Child Protection and Safeguarding Policy

St Anne's Primary School

This policy was adopted in September 2026

This policy is due for review in September 2027

Useful contacts

Head Teacher Kirsty Rimmer

Designated Safeguarding Lead (DSL) Kirsty Rimmer

Deputy DSL Simone Potter

Designated Teacher for Cared for children Amy Mantel

Chair of Governors Brenda Moxon

Nominated Governor for Safeguarding and Child Protection Brenda Moxon

Local Authority Designated officer – Laurie Warburg

Multi Agency Safeguarding Hub (MASH)

Hours – Monday to Wednesday 8.30am to 5pm, Thursday 8.30am to 4.30pm and Friday 8.30am to 4pm Tel 0161 342 4101 Out of hours Tel 0161 342 2222

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

Early Help Assessment Advisors

Clare Morris - Ashton – Clare.morris@tameside.gov.uk
Denise Thorley – Hyde Hattersley Longdendale – Denise.thorley@tameside.gov.uk
Michelle Schofield – Early years – Michelle.schofield@tameside.gov.uk
Nic Rider – Stalybridge Dukinfield Mossley - Nichola.rider@tameside.gov.uk
Sarah Bradburn – Denton Droylsden Audenshaw – Sarah.bradburn@tameside.gov.uk
Jennifer Boyle – Senior practitioner – Jennifer.boyle@tameside.gov.uk

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CHILD PROTECTION AND SAFEGUARDING POLICY

1. INTRODUCTION

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

Our pupils' welfare is our paramount concern. The governing body will ensure that St Anne's will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

At St Anne's we are a community and all those directly connected, staff members, governors, parents, carers, families and pupils, have an essential role to play in making it safe and secure.

2. OUR ETHOS

At St Anne's we aim to provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

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

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

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

3. SCOPE

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

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

4. DEFINITION

For the purpose of this policy, we will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
  (Development being defined in Working Together to Safeguard Children 2018 as Physical, intellectual, emotional, social or behavioural development)
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Further information around definitions of abuse can be found in Appendix A

5. LEGAL FRAMEWORK

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

5.1 Legislation

Children Act 1989
Children Act 2004
Children and Social care Act 2017
Education Act 2002
Education (Health Standards) (England) Regulations 2003
Equality Act 2010
GDPR May 2018
Protection of Freedoms Act 2012
Safeguarding Vulnerable Groups Act 2006
School Staffing (England) Regulations 2009, as amended
The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
The Children and Families Act 2014
The Sexual Offences Act 2003
Domestic Abuse Act 2021

5.2 Statutory and other guidance

DfE (2018) 'Working Together to Safeguard Children
DfE (2022) 'Keeping Children Safe in Education
DfE (2015) 'What to do if you're worried a child is being abused'
DfE (2018) 'Information sharing advice for safeguarding practitioners'
DfE (2018) 'Disqualification under the Childcare Act' 2006
DfE (2015) 'The Prevent duty: Departmental advice for schools and childcare providers'
Dfe (2021) Sexual Violence and Harassment between children in school and colleges
Ofsted's Education Inspection Framework
Home Office's Preventing youth violence and gang involvement
Home office's Criminal exploitation of children and vulnerable adults: county lines guidance
SEND Code of Practice 0to 25 and Supporting Pupils at School with Medical Conditions.

5.3 Local Guidance

Greater Manchester Safeguarding Partnership guidance
Tameside Safeguarding Children Partnership - Thresholds for Assessment

6. ROLES AND RESPONSIBILITIES

6.1 Designated Safeguarding Lead

The lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (**DSL), Kirsty Rimmer**, and deputy DSL, Simone Potter The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate people to advise on safeguarding concerns. It is the head teacher and Governing body's responsibility to appoint a suitable DSL

The role of the DSL includes:

MANAGING REFERRALS – the DSL will:

Refer all cases of suspected abuse to Multi Agency Safeguarding Hub (MASH) and to the Police if a crime may have been committed.

Liaise with the head teacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

If early help is appropriate the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment. They will monitor any cases referred to early help and consider referral through MASH to children's services where the situation does not improve (See section 12 on inter agency working on process of making a safeguarding referral).

Refer cases to the Channel programme where there is a radicalisation concern as required (see appendix E for further information on Prevent).

Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

RECORD KEEPING – the DSL will:

Ensure a stand-alone file is created as necessary for children with safeguarding concerns.

Maintain a chronology of significant incidents for each child with safeguarding concerns.

Ensure such records are kept confidentially and securely and separate from the child's educational record.

When a child leaves our educational establishment, the DSL will make contact with the DSL at the new educational establishment and will ensure that the child protection file is forwarded to the receiving educational establishment in an appropriately agreed manner. This will be within 5 days for an in year transfer or within the first 5 days at the start of a new term. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery. Consideration will be given as to whether it will be appropriate to share any information with the new school in advance of the child leaving.

INTER-AGENCY WORKING AND INFORMATION SHARING – the DSL will:

Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.

Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

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

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

The DSL will know the local arrangements for private fostering (see appendix G for further details)

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

DSL TRAINING

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

Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness (See appendix A, B, D for further details on definitions and Appendix H for recognising signs of abuse).

Be aware of responsibilities under the Prevent duty (see appendix E for further details).

Understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Partnership Threshold guidance and tools and the early help planning processes (see section 12 for more details on inter-agency working).

Have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these.

Be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

Ensure each member of staff has access to and understands the educational establishment's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

Organise whole-educational establishment child protection training for all staff members regularly, and provide updates at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another educational establishment's training.

Ensure the educational establishment allocates time and resources every year for relevant staff members to attend training.

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

Maintain accurate records of staff induction and training.

Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.

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

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

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

DSL ROLE IN AWARENESS RAISING

Review the safeguarding and child protection policy and procedures annually and liaise with the educational establishment's governing body to update and implement them.

Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents/carers that referrals about suspected abuse may be made and the role of the educational establishment in any investigations that ensue.

Provide updates to the educational establishment on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews, at least annually.

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

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

DSL - QUALITY ASSURANCE

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL

We will complete an audit of the educational establishment's safeguarding arrangements at frequencies specified by the Tameside Safeguarding Children Partnership and using the audit tool provided by them for this purpose.

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

The educational establishment's senior management and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

6.2 Designated Teacher for Cared for Children (previously known as Looked after Child)

The **Designated Teacher** who is responsible for promoting the educational achievement of children who are cared for is Amy Mantel. They will work with the Local Authority and Virtual Educational Establishment Head to discuss how available funding can be best used to support the progress of cared for children and meet the needs identified in the child's personal education plan. The designated teacher also has responsibility to promote the educational achievements who have left care i.e. been adopted, special guardianship etc.

6.3 Nominated Governor for Safeguarding

The **nominated governor** responsible for safeguarding to champion good practice is Brenda Moxon. They will liaise with the head teacher and provide information and reports to the governing body.

6.4 Head teacher

The **head teacher,** Kirsty Rimmer, will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

6.5 Governing Body

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

6.6 All Staff

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. Staff know that if they have any concerns about a child's welfare they should act on them immediately (See appendix H for more detail on signs of abuse).

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

7. SUPPORTING CHILDREN

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth (See appendix C on Domestic Abuse). They may feel helpless, humiliated and some sense of blame. Our educational establishment may be the only stable, secure and predictable element in their lives.

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

We will support all pupils by:

Ensuring the content of the curriculum includes social and emotional aspects of learning

Ensuring a comprehensive curriculum response to online, enabling children and parents/carers.

To learn about the risks of new technologies and social media and to use these responsibly

Relevant issues will be covered through relationships education and relationships and sex education or through PSHE (personal, social, health and economic education), this is compulsory from September 2020.

Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.

Providing pupils with a number of appropriate adults to approach if they are in difficulties.

Supporting the child's development in ways that will foster security, confidence and independence.

Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.

Ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures. See Appendix F, I & J for further details on dealing with Peer on Peer Abuse.

Liaising and working together with other support services and those agencies involved in safeguarding children.

Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

Ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.

Ensuring that all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them.

Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.

Where there is a safeguarding concern, we will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, 'Myconcern' and they are well promoted, easily understood and easily accessible for our children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Be aware of the risk factors of both Child Sexual Exploitation and Criminal exploitation of children (see appendix B).

Be aware that children can abuse other children (peer on peer abuse). (See appendix I)

Be aware of indicators which may signal that children are at risk from or are involved with serious crime.

Protecting Children, as they are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse this risk is part of our schools or colleges' safeguarding approach.

Understanding that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

Understanding that Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include

•assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;

•these children being more prone to peer group isolation or bullying(including prejudice-based bullying) than other children;

•the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

•communication barriers and difficulties in managing or reporting these challenges.

8. RECORD KEEPING

All child protection and welfare concerns, discussions and decisions made will be recorded in writing and kept in a confidential file and stored securely /recorded on our secure electronic reporting system my Concern.

If a child about whom there have been concerns transfers to another educational establishment all appropriate information, including child protection and welfare concerns, will be forwarded under confidential cover to the pupil's new educational establishment as a matter of priority within 5 days.

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

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

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

9. SAFER WORKFORCE AND MANAGING CONCERNS ABOUT OR ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

All staff will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2022.

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

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

We will ensure that at least one member of every interview panel who conducts an interview has completed safer recruitment training (see appendix K for more details).

We have a procedure in place to handle allegations against members of staff, volunteers and supply staff in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2022.* In accordance with local guidance, we adhere to Greater Manchester safeguarding procedures – Managing allegations against staff guidance and Safer Recruitment.

Any allegation made against a staff member or concern raised about a member of staff, volunteer or visitor will be dealt with by the head teacher. In the case of allegations made against the head teacher the case manager will be the chair of governors.

9.1 PROCEDURE FOR MANAGING ALLEGATIONS AGAINST/CONCERNS RAISED IN RELATION TO TEACHERS, SUPPLY TEACHERS, OTHER STAFF, VOLUNTEERS AND CONTRACTORSS

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

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

We will take all possible steps to safeguard our children and to ensure that the adults in our educational establishment are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2020 are adhered to.

If an allegation is made or information is received about an adult who works in our setting, which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be

reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Headteacher or Chair of Governors will follow Keeping Children Safe in Education 2021. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO, Local Authority Designated Officer.

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

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

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

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

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

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

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

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

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

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

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

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

Low level concerns that do not meet the harm threshold- Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. All concerns about adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) will be dealt with promptly and appropriately.

10. STAFF INDUCTION, TRAINING AND DEVELOPMENT

All staff will be made aware of the systems within our school or college which support safeguarding and these will be explained to them as part of staff induction.
This will include the:
•child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse;
•behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
•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).

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

We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

All staff members of the educational establishment will receive appropriate safeguarding and child protection training, including online safety (whole-educational establishment training) which is regularly updated by DSL (see DSL responsibilities)

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

The school will maintain accurate records of staff induction and training.

11. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

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

The head teacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child.

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

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

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

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

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

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

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

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

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

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

This school will comply with the requirements of the Children's Wellbeing and School's Act 2026 and the statutory guidance set out in Working Together to Safeguard Children 2026. We will normally seek consent from parents or carers (or from the child where they have sufficient understanding) before sharing information with other agencies. However, consent is not required where there is a lawful basis to share information and where doing so is necessary to safeguard or promote the welfare of a child. Information may be shared without consent where seeking consent would place a child or another person at increased risk of harm, prejudice a criminal investigation, cause an unjustified delay in safeguarding action, or where disclosure is required by law or court order. Decisions to share information without consent will be recorded together with the rationale for the decision.

Information must be shared with Children's Social Care where child protection concerns require action under Section 47 of the Children Act 1989. Staff must ensure that all information shared and the reasons for doing so are clearly recorded.
Where concerns indicate that a child or family may benefit from additional support through local Family Help, the school will normally work openly with parents and carers and seek their involvement wherever it is safe and appropriate to do so. However, a lack of consent should not prevent the school from sharing information where there is a safeguarding concern or another lawful basis for doing so.

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

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

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

12. INTER-AGENCY WORKING

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

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

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

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

12.1 Early Help for Children and Families

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

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

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

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

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

12.2 Operation Encompass

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

12.3 Mental Health

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

All staff at St Anne's are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our child protection policy and speaking to the designated safeguarding lead or a deputy

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

12.4 Reporting a Safeguarding Concern

Tameside Safeguarding Children Partnership threshold Guidance will be used to determine the level of need and the action needed to offer support at an earlier

stage or to safeguard a child i.e., does the child and family need help or is the child at risk of harm.

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

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

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

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

13. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

We will ensure that contractors and providers are aware of our school's safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

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

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

14. WHISTLE-BLOWING AND COMPLAINTS

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

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer

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

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

15. SITE SECURITY

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

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

St Anne's will not accept the behaviour of any individual, parent or anyone else, that threatens educational establishment security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

16. ONLINE SAFETY

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

17. MISSING FROM EDUCATION

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

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

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

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

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

18. LINKED POLICES AND PROCEDURES

The following policies and procedures are relevant for the child protection and safeguarding policy and procedure.

- Administration of Medicines Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Policy and Procedures
- Complaints procedure
- Drug and Alcohol Education Policy
- E-safety Policy
- Equalities Policy
- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges
- Health and Safety Policy and other linked policies and risk assessments
- ICT Acceptable Use Policy
- Online Safety Policy
- Offsite Activities and Educational Visits Policy and risk assessments
- Pastoral Care Policy
- Physical Education and Sports Guidance
- Positive Handling and Physical Intervention Policy and Guidance
- Premises Inspection Checklist
- Preventing Extremism and Radicalisation Safeguarding Policy
- PSHEe Policy
- Pupil Images Policy
- Recruitment and Selection Policy and procedures
- Teachers' Standards, Department for Education guidance available on GOV.UK website
- Sex and Relationship Education Policy
- Social Media Policy
- Special Educational Needs and Disabilities Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff code of conduct/behaviour policy
- Work Experience Handbook

APPENDIX A –DEFINITIONS

1 DEFINITIONS

Abuse, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

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

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

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

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

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

Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states where the question of whether harm suffered by a child is significant turns on the child's mental

and physical health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.

2 CATEGORIES OF ABUSE

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

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying (including cyberbullying)
- exploitation or corruption

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

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

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

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

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

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

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

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3 SPECIFIC SAFEGUARDING ISSUES

Staff should be aware of specific safeguarding issues such as:

- CCE Criminal exploitation of children (County Lines)
- CSE Child sexual exploitation
- Female Genital Mutilation (FGM)
- Mental health
- Peer on peer abuse (child on child)
- Serious Violence- being at risk from or involved with serious violent crime

Staff will also be made aware of issues such as:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called ‘honour-based’ abuse (including Female Genital Mutilation and Forced Marriage)
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting

APPENDIX B CRIMINAL AND SEXUAL EXPLOITATION OF CHILDREN

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved(commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

• Children who appear with unexplained gifts or new possessions;

• Children who associate with other young people involved in exploitation;

• Children who suffer from changes in emotional well-being;

• Children who misuse drugs and alcohol;

• Children who go missing for periods of time or regularly come home late; and

• Children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

The above CCE indicators can also be indicators of CSE, as can:

• Children who have older boyfriends or girlfriends

• Children who suffer from sexually transmitted infections or become pregnant.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell

drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.
Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:
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•go missing and are subsequently found in areas away from their home;
•have been the victim or perpetrator of serious violence (e.g. knife crime);
•are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
•are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
•are found in accommodation that they have no connection with, often called a 'trap-house or cuckooing' or hotel room where there is drug activity;
•owe a 'debt bond' to their exploiters;
•have their bank accounts used to facilitate drug dealing.
Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

APPENDIX C DOMESTIC ABUSE

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).
Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

APPENDIX D HONOUR BASED ABUSE

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

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

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

APPENDIX E PREVENT

Preventing Radicalisation

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

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

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

• Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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

The Prevent duty

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

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

APPENDIX F UPSKIRTING AND YOUTH PRODUCED IMAGERY

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Youth Produced Imagery

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

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

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See UKCIS Sharing nudes and semi nudes: advice for education settings working with children and young people.

APPENDIX G PRIVATE FOSTERING

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

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

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

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

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

APPENDIX H RECOGNISING ABUSE

RECOGNITION – WHAT TO LOOK FOR

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

In an abusive relationship, the child may:

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

In an abusive relationship, the parent or carer may:

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

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability and children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs. Communication issues can be a barrier to effective safeguarding

APPENDIX I CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN- PEER ON PEER ABUSE

At our educational establishment we believe that all children have a right to attend educational establishment and learn in a safe environment. Children should be free from harm by adults in the educational establishment and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the educational establishment's Behaviour Policy. Children can abuse other children.

Children can abuse other children (often referred to as child on child sexual violence) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should be aware that children can abuse other children. This is most likely to include, but may not be limited to:
•bullying (including cyberbullying, prejudice-based and discriminatory bullying);
•abuse in intimate personal relationships between peers;
•physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
•sexual violence, such as rape, assault by penetration and sexual assault;
•sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
•non-consensual sharing of nudes and semi nudes images and/or videos;
•causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
•up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
•initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Serious violence

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Safeguarding allegations

It is important to remember that Child on child sexual violence does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

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

Examples of safeguarding issues against a pupil could include:

Physical Abuse

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

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

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

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

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

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

On occasion, some pupils will present a safeguarding risk to other pupils. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

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

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

The DSL should contact the Children's Hub or EHA Advisor to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents/carers informed (of both the pupil being complained about and the alleged victim).

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

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

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

APPENDIX J SEXUAL VIOLENCE AND HARASSMENT

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

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

APPENDIX K SAFER RECRUITMENT

SAFER RECRUITMENT

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

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

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges, September 2020.*

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

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