



Safeguarding Policy

Vision:	To recognise that everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children
Rationale:	Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

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Useful Contacts

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Introduction

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

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

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/board will ensure that our school 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.

Here at Rayner Stephens High School we are a community and all those directly connected i.e. staff members, Trustees, parents, families and pupils, have an essential role to play in making it safe and secure.

Purpose

Rayner Stephens High School recognises its legal duty to work with other agencies in protecting students from harm and responding to child abuse.

The policy sits within the Children’s Needs Framework which aims to shift the focus from dealing with the difficulties in children’s lives to prevent things from going wrong in the first place.

Our Ethos

We believe that at Rayner Stephens High School we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

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

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

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

Organisational Scope

Our policy applies to all staff, governors and volunteers working in the school. There are six main elements:

- (a) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- (b) Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe.
- (c) Ensuring that staff are aware of the procedures for identifying and reporting cases, or suspected cases, of abuse. These procedures are contained in Essential Guidance for all staff working within the AspirePlus Educational Trust.
- (d) Ensuring staff are able to recognise and report any issues that might be a cause for concern within the CIN framework to ensure early identification and the prevention of escalation of concerns.
- (e) Supporting students who have been abused in accordance with his/her agreed protection plan; and establishing a safe environment in which children can learn and develop.
- (f) To work in partnership with other agencies to safeguard children.

Definitions

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

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring 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.

Legislative Compliance

The purpose of this policy is to ensure that school fully meets statutory requirements for making arrangements for safeguarding and promoting the welfare of children in line with 'Working Together to Safeguard Children (2015) Keeping Children Safe in Education Statutory Guidance July (2016) and The Children Act (2004) It is the responsibility of the Trustees/Local Governing Advisory Board and Headteacher of a school to ensure the school has relevant and up to date policies and procedures in place to safeguard and protect the children in their care, their staff and any visitors to their premises.

Legislation:

Children Act 1989

Children Act 2004

Education Act 2002

Education(Health Standards)(England) Regulations 2003

Safeguarding Vulnerable Groups Act 2006

School Staffing(England)Reglations2009, as amended

Equality Act 2010

Protection of Freedoms Act 2012

The Education (School Teachers 'Appraisal) (England) Regulations 2012(as amended)
The Children and Families Act 2014
The Sexual Offences Act 2003

Statutory Guidance

DfE (2015) Working Together to Safeguard Children
DfE (2016) Keeping Children Safe in Education
DfE (2015) What to do if you are worried about a child being abused
DfE (2015) Information sharing advice for safeguarding practitioners
DfE (2015) Disqualification under the Childcare Act 2006
DfE (2015) "The Prevent duty": Departmental advice for schools and childcare providers

Local Guidance

Children's Needs Framework
Thresholds for Assessment and the Continuum of Need

Roles and Responsibilities

Designated Safeguarding Lead. (DSL)

The lead person with overall responsibility for child protection and safeguarding is the DSL Paula Parker, Deputy Safeguarding Lead- Charlotte Gaskell

The role of the DSL includes but is not limited to:

Managing Referrals – the DSL will:

- Refer all cases of suspected abuse to the Police if a crime may have been committed.
- Liaise with the Headteacher about Safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- Liaise with agencies providing early help services and co-ordinate referrals from the Educational establishment to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's' services where the situation does not improve.
- Refer cases to the Channel programme where there is a radicalisation concern as required.

Headteacher

The Headteacher, Fay Beach will ensure that the policies and procedures adopted by the trustees/Local Governing Advisory Board are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

All Staff

All staff members, Trustees, 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 concerned about a child.

Confidentiality, Consent and Information sharing

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

The Headteacher or the DSL will disclose any information about a 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 they will 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.

Record Keeping

Accurate written records will be kept of all 'cause for concerns' relating to individual students and any contact/discussions/meetings made with students, parents, staff or outside agencies.

We will ensure an individual 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. Information will be shared with other agencies as appropriate. Parental consent will normally be sought before making a referral to Children's Social Care, unless there is reason to suspect that doing so might place the student or a member of staff at further risk.

Child protection records are not open to students or parents. Child protection records are securely kept by the Designated Safeguarding Lead separately from educational records, and can only be accessed by the Designated Person and the Headteacher.

What may appear to be a less serious matter should also be recorded as a 'cause for concern' as referrals may subsequently show a pattern of concerns or form part of the history of any subsequent CP case.

When a child leaves our educational establishment, the DSL will make contact with DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.

Inter-Agency working and information sharing

The DSL will :

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

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

Liaise with other agencies working with the child, share information as appropriate and contribute to assessments. As a school we will work in partnership with local agencies and seek services provided by the local Safeguarding Children's Board to safeguard, support and refer our students to other services where appropriate.

Training

The DSL will :

Undertake appropriate training, updated every two years, and update knowledge and skills at least

annually in order to:

- Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
- Be aware of responsibilities under the Prevent Duty.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.
- Be knowledgeable of the specific needs of children in need (as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.
- Ensure each member of staff has access to and understands the School Safeguarding and Child Protection Policy and procedures, including providing induction on these specific documents to new staff members.
- Organise whole educational establishment child protection training for all staff members regularly (at least every 3 years), and provide updates at least annually.
- Ensure all staff who miss the training receive this by other means e.g. by joining any other training courses.
- Ensure the School allocates time and resources every year to enable relevant staff members to attend update sessions and training.
- Encourage a culture of listening to 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.

Awareness Raising

The DSL will:

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

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

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

Enforcement

All staff will adopt an open and accepting attitude towards students as part of their responsibility for pastoral care.

Any employee found to have violated this procedure will be subject to the schools disciplinary procedures, as on the shared drive _school policies – Child Protection.

Policy Content and Guidelines

The Designated Safeguarding Lead is the focal point for school staff that have concerns about an individual student's safety and the first point of contact for external agencies that are pursuing Child Protection investigations. The Designated Safeguarding Lead also co-ordinates the School's representation at CP conferences and Core Group meetings and the submission of written reports for conferences.

When an individual concern/incident is brought to the notice of the DSL, they will be responsible for deciding upon whether or not this should be reported to Children's Social Care/Tameside Public Service Hub as a safeguarding issue.

In the case of allegations against staff, the LADO should be informed, they will first discuss the allegation with the Headteacher before agreeing what follow-up actions are necessary. The LADO should also be informed of any allegations against staff that are made directly to the police or to Children's Social Care/Tameside Public Service Hub

In circumstances where a student has an unexplained or suspicious injury that requires urgent medical attention, the child protection referral process should not delay the administration of First Aid or emergency medical assistance.

All parents of students on roll at this school are informed of our safeguarding responsibilities and the existence of this policy.

Safer Workforce and Managing 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 Educational Establishments and Colleges, September 2016***. We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our educational establishment. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder. We will ensure at least one member of every interview panel has completed Safer Recruitment training.

We have a procedure in place to handle allegations against members of staff and volunteers in line with ***Keeping Children Safe in Education; Statutory Guidance for Educational establishments and Colleges, September 2016***. In accordance with local guidance we adhere to Greater Manchester Safeguarding Procedures- Managing Allegations against Staff Guidance. Any allegation made against a staff member will be dealt with by the Headteacher. In the case of allegations made against the Headteacher the case manager will be the CEO.

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. They may feel helpless, humiliated and some sense of blame. Our School may be the only stable, secure and predictable element in their lives.

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

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 E-Safety, enabling children and parents to learn about the risks of new technologies and social media and how to use these responsibly.
- 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, gender or disability based bullying are considered under child protection procedures.
- Liaising and working together with other support services and those agencies involved in safeguarding.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring all staff understands the additional safeguarding issues of children with special educational needs and disabilities and how to address them.
- Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.

Vulnerable Students

Particular vigilance will be exercised in respect of students who are subject to a Child Protection Plan and any incidents or concerns involving these students will be reported immediately to Children's Social Care/Tameside Public Service Hub (and confirmed in writing). If the student in question is a Looked After Child, this will also be brought to the notice of the Designated Teacher with responsibility for Looked After Children.

The school acknowledges the additional need for support and protection of students who are vulnerable for various reasons including; domestic violence, sexual exploitation, mental health, disability, homelessness, refugee/asylum seeker, substance abuse, young carer, transient students and students who are excluded from the school.

We acknowledge that students who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or relationships with other students.

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate 'student on student' behaviour.

Raising Concerns

If any concerns are raised to a member of the school community, the following steps must be followed without exception –

Share your concerns, at the earliest opportunity with the school's Designated Safeguarding Lead using a 'cause for concern' (found in the staff room, Head of Family Liaison and Safeguarding Officer's office or Deputy Head's office). If however, the disclosure is of a serious nature where a child is deemed at risk/is unsafe you must alert the Designated Safeguarding Lead immediately. In her absence another named member of staff.

- Charlotte Gaskell (Head of Family Liaison and Safeguarding Officer)
- Claire Summersgill (Senior Progress Leader)

Staff Induction, Training and Development

As a school we are best placed to determine what training needs are required to best support staff in order to protect children from the risk of radicalisation. Statutory guidance discusses the importance of Prevent awareness training in order to equip staff to identify children who are at risk of being drawn into terrorism and to help staff to challenge extremist ideas. Currently we have one staff member trained in Prevent awareness in order to be able to best support and advise other members of staff and a whole school session on Extremism and Radicalisation has been delivered. As a school we aim to continue providing this training to future staff.

All new members of staff including newly qualified Teachers and Teaching Assistants, will be given an Induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, E- Safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, ***Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One and Annex A Further Information September 2016***, and other related policies. We will ensure that staff understands the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

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

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

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

The educational establishment will maintain accurate records of staff induction and training,

IT Policies

At Rayner Stephens High School promoting safe internet use both at home and school is vitally important. At Rayner Stephens High School to ensure that children are kept safe from terrorist and extremist material, filtering is in place to block unsuitable websites. Weekly our ICT technician produces a report of suspicious internet searches and these are reported as a concern to the Designated Safeguarding Lead.

As explained above at Rayner Stephens High School we are dedicated to providing a safe environment to debate controversial issues and support our students to help them understand they can influence and participate in decision making. Our Learn for Life lessons are an important aspect of promoting spiritual, moral, social and cultural development of our students and within these lessons fundamental British values. Learn for Life lessons can be used to get students to think about and explore difficult, sensitive and controversial issues and will give them knowledge on how they can manage difficult situations. The lessons also teach our students to manage risks to themselves and others, recognise and deal with pressure that compromises their own personal safety and wellbeing.

Whistle Blowing and Complaints.

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

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of

colleagues. If necessary they will speak with the Headteacher, the Trustees or Local Governing Advosry Board or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline 0800 028 0285.

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

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

Site Security

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

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

The educational establishment will not accept the behaviour of any individual, parent or anyone else that threatens educational establishment security or leads others i.e. a 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 educational establishment site.

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.

The School senior management and the Local Governing Advisory Board and Trustees will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

Policy Review

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

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

Definitions

Designated Safeguarding Lead (DSL)

A named member of the Senior Leadership Team who coordinates all matters relating to child protection and its links to Safeguarding.

Child Protection Plan (CPP) –

When a child protection case conference decides a child or young person is at risk of abuse they are known as a 'child subject to a child protection plan'. This is to remind us that it is what we all do, as set out in the plan that keeps children safe.

Child in Need (CIN) –

Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17 of the Children Act 1989).

Common Assessment Framework (CAF) –

This is a standardised approach/format of documents used by practitioners to assess children's additional needs and decide how these should be met.

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

Children- are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a 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.

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 \(March 2015\)](#) as:

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

Significant Harm

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

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.

Children with Specific Educational Needs and Disabilities (SEND)

Pupils with special educational needs and disabilities (SEND)

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

Staff will be aware of the following:

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

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

Specific Safeguarding Issues

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

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- E-safety
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- "Honour-based" violence
- Mental health
- Private fostering
- Preventing radicalisation and the Prevent duty
- Self-harm and suicidal behaviour
- Sexting
- Teenage relationship abuse
- Trafficking

FURTHER IN DEPTH INFORMATION IN RELATION TO SPECIFIC SAFEGUARDING ISSUES

Radicalisation

From the 1st of July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have 'due regard to the need to prevent people from being drawn into terrorism' This is known as the Prevent Duty and in line with departmental advice from the Department of Education Rayner Stephens High School will take guidance from this. Whilst it is not necessary for school's to have distinct policies on implementing The Prevent Duty it is important to show that as a school we have clear procedures in place for protecting children at risk of radicalisation and that general safeguarding principles still apply and will be followed as set out in the relevant statutory guidance, Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2015.

As part of our school's wider safeguarding duties it is essential that staff are able to identify children who may be vulnerable to radicalisation and that they know what to do when they are identified. The Prevent Duty is not intended to stop pupils debating controversial issues, at Rayner Stephens High School we will provide a safe place in which our students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments and as a school we can also build our pupil's resilience to radicalisation by promoting fundamental British values and enabling our students to challenge extremist views.

Definitions and Indicators-

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others

The Prevent Duty statutory guidance summarises the requirements on schools in terms of four general themes, **risk assessment, working in partnership, staff training and IT policies.**

Risk Assessment

As a school we are expected to assess the risk of children being drawn into terrorism and provide support for those at risk of radicalisation, through training that Rayner Stephens High School staff will receive we will be able to identify risks within our local context whilst also being vigilant that terrorist organisations seek to radicalise children through the use of the internet and social media. Staff at Rayner Stephens High School will be asked to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, staff will be expected to write a 'Cause For Concern' which will be passed to the Designated Safeguarding Officer as expected with any safeguarding concern. In order to support a child who may be vulnerable to being drawn into terrorism it may be appropriate to make a referral to the Channel Programme which is a support service that provides support at an early stage to an individual who might be vulnerable to radicalisation, an individual's engagement with this programme is voluntary.

Domestic Abuse

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

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

- Psychological
- Physical
- Sexual
- Emotional

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

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

Child Sexual Exploitation

'Child sexual exploitation' (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some

kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.'

Possible Indicators of CSE

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour

It is also important to note that many children and young people that are victims of CSE do not recognise that they are victims.

Where staff have concerns that a child is being exploited/at risk of exploitation a 'Cause for Concern' must be passed to the DSL. The DSL will make a referral to The Phoenix Team which is the police Child Sexual Exploitation Team in the Tameside area and The Public Services Hub. This is regardless of whether the young person is willing to engage with services or not.

Female Genital Mutilation

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM'.

Professionals from all agencies must be alert to the possibility that a girl or woman may be at risk of FGM and staff within our school staff will receive further training so that they are aware of possible indicators that FGM is about to or has already taken place. Charlotte Gaskell our Parent Support Advisor has attended an FGM conference and training and is able to offer advice and support to staff, our students and parents.

Specific Factors that may heighten a girl or woman's risk of being affected by FGM

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.

- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications that FGM may be about to take place soon

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Parents seeking to withdraw their children from learning about FGM.

If a staff member is concerned about the risk of FGM or that FGM may have already taken place a 'Cause for Concern' must be passed to the DSL and a referral will be made to Tameside Public Service Hub.

Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

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

Further details can be found Annex A of Keeping Children Safe in Education September 2016

Fabricated or Induced Illness

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

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

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

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

For further information & guidance see the Greater Manchester Safeguarding Procedures http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html

Private Fostering

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

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

Private Fostering definition

Private fostering occurs when a 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.

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

School staff plays 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.

Dealing with a disclosure made by a child- Advice for all members of staff

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

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.

- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children’s Social Care.
- Stress that it was the right thing to tell someone.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the ‘cause for concern’ form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.