



Laurus Grace Safeguarding Policy

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Schools Safeguarding Policy

POLICY AUTHOR	THE LAURUS TRUST
RATIFIED BY THE GOVERNING BODY	
SIGNED:	CHAIR OF GOVERNORS & SAFEGUARDING GOVERNOR
TO BE REVIEWED:	September 2026

At Laurus Grace AP School the following members of the school community hold the following positions

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Dr Mark Sackville-Ford	Miss Chloe Stollery Mrs Rebekah Burney	Graeme Vout

Concerns or allegations about a member of staff or volunteer should be shared with:

The Head of School / Principal	Deputy Head / Principal (in the absence of the Head of School)	Chair of Governors (in the event of an allegation against the Head of School)
Dr Mark Sackville-Ford	Assistant Head of School Head of Pastoral Care	Steve Blades

HR and legal support and advice is provided by: Jen Jenkins

OUTLINE

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

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt and restorative action. In line with this understanding, any adult working or volunteering in the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

SAFEGUARDING DEFINITION:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (*"Working Together to Safeguarding Children" 2018*).

CHILD PROTECTION DEFINITION:

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

THIS POLICY ENCOMPASSES CHILD PROTECTION.

RATIONALE:

At Laurus Grace we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Staff and volunteers working in our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this school is trained to recognise signs of concern and in line with this policy, must report concerns following school and local authority procedures.

Staff are updated on safeguarding issues frequently across the year via year team meetings by the Safeguarding team. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm.

In our school we believe that the welfare of every child is paramount and we take safeguarding very seriously. Therefore, should staff have any concerns they feel are of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected and that key staff in school are aware promptly of any such concerns. We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

Laurus Grace recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and students) are an important part of the wider safeguarding system for children and have an essential role to play in making our school a safe and secure setting, our students at the centre of all we do.

We believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

Laurus Grace AP School works continuously to build and maintain an effective culture of safeguarding. We seek to provide an environment within school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Our core safeguarding principles are:

- **Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
- **Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Partnership:** to ensure timely, appropriate communications and actions are undertaken by collaborating with the right people at the right time where there are safeguarding concerns.
- **Support:** for all students, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm

The procedures contained in this policy apply to all staff, governors, temporary and partner agency staff and volunteers. This policy is consistent with the statutory guidance set out in KCSIE 2023.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. As part of our commitment to and compliance with safeguarding legislation and guidance; we also refer to:

- Ofsted Inspection Framework
- Framework for the Assessment of Children in Need and their Families 2000
- The Education Act 2002
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)
- Working Together to Safeguard Children 2018
- What to do if you are worried a child is being abused. 2015
- Keeping children Safe In Education 2023
- Guidance for safer working practice for staff working in education settings. October 2015
- Greater Manchester Safeguarding Policies and Procedures
- Preventing and tackling bullying advice
- Sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
- Mental Health and behaviour in schools November 2018
- Designated Teacher for Looked After and Previously Looked After Children. February 2018
- School online safety policy
- Staff Code of Conduct
- Staff use of mobile phones and Social Media Policy
- Drug and Alcohol Policy

INFORMATION SHARING AND CONFIDENTIALITY

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

Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children. 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. Staff also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.

In regard to confidentiality and information sharing staff will only involve those who need to be involved, such as the DSL (or a deputy) and other allocated services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

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

PURPOSE:

The purpose of the policy is to ensure that the welfare of children is understood and promoted at all times. In this school we understand that the welfare of the child is paramount.

We strive to ensure that all children regardless of their age, gender, ability, culture, race, language, religion or sexual identity are protected from harm in all its forms. All staff and volunteers have an equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be at risk of harm.

As part of our duty of care we also work to ensure that students and staff involved in safeguarding and child protection issues receive appropriate support.

In line with Keeping Children Safe in Education 2023 we work with a range of partners and adhere to local practice guidance supported by Stockport Safeguarding Partnership.

All staff and volunteers and sessional workers are required to adhere to our Code of Conduct and Safer Working Practice Guidance (including the use of ICT and social media). All staff and volunteers understand what to do if there are concerns or allegations about any adult working or volunteering in our school during or outside of the normal school day.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Laurus Grace AP School. We expect that this policy takes primacy over other agency policies when work is being delivered on this site and/or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken. Colleagues from partner agencies who are based in our school adhere to school policies with regard to reporting concerns, safer working practice and the use of ICT. Any parties hiring our facilities should also refer to safeguarding clauses in our hire agreement, and also note that in line with KCSiE 2023, we will ask for policies to be shared, and report any issues to the Stockport MBC Designated Officer where appropriate.

LANGUAGE:

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

- **Early Help** refers to mechanisms providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- **Child Protection** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

- **Staff** refers to all those working for or on behalf of the school in either a paid or voluntary capacity and will be used from this point on in this document.
- **Child** refers to all young people who have not yet reached the age of 18. Students who are 18 years of age or older will be considered as children with regards to the application of this policy.
- **Parent** refers to birth parents and other adults who are in a parenting role including: stepparents, foster parents, carers, special guardians and adoptive parents.

CONTENTS

This policy has been divided into four key areas:

- Prevention
- Procedures and Record Keeping Support
- Safer Recruitment

Additional materials are referenced or provided in the Appendices.

Detailed procedural guidance and additional references are available to all staff and governors here- [Greater Manchester Safeguarding Procedures](#)

PREVENTION

We will establish and maintain an ethos where:

Children feel safe and secure in an environment which allows them to learn, and develop on a journey to achieving their full potential. We will educate and support our children in an inclusive, supportive non-judgmental environment.

Children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty. We will work hard to be a restorative staff team who actively listen and respond.

Staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda. All our staff and volunteers are required to read Keeping Children safe in Education (KCSiE) Part 1 and annex A. All staff are required to undertake annual safeguarding training and update training in line with KCSiE 2023.

Staff development ensures that all members of the school community are alert to how mental health problems can underpin behaviour issues and recognise that under the Equality Act 2010, some mental health issues will meet the definition of disability. School processes ensure that students experiencing mental health problems are well supported effectively, working with external support where needed.

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

Children are supported in recognising risks in various forms including on the internet. They understand what kind of physical and virtual contact is acceptable and are able to recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this.

Staff feel empowered to share safeguarding concerns in a swift and timely way bringing them to the attention of the Designated Safeguarding Lead (DSL)/Head of School or Deputy Designated Safeguarding Lead (DDSL), accepting that safeguarding is the responsibility of all in our community, staff feel able to ask safeguarding questions and receive appropriate feedback following up on concerns as part of this shared responsibility to children. All staff know how to report concerns via CPOMS.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Stockport Safeguarding Children's Board, via the Safeguarding Lead for Education to ensure a multi-agency awareness and that strategies are developed.

There is a clear approach to substance misuse (drugs and alcohol). Any issues of drugs and substance misuse are recorded and there are strategies to educate children appropriately delivered throughout the school and curriculum.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our school's arrangements for consulting with, listening and responding to students are that we make sure that our children know that members of staff are always prepared to listen to them. Children are made aware that they can report any concerns verbally to any member of staff, and we will act upon this.

Our school's arrangements for consulting with, listening and responding to parents/carers are that we keep channels of communication at all times. Non-teaching Pastoral Staff and senior staff with much reduced teaching timetables are always available to listen and respond to parents/carers, either in person at the school, or by telephone or email.

There is a commitment to the continuous development of staff with regard to safeguarding training:

- All staff access training annually with regular updates across the academic year
- All new staff, as part of their induction, access safeguarding training within the first term of their employment/placement.
- The Designated Lead and/or deputy completes DSL safeguarding training on bi-annual basis in line with the requirements set out in KCSiE- at least every other year.
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Network Meetings, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally and are context specific

DEFINITIONS

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience and work to the following definitions:

All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues may overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development.

- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

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

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment.
- include neglect of, or unresponsiveness to, a child's basic emotional needs.

Complex safeguarding: is used to describe criminal activity (often organised) or behaviour associated with criminality, involving often vulnerable children where there is exploitation and/or a clear or implied safeguarding concern.

Manchester's Complex Safeguarding Strategy (2020-23) states that Complex Safeguarding include, but it not limited to, Sexual Exploitation, Criminal Exploitation and Modern Slavery, including Trafficking.

Harmful Sexual Behaviours: "Harmful sexual behaviour" (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as those it is directed towards" (NSPCC 2016)

HSB includes (but is not limited to):

- Sexist jokes and comments
- Physical and sexual abuse
- Sexual harassment and violence
- Gender based violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- CSE (Child Sexual Exploitation)

See full Harmful Sexual Behaviours policy on the Trust website and the section titled "Sexual violence and Sexual Harassment" on page 16 of this policy.

Child Sexual Exploitation (CSE): is a form of child sexual abuse, it involves exploitative situations, contexts and relationships where young people receive something (for example

food, accommodation, drugs, alcohol, gifts or money) as part of a grooming process. Ultimately, this results in them engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan Greater Manchester CSE policy and procedures and of the school screening tool (SERAT) including where to find it, how to complete it and what happens next.

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology. (Child Sexual Exploitation, DfE, Feb 2017)

Children and young people who harm others (also referred to as Child-on-Child abuse): We understand that safeguarding issues can manifest themselves via child-on-child abuse. This may include:

- Bullying (including cyber bullying) and prejudice-based behaviours
- Gender based violence/sexual assaults
- Taking, collecting and sharing of naked or semi-naked images and upskirting
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Initiating/hazing type violence and rituals

Staff are clear on our procedures with regards to child-on-child abuse and such matters are always taken seriously. We regularly address this issue via PHSE lessons regarding healthy relationships, School Nurse Team input and year group assemblies.

SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

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 a group of children.

Children who are victims of, and it may adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) **and are never acceptable**. It is important that **all** victims are taken seriously and offered appropriate support.

We understand that reports of sexual violence and harassment are extremely complex to manage. We take reports of sexual harassment and sexual violence seriously and will always act to address reports and concerns we do this by:

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

We adhere to Government guidance as described in [Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf](#) and local guidance.

When incidents of Harmful Sexual Behaviour occur, it is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

In response to the behaviour, we will categorise that behaviour using Hackett’s (2010) Continuum of Behaviours (see appendix). To assist with the categorisation, we will use The AIM Project’s checklists which take in to account the following;

- The type of sexual behaviour
- Context of the behaviour
- Young person’s response when challenged about their behaviour
- Impact on the recipients of the sexual behaviour
- Power dynamics
- Persistence/frequency of the behaviour
- Other behavioural problems
- Background information/ Family response

Once the category of behaviour has been identified, the appropriate responses and actions will be taken for the person who has displayed the harmful sexual behaviour.

These actions may include the following:

- Home/school liaison
- Education and setting appropriate boundaries/expectations
- Life skills work
- Self-esteem work
- Work on understanding and controlling behaviour
- Pattern mapping to develop a deeper understanding of the behaviour
- A Risk Assessment Management Plan (RAMP)
- Referral to Children’s Services
- Police involvement

Incidents of harmful sexual behaviour will also fall under our Behaviour policy and sanctions will be issued as appropriate, up to and including fixed-term and permanent exclusions. We will also ensure staff are trained and informed about harmful sexual behaviour and our responses/approaches to behaviour of this nature.

CONTEXTUAL SAFEGUARDING

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

ROLES AND RESPONSIBILITIES

GOVERNANCE & LEADERSHIP

The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The governing body have regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.

The governing body will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.

The governing body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Manchester Safeguarding in Schools Team

The governing body and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare. The headteacher will ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff.

The headteacher will allocate sufficient time, training, support, and resources, including cover arrangements, when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.

The headteacher will ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with confidential reporting/whistle blowing procedures.

The headteacher will ensure that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

The headteacher will liaise with the Designated Officer where an allegation is made against a member of staff and ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

The headteacher will ensure any learning requirements following an allegation management review are implemented effectively and will work with LA Officers as needed such as the Senior Advisor for Safeguarding in Education.

The governing body will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The governing

body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually or more often when required.

DESIGNATED SAFEGUARDING LEAD

The school has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL).

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The school has appointed a Deputy DSL who will have delegated responsibilities and act in the DSL's absence.

The DSL (and deputy) ensure there are robust systems to build an understanding of the presenting safeguarding needs of our children and young people. They retain oversight and will support and advise where there are safeguarding concerns. They will ensure an appropriate response is co-ordinated.

It is the role of the DSL to carry out their functions as identified in Annex C of KCISE 2022. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Coordinating safeguarding action and intervention for individual children
- When supporting children with a social worker or looked after children, the DSL has the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
- Liaising with other agencies and professionals in line with KCSIE 2023 and WTSC 2018
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Stockport Safeguarding Partnership procedures, including referrals, are followed, as necessary.
- Representing the school (when needed) at multi-agency safeguarding meetings (including child protection conferences), or ensuring appropriate representation
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during school hours for staff in the school to discuss any safeguarding concerns.

- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Liaising with the headteacher to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Ensuring that the requirement for children to have an Appropriate Adult ([PACE Code C 2019](#)) is understood and observed at all times.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually. This will include attending network events, reading updates and bulletins and engaging with the Stockport Safeguarding Partnership.

MEMBERS OF STAFF

All staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- be prepared to identify children who may benefit from early help.
- understand the early help process and their role in it.
- understand the school safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- know how to maintain an appropriate level of confidentiality.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff at Laurus Grace AP School recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff at Laurus Grace AP School will seek to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies.

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm, they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record will be made of these concerns as immediately following the disclosure/concern being raised on CPOMs.

Where staff have conversations with a child who discloses abuse they follow the basic principles:

- listen and remain calm
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- never take photographs of any injury
- never record a child
- never undress a child to physically examine them
- allow time and provide a quiet space for support • At no time promise confidentiality to a child or adult.
- Details of conversations with professionals, family members and other relevant parties will be recorded on CPOMS including where these conversations took place

We will notify any Lead Social Worker if:

- a student subject to a Child Protection Plan (CPP) or TAC Plan is excluded (fixed term or permanent)
- there is an unexplained absence of a student on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- if a child is missing and there is a need to follow Manchester's policy and any statutory guidance on Children Missing Education (CME)
- additional concerns arise

We will notify the social worker and Virtual School Head in the appropriate Local Authority if:

- a student who is in the care of any Local Authority is at risk of/at the point of being excluded (fixed term or permanent)
- there is an unexplained absence of a student who is in the care of any Local Authority of more than 2 days or 1 day following a weekend, or as agreed as part of their care plan and/or personal education plan (PEP)
- if a young person in Local Authority Care is missing and there is a need to follow Manchester's policy and any statutory guidance on Children Missing Education (CME)
- additional concerns arise

We understand that parents often hold key information about incidents, allegations or concerns therefore, **in the majority of situations; the Designated Safeguarding Lead or key staff member of school staff will speak to the parents and gain their consent** to discuss any matters with other relevant agencies. There will be very few instances where, to speak to the parents, could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

THE USE OF 'REASONABLE FORCE'

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. See The Laurus Trust Physical Intervention Policy.

Further information regarding our approach and expectations can be found in our Physical Restraint Policy and is in line with the DfE ['Use of reasonable force in schools/colleges'](#) guidance.

STUDENTS WHO HARM OTHERS (child-on-child abuse)

We believe that all students have the right to be taught in a safe environment to enable them to optimise their learning and achievement. We expect all students to have respect for themselves and others and work to ensure everyone in our community feels safe, valued and supported. The school promotes the values of honesty, acceptance, inclusion and fairness within a caring, restorative and nurturing environment.

Students at our school have a variety of needs, some being very complex. We aim to provide a high level of pastoral care and support for all students and encourage appropriate and cooperative behaviour. Underpinned by this support, students are expected to take responsibility for their own behaviour with appropriate strategies offered to enable this.

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

This includes:

- bullying (including cyber bullying),
- gender based violence/sexual assaults
- sexting.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- initiating/hazing type violence and rituals
- Staff are clear on our procedures with regards to child on child abuse and such matters are always taken seriously. In our school we promote a strong anti-bullying culture.

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

to support them in this area of work. In our school we believe that all students have the right to be safe from sexual violence and sexual harassment. When referring to sexual violence we are referring to sexual offences under the sexual offence act 2003. With respect to sexual harassment we mean “unwanted conduct of a sexual nature” that can occur online and offline. Allegations of this nature that are reported to us are dealt with as per our Safeguarding Procedures.

SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY

Laurus Grace AP School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child/young person’s safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision and in accordance with the schools Acceptable Use Policy. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy – see Acceptable Use Policy.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Head of School or DSL will be informed immediately, and the steps laid out in Sexting in School and/or When to call the Police – guidance for schools and colleges may be applied.

USE OF MOBILE PHONES

Mobile phones have a place in settings, especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children are kept safe.

We will:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and understand how to avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

- Adhere to the school policy on the recording of images and the use of equipment – E-safety Policy and Acceptable Use Policy are available on the school website.

WORK MOBILE PHONES

To protect children we will ensure that the work mobile:

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

PERSONAL MOBILE PHONES

To protect children we will ensure that personal mobiles:

- Will not be used in sight of or around students
- Are not used to take pictures of the children attending the setting or that images are not shared.
- Will not be used to take photographs, video or audio recordings in our setting.
- Are not used to contact parents or children –exception will only be by agreement with the Head of School.

Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the Head of School. Signs are clearly displayed informing visitors of this. In line with Keeping children safe in education 2023, we have a clear policy on the use of mobile technology in the school.

Clear instructions and guidance is given to all students on the use of mobile technology – Mobile Technology Policy.

CAMERAS: PHOTOGRAPHY AND IMAGES

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

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).
- Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed, and only use the child's first name with an image.

- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school.
- Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- Ensure where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras and camera enabled devices
- by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

THE SHARING OF NUDE AND SEMI-NUDE PICTURES (sometimes known as sexting)

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'pics' or similar.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

Where staff members or others working in our setting become aware of the sharing of any such imagery the following steps should be taken:

- Report it to the Designated Safeguarding Lead (DSL) or equivalent immediately.
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery.
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young people involved
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent)

Further advice can be found here: [sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people](https://www.ukcis.org/setting-views/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

ONLINE HARMS

We recognise that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life. We take steps to reduce these harms through our curriculum and the application of our policies and ensure staff know to be professionally curious about the online lives of our children.

CYBERCRIME

We understand that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed, and consideration will be given to accessing local support.

Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the child protection and other appropriate policies.

See also- <https://www.gmp.police.uk/advice/advice-and-information/fa/fraud/online-fraud/cyber-crime-fraud/>

CYBER-BULLYING

Cyber bullying is defined and covered in our Anti-Bullying policy

ONLINE & GAMING SAFETY

The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games isn't without risk.

As part of our approach to online safety we will support students and their families in understanding the potential risks of online activity and how best to avoid them. We will work with parents and carers to support them in the following:

- teaching e-safety in the curriculum
- offering parental information
- raising awareness of online grooming
- teaching our children how to report abuse or concerns

Parental advice is available here – https://www.thinkuknow.co.uk/11_13/Needadvice/Gaming/

In school we ensure that we have suitable filtering and monitoring systems in place, as described in *Keeping Children Safe in Education 2023*.

Our staff are aware of our systems and their individual responsibilities and roles.

The DSL has responsibility for ensuring our filtering and monitoring systems and standards are efficient and effective in- as set out in KCSIE 2023.

MENTAL HEALTH AND WELLBEING

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

All staff recognise 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.

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff are concerned about a child's mental health, they understand they must treat it as a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

PROCEDURES AND RECORD-KEEPING

Laurus Grace AP School will follow Stockport Safeguarding procedures in detail and adhere to any local guidance and policies from SSCB as required.

Safeguarding Records are held electronically and hard copies of records or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main student file. Authorisation to access these records is controlled by the Head of School and Designated Safeguarding Lead.

SHARING CONCERNS

How to raise concerns - students

Students can raise concerns in person via a trusted member of staff or via the online form found on the Laurus Grace AP School website safeguarding pages.

How to raise concerns about a child – staff, visitors, and others

Visitors can raise concerns to the Head of School/DSL or to their contact person in school. All visitors receive a safeguarding briefing which details how they can raise concerns

How to raise concerns about an adult, contractor or volunteer who works in the school

Any concerns can be raised with the Head of School/DSL, all staff are aware of our Whistleblowing policy and we have posters displayed around school regarding this.

How to raise concerns- information for parents and visitors

All concerns can be raised with the Head of School/DSL. Parent/visitors can also raise concerns using the online form found on the Laurus Grace AP School website safeguarding pages. There is also the school's complaint procedure which is detailed on the school website

Responding to child-on-child abuse and harm

Any allegations of child-on-child abuse and harm will be dealt with sensitively and with confidence. Consideration will be given to all parties and appropriate action taken and support given

Dealing with disclosures

Any disclosures are dealt with sensitively and according to procedure. Advice from MASSH will be sought in the first instance and the safety of the student given paramount importance.

SUPERVISION AND SUPPORT

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff are supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, Counselling, and welfare services. All Laurus Trust employees also have access to The Employee Assistance Programme which offers free and confidential services on a wide range of topics to all employees.

WHISTLEBLOWING/CONFIDENTIALITY REPORTING

Safer culture- As part of our approach to safeguarding, the School has created and embedded a culture of openness, trust, and transparency in which our values and expected behaviour as set out in our code of conduct/safer working practice are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

As part of our ongoing commitment to safeguarding we work to ensure we have a culture where everyone has a voice. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

If there are concerns about a colleague, or any other adult in our setting then these should be shared with the Head of School, or the Assistant Head of School in their absence.

If there are concerns about the Head of School, then these should be shared with the Chair of Governors.

Our Whistleblowing policy can be found on the school's website.

If a staff member feels unable to raise an issue within our setting, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general guidance on whistleblowing can be found via: [advice on whistleblowing](#)
- the NSPCC's [what you can do to report abuse](#) dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have anxiety about doing so- 0800 028 0285.

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

RECORDING CONCERNS

All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded on CPOMS which are automatically flagged to the DSL, deputy DSL and other appropriate Level 3 Safeguarding trained staff. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes.

Records will be completed as soon as possible after the incident/event, using the child's words, and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions.

If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority. If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

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

Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

Where the school receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-ordinators (SENDCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.

Where a student joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the student, and if so, if the files have been sent.

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

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure

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

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

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

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

In the case of child protection referral, the DSL will contact MASSH immediately (alongside any other emergency or support services that may be required).

In the case of poorly explained serious injuries / injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact AGS for advice.

The DSL will keep written (electronically or by hand), signed, timed and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken.

Where an allegation of abuse is made against any member of staff/ volunteer it is shared directly with the Head of School, deputy or designated safeguarding person, the Head of School will speak with the Designated Officer to discuss the next steps.

If the allegation is against the Head of School, the Chair of Governors should be contacted immediately and they will seek advice from the Designated Officer. If the allegation is against both Head of School and Chair then the Designated Officer should be contacted directly. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator.

Professionals can contact the Designated Officer directly if they feel it is more appropriate to do so.

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

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

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

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

All allegations and concerns raised by parents and carers are investigated fully, as per our Whistleblowing Policy.

CHILDREN MISSING EDUCATION

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

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

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

ELECTIVE HOME EDUCATION

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with [Elective Home Education – national guidance](#) and local Stockport guidance. We will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

SEARCHING AND SCREENING

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the school behaviour policy which is informed by the DfE '[Searching, screening and confiscation at school](#)' guidance.

The designated safeguarding lead (or deputy) will be informed of any searching incidents. This will be done as a matter of urgency where the member of staff has reasonable grounds to suspect a student was in possession of a prohibited item/s such as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- or any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence,
 - to cause personal injury to, or damage to property of; any person (including the student)
- an article specified in regulations
- tobacco and cigarette papers
- fireworks
- pornographic images

Staff members will also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Advice from the Head and or DSL will be sought if it is thought a police search is required.

The headteacher and DSL are aware of the requirement for children to have an Appropriate Adult ([PACE Code C 2019](#)) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our school behaviour policy **which is informed by the DfE 'Searching, screening and confiscation at school' guidance.**

SUPPORTING VULNERABLE STUDENTS

Vulnerable Students

If a student discloses that they have witnessed domestic violence or it is suspected that they may be living in a household, which is affected by family violence, this will be referred to the DSL. The school acknowledges the additional need for support and protection of children

who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse, mental health and learning disability within the family, those who are young carers, mid-year admissions and students who are excluded from school or subject to a managed transfer. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanor, schoolwork or other children. The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a safeguarding context.

The school will endeavour to support vulnerable students through:

- Its ethos and culture which promotes a positive, supportive and secure environment; giving students a sense of being valued.
- Its behaviour policy -aimed at supporting vulnerable students in school. All staff will agree a consistent approach, working to support children in developing positive behaviour.
- Liaison with other appropriate agencies which support the student.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring student welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Ensuring designated safeguarding staff and their team can attend Stockport Safeguarding training and network updates. (For example, child sexual exploitation, domestic violence, drugs / alcohol substance misuse, Female Genital Mutilation-FGM, etc.)
- Ensuring information is transferred safely and securely when a student with a child protection record moves to another school. Also notifying Key Workers or Social Workers where a child leaves the school (as appropriate)
- Operation Encompass for domestic violence incidents

CHILDREN WITH SPECIAL NEEDS AND DISABILITIES

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities. These barriers **can** include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the
- child's disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

We recognise that 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. These children may be receiving statutory social

care support and recognised as Children in Need, or currently or previously in local authority care as looked- after children.

We ensure that school staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education. We ensure that this responded to through an appropriately individualised graduated response which is reflected in the design and application of our school policies including our teaching and learning and behaviour policies.

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

EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

The school acknowledges the findings of Serious Case Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures s/he has information from Stockport Safeguarding in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our students and staff.

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

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

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

- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying in its various forms
- Discrimination in its various forms
- Self-Harm
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as- Children Looked After (CLA), children who are care experienced, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.
- How an Education Health Care (EHC) plan links with other safeguarding processes

The DSL is a member of the school senior leadership team. In line with local and national guidance they receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to offer advice and support to school staff when school is open including before and after school activity or for trips and visits.

School staff contribute to assessments and actively support multi- agency planning for children. Staff have an understanding of the Stockport Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family & environmental factors to support referrals.

In contributing to meetings, in addition to information about the child's academic functioning, the school provides information about the 'voice of the child' and the child's experiences of life as evidenced by observations or information provided through the multi-agency forum.

Designated Teacher for Children Looked After and Children Who Are Care Experienced
In line with statutory guidance the school also has a named Designated Teacher for Children Looked After and children who are care experienced who undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school's roll. The Designated Teacher works closely with parents, carers, social workers, Virtual School Heads and the school's DSL where any safeguarding concerns arise.

EXTREMISM AND RADICALISATION

Laurus Grace AP School seek to protect children and young people from the influences of all violent extremism including, but not restricted to;

- Extremist Far Right / Neo Nazi / White Supremacist ideology
- Islamic extremist ideology
- Irish Nationalist and Loyalist paramilitary groups
- Extremist animal rights movements.

The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Laurus Grace AP School is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern.

Prevention work and reductions of risks will include the SMSC, PSHE curriculum, SEND policy, assembly policy, integration of students by gender and SEN, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair school environment and community. We will apply an appropriate school letting policy. Whilst the education of children is the prime purpose of our school it is recognised that the school operates in the wider community. Its facilities are therefore only available to local groups when this does not conflict with either the interests of its students or the wellbeing and workload of its staff.

OTHER SPECIFIC SAFEGUARDING ISSUES

Domestic abuse/violence: In our school we believe that all our students have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Where we are concerned that domestic abuse or violence is present in the home we will follow our safeguarding and domestic abuse processes. If school is made aware of any domestic violence issues, we would signpost to the appropriate agency. We are an [Operation Encompass School](#). We receive information from the Police informing us of domestic abuse incidents relating to the circumstances of children and young people on our roll. Based on the information received our trained staff will make informed decisions on how best to support children and their families.

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

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

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

Breast Ironing: Key staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Where such abuse is suspected or disclosed staff will follow safeguarding and child protection systems.

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

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation." **Any** child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Greater Manchester guidance we also refer to [Criminal exploitation of children and vulnerable adults: County Lines](#).

SERIOUS YOUTH VIOLENCE

Serious Youth violence (including knife crime) has a huge impact on children and the communities in which they live. It is a societal problem and it cannot be tackled by schools or single agencies alone.

In our school we will seek to support, help and protect children on the school site, and to teach our children/young people about the dangers of weapons/knives and other related dangers. We understand that violence and knife crime do not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities. If we become aware that a child or young person is vulnerable, we will use the most appropriate interventions and pathways to address these needs, such as completing an Early Help Assessment or contacting Stockport MASSH.

EXCEPTIONAL CIRCUMSTANCES (closures, partial closures, home learning)

At Laurus Grace AP School, if we find that there is a need to close or partially close the school and offer home learning we will ensure that any communication, information sharing, and the use of online learning platforms is in line with privacy and data protection requirements.

All communication with students, parents and carers will take place using school communication systems; for example, school email accounts, phone systems and agreed

platforms e.g. Microsoft Teams and Sharepoint. Should exception be required this will be with permission of the Head of School.

There is an expectation that staff and students will engage with home learning by adhering to the principles described in our existing staff code of conduct, student behaviour policy and online acceptable behavior policies. Where we have issued additional guidance in relation to online working, this will be circulated via school systems and staff will be advised accordingly.

Staff and students will be advised how to share concerns as part of any alternative arrangements.

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

SITE SAFETY

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

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

SAFER RECRUITMENT AND SAFER WORKING PRACTICE

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2023 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by operating safer recruitment practices including:

Enhanced Criminal Records Bureau Check	Barred List Check (if working regulated activity before DBS certificate is available)
Two professional references	Establish confirmation of physical and mental fitness for the role
Identity confirmation	Confirmation of right to work in the UK
Qualification check	Confirmation of professional registration (if appropriate)
Staff suitability declaration (if appropriate)	Prohibition from teaching check (only if employed as a teacher)
Overseas police checks (if appropriate) follow the right government guidance following the UK's exit from the European Union Government website	Section 128 direction check
Childcare Disqualification Regulations check (schools and colleges providing childcare, reception classes or in wraparound care for children up to the age of 8 – only)	Prohibition from teaching check (colleges only - if employed as a teacher)

Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. We also complete online checks as set out in KCSiE (2023). In line with statutory guidance, we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed half termly by a member of the SLT and termly by a member of the Governing Body.

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving will be obtained from the organisation where they were employed.

Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.

Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.

All contracts with supply agencies are specific about what checks, and evidence is needed to be completed before any individual commences work at the school, and that they will be expected to present identification upon arrival.

This document is reviewed half termly by a member of the Senior Leadership Team.

Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers adhere to a published code of conduct and other relevant professional standards at all times. This extends to before and after school activities. Staff and visitors are aware of the requirements in respect of phone usage, camera enabled devices, social media and on-line conduct. Other professionals and visitors to our school are made aware of the requirement and expectations we have in respect of safeguarding our children including the use of mobile and camera enabled devices.

We ensure that:

- Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2023" and Stockport Safeguarding Partnership, Stockport LA Designated Officer and HR Policy, procedures and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with students and parents, following the Code of Conduct Safer Working Practice Guidance.
- Adequate risk assessments are in place including for extended school/ wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, where to find 'whistleblowing policies' and are confident to report concerns of misconduct.
- All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).
- Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the Stockport LA

Designated Officer and/or others as required. Any organisations hiring the building are also subject to these expectations and processes.

NB Whilst the placing Teaching Agency is responsible for the investigation, the referring school will be expected to assist with this process

CONCERNS THAT DO NOT MEET THE “HARM THRESHOLD”

In some cases, we may still need to take action in response to ‘low-level’ concerns about staff. Additional information regarding low-level concerns is contained with our staff behaviour policy/code of conduct/low-levels concerns policy – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

We strive to build an open and transparent culture in which concerns about **any** adults working in or on behalf of the school are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic, or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

- A ‘low-level’ concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with our staff behaviour policy/code of conduct,
- including inappropriate conduct outside of work and does not meet the ‘harm threshold’ or is otherwise not serious enough to consider a referral to the MCC Designated Officer.
- Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent, or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded, and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with our low levels concern policy. Where low-level concerns are reported to the school, the headteacher will be informed of all low-level concerns and is the ultimate decision maker in respect of the response to all lowlevel concerns.

- The Head of School or DSL will share concerns and liaise with the Stockport LA Designated Officer if appropriate
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the Designated Officer.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

- Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
- Where a pattern is identified, the school will implement appropriate action, for example consulting with the Designated Officer and following our disciplinary procedures.

STAFF LEARNING AND DEVELOPMENT

Learning about safeguarding is given an essential part of staff development at Didsbury High School. We are committed to building knowledge and expertise and to ensuring strong internal capacity through performance management and continuous personal development. The senior leadership team ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site.

All new staff to the school has a comprehensive induction, this includes reading and understanding:

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one and Annex A of 'Keeping children safe in education 2023'
- School Behaviour Policy
- School Policy for Children Missing from Education
- Staff Code of Conduct
- This Safeguarding & Child Protection Policy
- 'What to do if you're worried a child is being abused' guidance

Designated staff are trained in specialist areas of work, such as:

- Designated Safeguarding Lead
- Mental Health Champion
- Designated Teacher for Looked After Children

A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these include:

- Annual update training
- Access to 7-minute briefings around key safeguarding priorities
- Online learning
- The sharing of materials detailing referral processes and key topics
- Staff handbook
- Staff induction pack
- In-house training
- Training delivered by external providers

All learning and training are documented which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place.

Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

All training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.

As and when required, other external agencies may be consulted to assist with staff learning and development.

OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

- Acceptable/Reasonable Use regarding ICT Policy
- Mobile Technology
- Anti-bullying Trust Policy
- Attendance Policy
- Behaviour Policy
- Harmful Sexual Behaviour policy
- SEND Policy
- Fit to Study Policy
- Teaching and Learning Policy
- Sex & Relationships
- Safer Recruitment
- Equality Policy
- Data Protection
- Single Equality Scheme
- Control and Restraint
- Health and Safety
- Medical Needs
- Trips & Visits
- Security Statement
- Safer Working Practice guidance for staff
- Keeping Children Safe in Education (2023)
- Managing Allegations
- Low Level Concerns Trust policy
- Whistle Blowing Policy
- Staff Code of Conduct

APPENDICES



Safeguarding

The staff and volunteers in our school are committed to safeguarding all students.

We work to:

Provide a safe environment for students

Notice and take appropriate action to help students who are at risk of, or are suffering from, significant harm

If you have any concerns about the welfare of any of our students, please report them to the named persons below

Designated Safeguarding
Lead

Deputy Designated
Safeguarding Lead



Dr M Sackville-Ford

Miss C Stollery

Further Advice and guidance can be sought from:

The Safeguarding unit 0161 474 5657



**LAURUS
GRACE**

Useful links, further advice and guidance

Local Guidance

- [Greater Manchester Safeguarding Procedures](#)
- [Young People and Self-harm- Stockport Schools' Version](#)
- [Stockport Female Genital Mutilation Pathway](#)
- [Stockport procedures for responding to child sexual exploitation](#)
- [Stockport Suicide Prevention](#)
- [Greater Manchester Project Phoenix \(action against child sexual exploitation\)](#)
- [Stockport Early Help Assessment](#)
- [Private Fostering in Stockport](#)
- [Information Sharing and Team Around the School](#)
- [Information Governance](#)
- [Levels of Need](#)

National Guidance & Resource

- [keeping-children-safe-in-education 2023](#)
- [When to call the police- guidance for schools and colleges](#)
- [Early-years-foundation-stage-framework](#)
- [Working Together to Safeguard Children-2018](#)
- [What-to-do-if-you're-worried-a-child-is-being-abused](#)
- [Brook sexual-behaviours-traffic-light-tool](#)
- [Teachers-standards](#)
- [Responding to sexting incidents](#)
- [Sexting In Schools Jan17.pdf](#)
- [Prevent-duty-guidance](#)
- [Educate Against Hate](#)
- [Safeguarding-children-who-may-have-been-trafficked-practice-guidance](#)
- [Multi-agency statutory guidance on FGM](#)
- [sexual harassment between children in schools and colleges.pdf](#)

Information you may be asked to provide

When you make a referral to Social Care (Children's Services) or to the police, you should provide as much of the following information as possible:

- **Child's name, date of birth, address, telephone number and ethnic origin;**
- **Family details** - who lives in the home - and any other significant adults;
- What is causing concern and the **evidence** that you have gathered to support your concerns;

- Any **additional needs** the child and/or family may have including language, disability and communication;
- Clarification of discussion with any family members if a discussion has been appropriate;
- Clarification of any ongoing assistance that you are giving to the family;
- Your name, workplace and contact telephone number.

All Child Protection referral phone calls made to the Multi-Agency Safeguarding & Support Hub (MASSH) to secure a response from Social Care must be supported with written documentation. In Stockport this is through the online Child Protection Referral form.

Remember- Anyone in school can make a child protection referral

Information and telephone numbers for referral

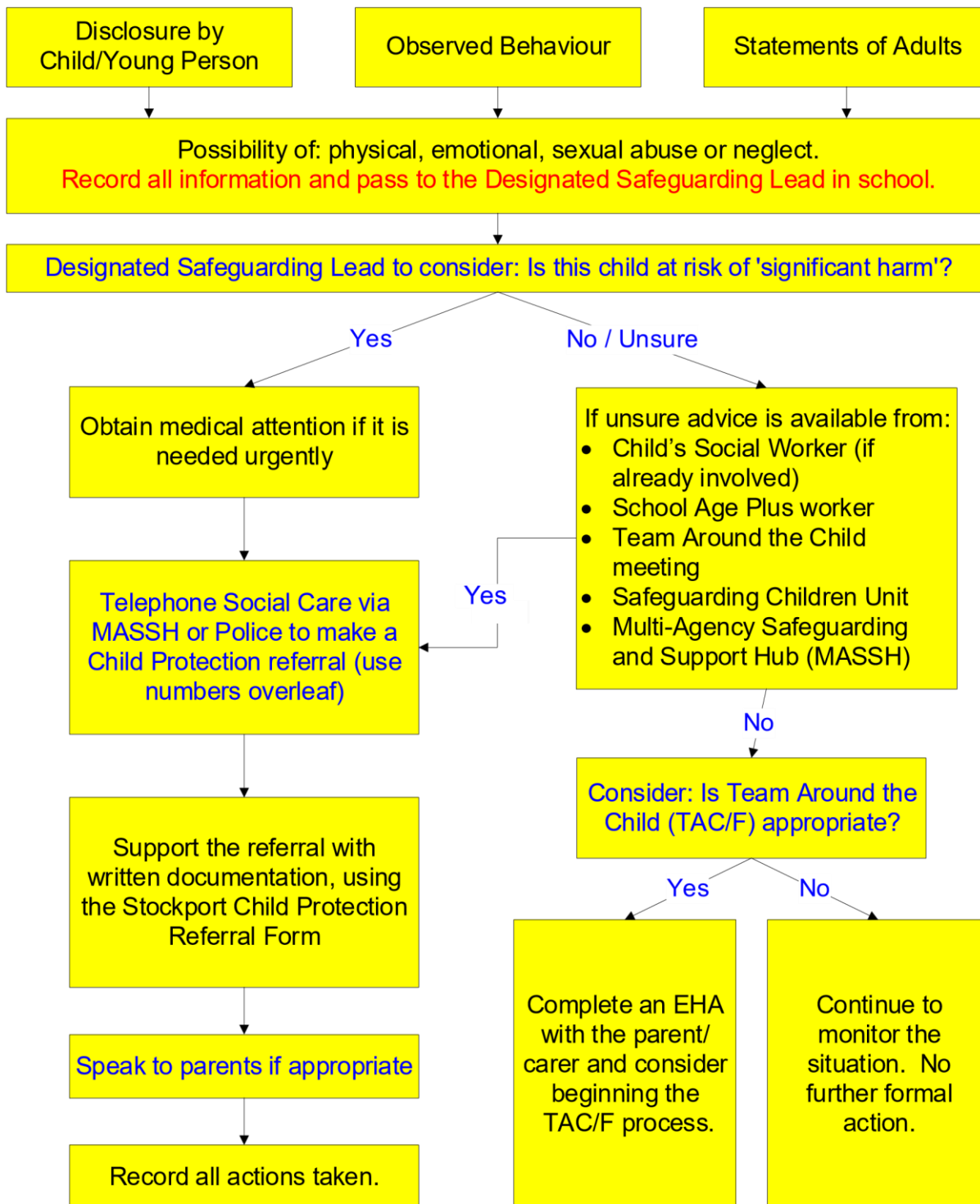
Children's Services- child protection referral

- Online (to the MASSH)- <https://www.stockport.gov.uk/contacting-the-massh>
- The Multi –agency Safeguarding and Support Hub (MASSH) Monday to Thursday 8.30am to 5.00pm,
- Friday 8.30am to 4.30pm.
tel. (0161) 217-6028 or 6024.
Out of hours referrals and advice tel: (0161) 718-2118
- Greater Manchester Police tel:101 (non- emergency) 999 emergency

Advice is available from:

- Child's Social Worker (if already involved)
- School Age Plus worker
- Team Around the School meeting
- Safeguarding Children Unit tel. (0161) 474-5657
- The Multi –agency Safeguarding and Support Hub (MASSH) tel. (0161) 217-6028 or 6024
- Senior Adviser for Safeguarding in Education tel. (0161) 474-5657

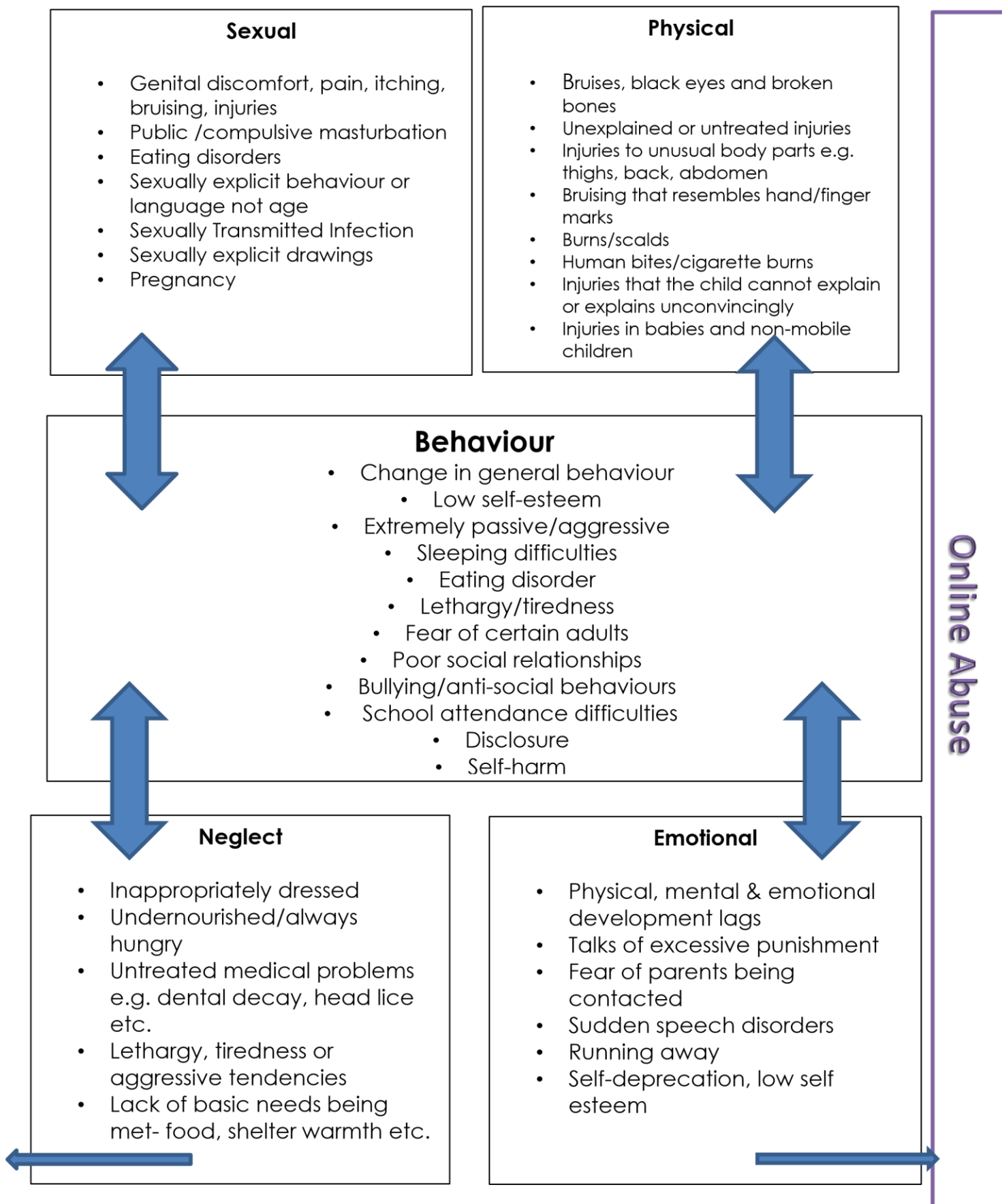
What to do if you are concerned that a child/young person is being abused (flowchart for Education)



REMEMBER: It is not the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.

Possible indicators of abuse

Indicators are provided as a guide, concerns and context should be discussed with the DSL



Contextual Safeguarding

The LADO

[Greater Manchester procedures online- Allegation management](#)

The process of managing allegations starts where information comes to the attention of a manager which suggests that an adult working with children may have:

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

Concerns or allegations about the behaviour of an adult may be brought to the attention of a manager in a variety of ways. For example:

- An allegation made directly by a child or parent;
- An allegation made by a colleague or member of staff;
- Information from police or local authority social care team;
- Information from a third party or the general public;
- Information disclosed anonymously or online; or
- Concerns generated through an employment relationship.

The procedures allow for consideration of the adult's behaviour at the earliest opportunity when a concern or allegation arises and is brought to the manager/employer's attention.

When to contact the Local Authority Designated Officer (LADO)

It is important to ensure that even apparently less serious allegations are seen to be followed up, and that they are examined objectively by someone independent of the organisation concerned.

Discussion should always take place between the employer and the LADO when the concern or allegation meets the criteria.

Some examples of this may be where an individual has:

- Contravened or has continued to contravene any safe practice guidance given by his/her organisation or regulatory body;
- Exploited or abused a position of power;
- Acted in an irresponsible manner which any reasonable person would find alarming or questionable given the nature of work undertaken;
- Demonstrated a failure to understand or appreciate how his or her own actions or those of others could adversely impact upon the safety and well-being of a child;
- Demonstrated an inability to make sound professional judgements which safeguard the welfare of children;
- Failed to follow adequately policy or procedures relating to safeguarding and promoting the welfare of children;
- Failed to understand or recognise the need for clear personal and professional boundaries
- Behaved in a way in her or her personal life which could put children at risk of harm;
- Become the subject of criminal proceedings not relating to a child;
- Become subject to enquiries under local child protection procedures and/or child subject to [Child Protection Plan](#);

- Behaved in a way which seriously undermines the trust and confidence placed in him or her by the employer.

Colleagues with concerns can contact the LADO on 0161 474 5657.

Legislation, Statutory Guidance & Ofsted Framework

- Keeping Children Safe in Education' - September 2023
- Ofsted Inspection Framework and School Inspection Handbook 2023
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2018, updated October 2023
- 'Working Together to Safeguard Children', July 2018
- Prevent Duty Guidance (England & Wales) 2023
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, updated July 2020
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools and academy trusts, Sept 2019, updated March 2022
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE The Designated teacher for looked after and previously looked after children, Stat guidance, Feb 2018
- DFE Supervision of Regulated Activity, Jan 2013
- Alternative Provision, Stat guidance, Jan 2013, Updated 2016
- Teachers' Standards, updated December 2021
- Governors' Handbook, Oct 2020
- Health & Safety Legislation

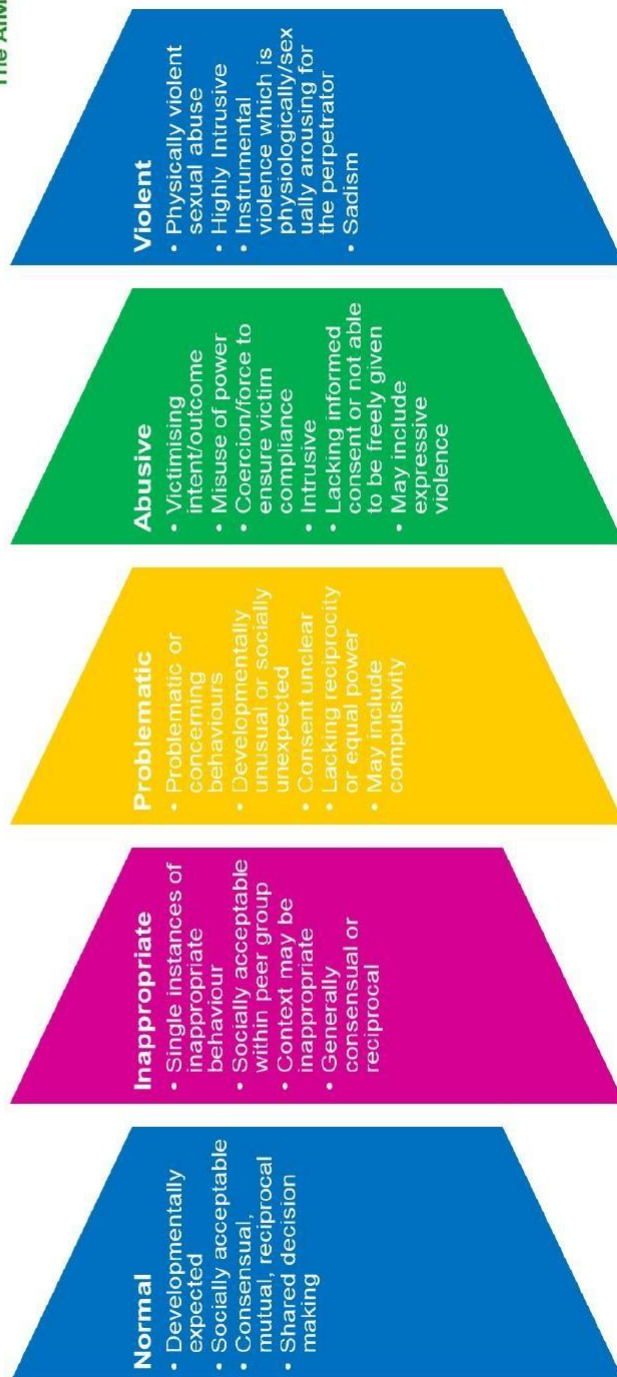
Non-Statutory Guidance

- DFE 'What to do if you are worried a child is being abused - Advice for Practitioners' 2015
- 'Safer Working Practices', Safer Recruitment Consortium, Feb 2022
- DFE National Standards of Excellence for Headteachers, Oct 2020
- DFE 'Use of Reasonable Force in Schools', July 2013
- NSPCC Whistleblowing Adviceline



The AIM Project

Continuum of Behaviours Hackett: 2010



The role of the Designated Safeguarding Lead

MANAGING REFERRALS

- Refer all safeguarding cases, including Early Help, through the relevant routes and/or to the Police if a crime may have been committed.
- Identify any 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.
- Escalate inter-agency concerns and disagreements about a child's wellbeing.
- Have responsibility to ensure there is at least one key adult for 'Operation Encompass*' and the point of contact for Child Exploitation. *Guiding principles of the scheme are here <https://www.operationencompass.org/school/college-participation>.
- To ensure that the Local Authority are notified if children are persistently absent or missing from education.

RECORD KEEPING:

- Keep accurate and up to date records of safeguarding and welfare concerns and ensure a file separate from the student record is created as necessary for children with safeguarding concerns. Ensure the confidentiality of these records.
- National guidance suggests school/colleges should have at least two emergency contacts for every child in the school/college in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2023) . We will contact parents/carers termly to ensure information is up to date.
- Maintain a chronology of significant incidents for each child with safeguarding concerns.
- When a child leaves our school/college, the Designated Safeguarding Lead will make contact with the Designated Safeguarding Lead at the new school/college and will ensure that the safeguarding file is forwarded to the receiving school/college within **five working days**. 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 school/college and/or evidence of recorded delivery. Where a parent elects to remove their child from the school/college roll to home educate, the school/college will make arrangements Archive these records in accords with the schedule of retention.

- We will continue to support any student leaving the school/college about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the student's new school/college as a matter of priority.

INTER-AGENCY WORKING AND INFORMATION SHARING:

- Co-operate and comply with Children's Social Care for enquiries under section 47 of the Children Act 1989.
- Promote an understanding of our lawful duty in line with the Data Protection Act 2018 and GDPR, including an awareness these do not prevent, or limit, the sharing of information for the purposes of keeping children safe; and this includes allowing practitioners to share information without consent (Keeping Children Safe in Education 2023) where appropriate.
- Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.
- The school/college's information sharing policy refers to confidentiality in line with 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

TRAINING:

Undertake appropriate training, and access to updates and networks 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
- understand the assessment process for providing early help and intervention, e.g. MSP levels of need
- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to listening or hearing to domestic abuse.

- Ensure (as directed) each member of staff has read and understands the school/college's safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction and training must include the school/college's behaviour policy and the school/college's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy, dealing with disclosures and managing allegations processes.
- Organise face-to-face whole-school/college Safeguarding training for all staff members at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another school/college's training. The DSL must provide all staff members with safeguarding updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Ensure staff are aware of systems within school/college which support safeguarding, explaining these as part of staff induction. This should include the:

- child protection policy
- behaviour policy
- staff behaviour policy (sometimes called a code of conduct)
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of the KCSIE 2023 document should be provided to staff at induction (Keeping Children Safe in Education 2023) For staff who don't work directly with children on a regular basis the condensed version of part 1 (annex A) can also be accessed

Best practice would also see staff and leaders reading - ['What to do if you're worried a child is being abused'](#), as it contains examples of the different types of safeguarding issues.

Ensure the school/college allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.

Encourage and secure a culture of listening to children and taking account of their wishes and feelings in any action the school/college takes to protect them.

Maintain accurate records of staff recruitment, induction, ongoing training and continual professional development (CPD) relating to safeguarding.

AWARENESS RAISING:

Ensure the school/college's child protection policies are known, understood and used appropriately.

Ensure the [school/college's](#) safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/college or college in this; and

Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. (KCSIE 2023)

QUALITY ASSURANCE:

Monitor the implementation of and compliance with policy and procedures, including periodic audits of safeguarding and welfare concerns files (at a minimum once a year).

Complete an audit of the school/college's safeguarding arrangements at frequencies specified by the Stockport Safeguarding Partnership

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.

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

SUPERVISION AND REFLECTION:

The school/college will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case.

Information for the DSL

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL)

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

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

It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred and their own words when possible.

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

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

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

It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Advice and Guidance Service, unless you consider that this would place the child at increased risk of significant harm.

You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you should inform the staff at the Advice & Guidance when making your referral.

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

When you make your referral, you should be clear with Advice & Guidance colleagues what the child and parents will be told, by whom and when.

The DSL has responsibility for managing and overseeing child protection referrals. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff must take responsibility by speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

The DSL must ensure staff understand this and are able to act accordingly.

[Child on Child Abuse including Sexual Violence and Harassment](#)

All staff must be aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, harassment and sexting. Staff should be clear as to the

school/college or college's policy and procedures with regards to child-on-child abuse; and on how the risk of child-on-child abuse is being minimised, how suspected abuse will be recorded and investigated; as well as how the victims and perpetrators will be supported. More support can be found:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that school/colleges record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own school/colleges and make appropriate plans to reduce it. For more guidance go to:

[Sexual violence and sexual harassment between children in school/colleges and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) – from September 2021

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school/college's pastoral system. **It is important that all staff new or otherwise, have input on these matters at least annually.**

A bespoke helpline for children and young people who've experienced abuse at school/college, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

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Equality Impact Assessments

<p>Names and titles of people involved with this assessment</p>	<p>Rachel Robinson Assistant Trust Director of Inclusion</p>
<p>Title of Policy – Safeguarding Policy</p>	
<p>Impact assessment carried out with regard to identified characteristics</p>	<p>Race <input type="checkbox"/> x</p> <p>Disability <input type="checkbox"/> x</p> <p>Sex <input type="checkbox"/> x</p> <p>Age <input checked="" type="checkbox"/> x</p> <p>Religious belief <input type="checkbox"/> x</p> <p>Sexual orientation <input type="checkbox"/> x</p> <p>Gender Reassignment x</p>
<p>Summary of any issues/proposed changes</p>	<ul style="list-style-type: none"> • Added name of additional DDSL and Governor • Disclosure from a child updated to state where the conversation took place • KCSIE 2024 amended to 2025 • Alternative Provision section updated • Disclosure from a child updated to state where the conversation took place
<p>Date</p>	<p>January 2026</p>

Date of next review

January 2027