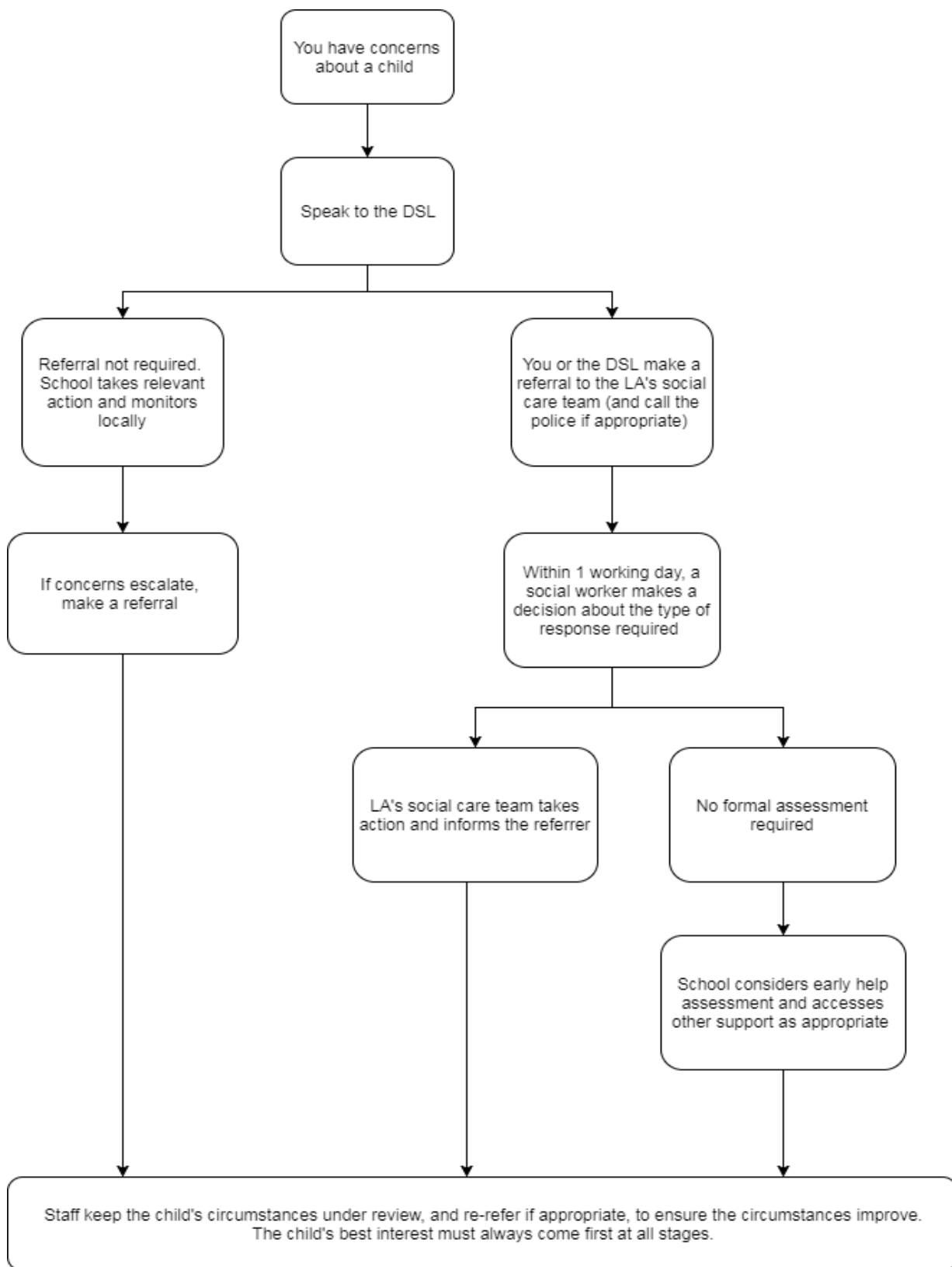
If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the DDSL and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Share details of any actions you take with the DSL as soon as practically possible.

Procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



Record Keeping

All child protection and welfare concerns, discussions and decisions made will be recorded on CPOMS and any paper records kept in a confidential file and stored securely.

If a child about whom there have been concerns transfers to another educational establishment all appropriate information, including child protection and welfare concerns, will be forwarded under confidential cover to the student's new educational establishment as a matter of priority.

Good record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

Safer workforce and managing concerns about or allegations against staff member, supply teacher, volunteer or 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 school. 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, volunteers and supply staff 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 Greater Manchester safeguarding procedures – ‘Managing allegations against staff guidance’ and ‘Safer Recruitment’.

Any allegation made against a staff member or concern raised about a member of staff, volunteer or visitor will be dealt with by the Headteacher. In the case of allegations made against the Headteacher the case manager will be the Chair of Governors.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Headteacher, report it directly to the local authority designated officer (LADO).

Procedure for managing allegations of abuse made against a staff member, supply teacher, volunteer or contractor

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2021* are adhered to.

If an allegation is made or information is received about an adult who works in our setting, which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Headteacher or Chair of Governors will follow the processes identified in Keeping Children Safe in Education 2021. No member of staff or the Governing Body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should call the NSPCC whistleblowing helpline on 0800 028 0285.

The school together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.

The Headteacher will ensure that the child and family are kept informed of the progress of the investigation.

The Human Resources Team will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.

The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).

The Human Resources Team will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.

The Headteacher will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or Section 47 investigation or disciplinary investigation.

We have a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or The Personnel Advisory Team.

Referrals to Children's Social Care need to be considered when a child is at risk of significant harm and an individual who is working or volunteering with children has:-

Behaved in a way that has harmed a child, or may have harmed a child

Possibly committed a criminal offence against or related to a child

Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

When considering the definitions of harm and whether threshold is met for a LADO consultation or referral to the Multi-Agency Safeguarding Hub (MASH), the following guidance provides information about the criteria and process. The examples provided are not exhaustive as the nature of allegations can sometimes be complex, depending on the history of those who are involved.

Allegations against staff that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or

- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

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

A 'case manager' will lead any investigation. This will be the Headteacher, or the chair of governors where the Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

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

Suspension of the accused until the case is resolved

Suspension of the accused 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 there 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/carers 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/academy trust]

The case manager will seek views/guidance from the LA Human Resources and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

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, or to cause harm to the subject of the allegation
- 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 case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- 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
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- 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 (only in relation to their child – no information will be shared regarding the staff member)
- 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 school 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.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

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

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

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 school will 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 school will consider 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, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Confidentiality and information sharing

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 LADO, 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. The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

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.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are substantiated, the case manager 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.

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses,

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described above, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

Staff Induction, Training and Development

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, online 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 September 2021*, and other related policies. We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

All staff members of the school will receive appropriate safeguarding and child protection training (whole-school training) which is regularly updated by DSL (see DSL responsibilities).

The nominated governor for safeguarding and child protection will attend relevant training. This training will be updated every two years.

The 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 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 child.

All staff members must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or well-being. They must inform students of this if a disclosure is made. All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

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

The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.

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.

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

We will try to get consent from parents/carers (or the child, if they have sufficient understanding¹) 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 a 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 the 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

¹ Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have the capacity to give or withhold their consent, unless there is evidence to the contrary

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 or friends. However, some parents/carers may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

Our school 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 school 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 Denton Community College we work with other agencies to provide the best support we can for our students 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.

Operational 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 (usually the designated safeguarding lead) 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. (Please see Appendix).

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 Denton Community College 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 designated safeguarding lead or a deputy.

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, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

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 school's 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 school 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.

We have a clear reporting procedure for children, parents/carers 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 to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

We check the identity of all visitors and volunteers coming into our school. Visitors are expected to sign in and out in the school visitors' log (Inventory) and to display a visitors badge whilst on site. Visitors for whom we have assessed their suitability to work unsupervised with children will wear a green lanyard; those for whom we have not been able to make these checks wear a red lanyard. Visitors wearing a red lanyard will be accompanied by a member of staff. Any individual who is not known or identifiable or who is unsupervised whilst wearing a red lanyard will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, parent/carer or anyone else, that threatens school security or leads others, child 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.

Staff are expected to support in maintaining the security of the building by:

- Ensuring that they look after any access fob or keys they are issued with and to report the loss to the Office Manager/DSL as soon as they realise they do not have them.
- Ensuring that they do not allow access to the building or grounds (including the car park) to anybody who is not a member of staff at Denton Community College (or Elmbridge PRU for the car park) or who has not signed in as a visitor at reception.
- Ensuring that they do not allow students access to their keys or access fob.
- Ensuring that any exterior door they open/unlock is closed/locked before they leave it.
- Reporting any unlocked and unsupervised exterior doors or gates to the Headteacher or DSL immediately.

Online Safety

The school has Internet Safety, ICT Code of Conduct and ICT Acceptable Use Policies 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. 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.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online

- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

Missing from Education

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

At 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 student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the 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 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.

Extra Familial Harm (formerly contextual Safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or college. All staff, but especially the DSL and their Deputies should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, each professional 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.

All of our staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

Children with special educational needs and disabilities

We recognise that pupils with SEN needs or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. Including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting concerns
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/ participation.
- Peer isolation or bullying.

We offer extra pastoral support for these pupils and our SEN team work closely with all those identified with an additional need.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support.

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads
- We have appointed a designated teacher, Samantha Graham, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

Policy Review

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with their usual 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 are key policies and procedures relevant to the Child Protection and Safeguarding Policy and procedures.

- Anti-Bullying Policy
- Administration of Medicines Policy
- Attendance Policy
- Behaviour Policy
- Children who are unable to attend school because of health needs Policy
- Complaints procedure
- Internet Safety, ICT Code of Conduct and ICT Acceptable Use Policies
- Equalities Policy
- Health and Safety Policy
- Inclusion Policy
- Looked After Children Policy
- Major Incident Policy and Business Continuity Plan (supported by the Major Incident Kit)
- Teachers' Standards, DfE guidance available on GOV.UK website
- Sex and Relationship Education Policy.
- Special Educational Needs and Disability Policy
- Staff Code of Conduct
- Staff Induction
- Educational visits and out of hours activities – see Appendix

Appendix: Responding to disclosures, key definitions, further information and procedures

Recognition – what to look for & responding to disclosures

Detailed information about specific issues follows. Staff can also refer to the categories of abuse and risk indicators in the [Tameside Children's Needs Framework and Thresholds 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

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. All concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- try to keep any questions to a minimum and of an 'open' nature e.g. 'Tell me what happened?' rather than 'Did x hit you?'
- very young children often do not understand the concept of time so be careful if asking the question 'when did that happen'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead if they have any safeguarding concerns
- explain what will happen next and that the person will be involved as appropriate
- reassure and support the child as far as possible

The DSL /safeguarding team must be informed in person – please contact duty members of SLT if you are unable to do this promptly. A written record should then be passed on for school records.

Key definitions

Abuse, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm or by failing to prevent harm. Children may be abused within their family, 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 child 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 child's life, from the foundation years to teenage years. 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 showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and is privately fostered

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

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

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; updated in KCSIE 2021 to preventing impairment of children's mental and physical 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 is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

Categories of abuse

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

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- 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 child 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 child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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 child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child 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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

Specific safeguarding issues – further information

Staff should be aware of specific safeguarding issues such as:

- | | |
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| <ul style="list-style-type: none"> ▪ 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) ▪ child criminal exploitation- county lines (CCE) ▪ bullying including cyberbullying ▪ domestic abuse ▪ drugs ▪ online safety ▪ fabricated or induced illness ▪ faith abuse ▪ female genital mutilation (FGM) ▪ forced marriage ▪ gangs and youth violence | <ul style="list-style-type: none"> ▪ gender-based violence/violence against women and girls (VAWG) ▪ homelessness ▪ "honour-based" violence ▪ mental health and possible links to indicators of abuse, neglect or exploitation ▪ peer on peer abuse ▪ private fostering ▪ preventing radicalisation and the Prevent duty ▪ self-harm and suicidal behaviour ▪ serious violent crime ▪ sexting (also known as Youth Produced Imagery) ▪ sexual violence/harassment ▪ teenage relationship abuse ▪ trafficking |
|--|---|

Further Information on Children Missing from Education

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

Educational establishments and colleges should put in place appropriate safeguarding responses to 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.

All educational establishments must inform the local authority of any pupil who fails to attend educational establishment regularly, or has been absent without the educational establishment's permission for a continuous period of 10 educational establishment days or more, at such intervals as are agreed between the educational establishment 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 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.

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 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. The use of a 'chronology' when reviewing cases will help 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 regularly miss educational establishment

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 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.

Further information on child criminal exploitation – eg 'county lines'

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

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.

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 a educational establishment's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the school in preventing extremism. This is simply another aspect of safeguarding children. The local guidance can be found here:

http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_vio_ext.html?zoom_highlight=prevent

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.

Educational establishments 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 Department for Education has published advice for educational establishments and childcare providers at:

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

Channel Training

'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.

As part of their induction, all staff complete a short general awareness course online here:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

The Prevent strategy describes partner's (including educational establishments) role in the Prevent agenda:

- Sharing key information with colleagues
- Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery
- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.
- Ensure colleagues and partners are aware indicators of terrorist activity

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>

Denton Community College is in partnership with Greater Manchester Police through their Operation Encompass initiative, in order to secure improved support for young people who experience domestic abuse within their family.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL [and deputies] will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Further Information on online safety (use of ICT, the internet, mobile technology and social media)

The school has an online safety policies which include guidance for all students in relation to online 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 these instances the DSL will follow national guidelines on responding and may contact the Children's Hub or Early Help teams for advice. 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. As with all safeguarding matters, staff must report concerns in person and in a timely way so that advice and support can be sought.

Further Information on sharing of nudes and semi-nudes (also formally known as Youth Produced Imagery or sexting)

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. 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 child 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 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.

If staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.

Staff must not:

- View, copy, print, share, store or save the imagery themselves, or ask a pupil to share or download it (if the member of staff has already viewed the imagery by accident, they must report this to the DSL)
- Delete the image or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

Staff should explain that they need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and members of the safeguarding team. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101, via our community policing team or 999 if there is an imminent risk of harm.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on CPOMS.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our RSE/PSHE curriculum and computing lessons. Our tutorial curriculum also addresses these issues.

So-called 'honour-based' abuse (including Female Genital Mutilation (FGM) and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. 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 HBA, or already having suffered HBA.

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.

FGM mandatory reporting duty for teachers - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) 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.

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 child 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.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-Agency Practice Guidelines referred to below. E.learning for all professionals, developed by the Home Office, is available at www.fgmelearning.co.uk.

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 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, or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, 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. **The DSL will support you through this process – please see them immediately.**

Forced Marriage

Forcing a person into a 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 or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Further information on the role of educational establishments can be found on pages 32-36 of Multi-agency guidelines: Handling cases of forced marriage. School staff can contact the Forced Marriage Unit on 020 7008 0151 or email fmufco.gov.uk for advice or information.

Serious violence

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

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

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

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

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

Further Information on self-harm and suicidal behaviour

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

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, as in the case of Victoria Climbié who was a privately fostered child.

Private Fostering definition (Children Act 1989, replacement guidance on private fostering, 2005)

"A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more."

Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break."

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child 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 child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child 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. **You must speak to the DSL as schools have a duty to report private fostering arrangements to social care.** Once Social Care are made aware they will follow up: the arrangement is then assessed, approved and monitored.

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

At our 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 school's 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); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; upskirting, 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 (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

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

The allegation:

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

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 PSHE syllabus which develops students' understanding of acceptable behaviour and keeping themselves safe. Wellbeing form tutorial sessions will focus on safeguarding themes.

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 school should be informed by partner organisations that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody, there is a police investigation 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 to do

When a safeguarding allegation is made by a student against another student, members of staff should inform the DSL/safeguarding team **in person**.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact the Children's Hub or EHA Advisor 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 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/carers informed (of both the student being complained about and the alleged victim).

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

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports

- That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL or a DDSL if they have any concerns.

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, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child’s wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a

skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

Early Help for children and families

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

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

We will pool our knowledge within the school 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.

Information sharing and consent

It is essential that people working with children can confidently 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.

The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.

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 2018 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. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (DfE 2018) reminds us that:

"Poor or non-existent information sharing is a factor repeatedly identified as an issue in Serious Case Reviews (SCRs) carried out following the death of or serious injury to, a child. In some situations, sharing information can be the difference between life and death. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Every practitioner must take responsibility for sharing the information they hold, and cannot assume that someone else will pass on information, which may be critical to keeping a child safe."

We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents 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 you need to achieve your purpose.

Try to get consent from parents/carers (or the child, if they have sufficient understanding) to share information, if possible. However, you do not need consent if you have serious concerns about a child's safety and well-being. If you decide to share information without consent, you should record this with a full explanation of your 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 a 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 the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Single Point of Advice.

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

If you are in any doubt about the need for seeking consent, get advice from the DSL or from the Children's Social Care Single Point of Advice.

Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

Record keeping

Good record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children. At Denton Community College we use CPOMS for all safeguarding records. CPOMS is a secure digital system.

Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

Safer recruitment

Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with Keeping Children Safe in Education: Statutory Guidance for Educational Establishments and Colleges, September 2021.

At least one member on every short listing and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is kept up to date.

The Headteacher and the nominated governor for child protection and safeguarding are responsible for ensuring that our single central record is accurate and up to date.

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. - Where the referee is school based, we will ask for the reference to be confirmed by the Headteacher as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children

- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed.

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 - For all staff, including teaching positions: criminal records checks for overseas applicants
 - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or

- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Educational Visits/Holidays

This appendix should be considered in addition to the college policy on Educational Visits and Holidays organised by Denton Community College.

Staff who accompany students on visits away from college/home are expected to safeguard those students in the same way they would at college. The above guidance should be followed in the event of any disclosure or incident affecting the safety of a student; the following guidelines are here to ensure that is possible during any trips.

When planning an educational visit/holiday the person planning the trip should ensure that:

- There are appropriate arrangements for First Aid either by taking a member of staff who is a qualified First Aider on the trip or by ensuring that there are appropriate First Aid arrangements at the destination. If in doubt the organiser should consult with the DSL.
- A list of students with medical conditions has been generated and appropriate arrangements have been made for any student requiring medication during the trip. Where a student has a serious medical condition a risk assessment may be needed; this should be done in plenty of time before the trip leaves. For details consult with the DSL.
- A list of those students attending the trip is given to the Attendance Officer on departure so that registers accurately reflect who is away from the college building. In the event that the trip takes place outside of college hours this list should be given to the named home contact.
- The home contact has a complete list of students and staff on the trip including contact details that can be used in case of an emergency.
- The home contact has a complete itinerary for the trip including all places that will be visited and anticipated travel times.
- The home contact is informed when the trip returns and all students are handed back to their parents/carers. In a case where a parent/carer is not available upon the trip's return the organiser will ensure that a member of staff remains with the student until they are collected; if students are making their own way home (at times other than the end of the normal college day) the organiser will have checked these details with the parent/carer beforehand.

When an educational visit/holiday is being planned the Education Visits Coordinator should ensure that:

- The person planning the trip has read and understood all the documentation pertaining to keeping the students safe during the visit.
- There is a named home contact who is provided with the documentation needed to carry out this role in case of an emergency.
- The named home contact is a member of the Major Incident Team, that they will be available to be contacted throughout the duration of the trip and can contact the DSL/Deputy DSL should the need arise.
- They have provided the trip leader with a copy of all necessary contact details and a copy of Section 3.8 of the Major Incident Kit which details actions to be taken by an education visit leader in the event of an emergency.

Working with students outside of the formal school day

We are fortunate to have a large number of staff, visitors and volunteers who are willing to work with students outside of the normal structured day including, but not exhaustive of, after the normal college day ends and during college holidays/weekends. The above guidance should be followed in the event of any disclosure or incident affecting the safety of a student; the following guidelines are here to ensure that is possible at these unstructured times.

When the activity is to be carried out by a visitor/volunteer the member of staff organising it should ensure the visitor(s)/volunteer(s) understand their responsibilities with regard to safeguarding.

When working with students after the end of the normal college day (after 4pm) staff supervising students must ensure that:

- The parents of the students know that they will be later than normal arriving home and appropriate arrangements have been made for those students to get home safely.
- They accompany the students to reception at the end of the session and supervise them until they are collected or have safely left the college premises.

When working with students during college holidays or at the weekend staff who arrange for students to come into college must ensure that:

They understand that we can only use the building at these times due the good will of our landlords so at these times we have no control over who they allow into the building and cannot insist upon normal safeguarding checks being carried out on anybody they allow into the building. It is therefore imperative that there is appropriate supervision at all times.

- They arrange to meet the students at a set time and at a set entrance (e.g. main reception/community entrance) and wait for any expected students to arrive before moving the group to the designated space.
- They escort all students back to the arranged exit and supervise all students until they have been collected or have safely left the college premises.
- When it is not possible for students to arrive/depart at the same time they have arranged for an appropriate member of staff to supervise the designated entrance/exit throughout the time the students are in college so that member of staff can operate the exterior door, sign students in/out and supervise students arriving/leaving.
- They ensure appropriate supervision for the students throughout the time they are in college; including throughout lunch/break(s). Students should not be allowed to roam the building unsupervised or temporarily leave the building (e.g. to buy food).
- They maintain the security of the building by ensuring that they do not allow their access fob or keys to be used by students, do not allow students or visitors to use the door controls located behind reception or the manual override for any external doors, ensure all exterior doors they open are closed (and where appropriate locked) before leaving them.

Safeguarding staff at Denton Community College diagram

Safeguarding at Denton Community College

Chair of Governors: Professor Mel West, contact via the PA to the Headteacher: 0161 336 2219

Headteacher: Greg Rule

**Designated Safeguarding Lead (DSL):
Katherine Kilbane (Assistant Headteacher)**



**Child Protection Officers:
Laura Donbavand**



Lorna Slattery



Deputy DSL: Yvette Cooper (Assistant Headteacher); Sam Graham (Assistant Headteacher); James Haslam (Deputy Headteacher); Steve Nixon (Assistant Headteacher); Candice Wilson (Assistant Headteacher)

Heads of Year: Laura Hart (7) Alison Stafford (8); Jill Owen (9); Jayne Whitehead (10); Suzi Lynch (11)

Assistant HOY: Lynda Bowker; Assistant HOY: Claire Peacock

SENCo: Gill Rule

Inclusion Manager: Lynn Shaw

Designated Teacher for LAC: Samantha Graham (Assistant Headteacher)

Safeguarding is Everyone's Responsibility!

Keep your eyes & ears open, have professional curiosity...& never do nothing!