



Hulme Hall Grammar School

SAFEGUARDING CHILDREN POLICY

WHOLE SCHOOL INCLUDING PRE-SCHOOL

September 2017

Hulme Hall Grammar School

Commitment

At Hulme Hall Grammar School we are committed to safeguarding and promoting the welfare of all children, in line with the duty placed on us by section 175 of the Education Act 2002.

We strongly believe that all children have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; Independent School Inspectorate Regulations; the Education Act 2002, DFE guidelines and with reference to the Stockport Safeguarding Children Unit and in line with the duty placed on the school by Keeping Children Safe in Education (KCSIE, September 2016) which incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (February 2015) and the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015).

Working Together to Safeguard Children (March 2015 – updated February 2017).

Prevent Duty Guidance: for England and Wales (July 2015) (Prevent), supplemented by nonstatutory advice and a briefing note:

- *The Prevent Duty: Departmental advice for schools and childminders (June 2015).*
- *The use of social media for on-line radicalisation (July 2015).*

Scope of our commitment

At our school safeguarding encompasses child protection, safer recruitment, managing allegations against members of staff as well our approach to the Team Around the Child (TAC) process. It is also supported by our approach to behaviour management, our response to managing bullying and racist incidents, our response to care and control, our response to children who are absent from school, our response to the use of technology in school, our management of children with medical needs, our first aid arrangements, our management of educational visits and our health and safety procedures, including site security. These are documented separately.

Throughout our work we have a clear commitment to supporting families. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

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Child Protection - Key Staff

Designated Safeguarding Lead for Pre-School and Junior Learning Centre is **Mrs H Khinda** (Head of Hulme Hall Pre-School)

Designated Safeguarding Officer for Pre-School and Junior learning Centre is **Miss E Day** (Early Years Room Leader)

Designated Safeguarding Lead for the Senior School is **Mrs J Smith** (Assistant Head)

Designated Safeguarding Officer for the Senior School is **Mrs K Conway** (Pastoral Manager / KS3 Manager)

The DSO is trained to the same level as the DSL. All of the above post-holders have the status and authority within our management structure to carry out the duties of the role.

If the relevant Designated Lead is unavailable or is herself the subject of a complaint, her duties will be carried out by the other DSL

Our named Governor for child protection is **Sandra Lewis-Beckett**

All members of staff in our school are reminded termly who these key post-holders are. This is supported by posters displayed in school.

The primary responsibilities of the Child Protection Leads will be:

- ✦ To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- ✦ To co-ordinate the child protection procedures in the School and embed an awareness of the importance of safeguarding children with all staff and pupils in the school.
- ✦ To maintain an ongoing training programme for all school employees and to ensure that part-time and voluntary staff are made aware of the child protection procedures.
- ✦ To monitor the keeping, confidentiality and storage of records in relation to child protection.
- ✦ To liaise with the Local Area Designated Officer (LADO) or other authorities.
- ✦ Advise and act upon all suspicion, belief and evidence of abuse reported to her.
- ✦ Keep the Head informed of all actions unless the Head is the subject of a complaint. In this situation, the Designated Lead will consult with the Chairman of Governors or in his absence, a Vice-Chairman of Governors.
- ✦ Liaise with the Children's Social Care Team and other agencies on behalf of the School.

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- ✦ To review regularly the child protection arrangements and remedy any deficiencies or weaknesses without delay
- ✦ To inform the Local Authority Designated Officer immediately and certainly within 1 day of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.
- ✦ To inform the Local Authority Designated Officer and DBS promptly and certainly within one month of leaving school of any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.
- ✦ To inform the Independent Schools Inspectorate within 1 month of any critical incident related to the safeguarding of pupils.
- ✦ To ensure that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example in a separate institution).
- ✦ The LADO and OFSTED must be informed within 14 days of leaving the school of any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with EYFS children.

Types of abuse and neglect

The School recognises that safeguarding issues can arise out of many different circumstances and that while some pupils may already have suffered or be suffering harm, others may be at risk of suffering harm in the future and therefore the School will need to take steps to prevent this from occurring. The latter may include securing additional support for the child from external agencies.

The definition of what constitutes a safeguarding issue also varies and training to increase awareness of the different forms of abuse that can occur will be provided in the School's procedures and through staff training. A child may suffer because of the actions or inactions of an adult or adults or another child or children. The School will have measures to identify and address forms of abuse arising from:

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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Taken from KCSIE SEPTEMBER 2016

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. **Child Sexual Exploitation** is a form of sexual abuse. The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve

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physical contact; it can also occur through the use of technology. (Working Together to Safeguard Children February 2017)

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

In order to prevent violent extremism and radicalisation, the School is committed to contributing to community cohesion and reducing the likelihood that its pupils may become radicalised. If a member of staff has any concerns that pupils may be subjected to or involved in the above or in any of the following: Female Genital Mutilation, Child Sexual Exploitation, Forced Marriage or Gang Membership, they are required to report them to the Designated Lead in School using the Note of Concern. The Designated Lead will then contact the Duty Social Worker at the Contact Centre or the Duty Officer at the Safeguarding Children Unit (0161 474 5657 / 5659) for further advice and support. In the case of FGM, from **October 2015**, it has been mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's designated safeguarding lead and involve children's social care as appropriate.

Child Protection Procedures

At our School we follow the policies and procedures generated by Stockport's Safeguarding Children Unit

When members of staff receive a disclosure or notice something which leads them to suspect that abuse may have taken place the information is recorded on our 'Note of Concern'. It is passed in a sealed envelope to the designated safeguarding lead as soon as possible.

This record should include:

The date and time of the observation/disclosure

Full information including verbatim accounts when possible of the incident

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Comments about the child's appearance, behaviour, emotional state and actions

A member of staff suspecting or hearing details causing concerns about possible abuse must:

Listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place. Reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the relevant Designated Lead who will ensure that the correct action is taken. **Do not** ask leading questions, that is, a question which suggests its own answer.

All staff 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. **Anyone can make a referral**, however if it becomes necessary to consult outside the school, they should speak in the first instance to the Contact Centre. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately via the Contact Centre - 0161 217 6028 or to the police.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

When members of staff are receiving a disclosure from children they should follow the guidance issued by the Safeguarding Children Unit.

When technology is involved we retain the evidence provided by the young person and/or their family (e.g. screen shots/emails/text messages) and use it to support the 'note of concern'. However we do not search mobile phones or computers to gain further information. Instead we seek advice from the police via the Public Protection and Investigation Unit (0161 856 7974) about gathering evidence.

Upon receiving the 'note of concern' the designated safeguarding lead follows the procedures endorsed by Stockport's Safeguarding Children Unit, which are described in the flow-chart that is displayed around school. Action should be taken within the same working day and as early as possible.

Where abuse is suspected a referral will be made to Social Care by the Designated Safeguarding Lead. The expectation is that a verbal referral will be supported in writing, usually by the completion of the Early Help Assessment (EHA), in line with local procedures.

The content of the referral will be discussed with parents/carers where this is appropriate. Advice should be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse or fabricated illness are suspected. Members of staff are aware that they must not

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discuss any issues with parents/carers unless they are told to do so by the Designated Safeguarding Lead. Pupils/Parental consent is not needed for referral to statutory agencies.

NB. The above processes are also relevant when there are concerns about children who may be at risk being drawn into terrorism. Advice can also be sought from the Channel Programme (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism) or Children's Social care.

NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.

Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others (including the taking of photographs) may negate or contaminate evidence.

At our school it is expected that staff will co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. This is not the responsibility of our school.

Throughout this process the Designated Safeguarding Lead can seek advice from:

Social Care Contact Centre (0161-217-6028) – you may need to speak to the Senior Practitioner/Duty Social Worker

The Senior Advisor for Safeguarding in Education –**Julia Storey**

(Julia.Storey@Stockport.gov.uk)

The Safeguarding Children Unit

As a school we take our commitment to attending Child Protection conferences very seriously. If in the unlikely event, we cannot attend, we will always send a written report to the conference to convey latest information and our opinions to the Independent Chair.

Any concerns about the welfare of a child should be reported immediately to the DSL

Training and Support

All members of staff, volunteers and governors are trained in safeguarding and child protection issues as part of their induction process - including the identity and roles of the DSLs and DSOs - and receive regular on-going training. The School induction training includes: school policy, KCSIE part one (all staff), KCSIE Annex A (leaders and those who work directly with children), staff code of conduct (including whistle blowing and acceptable use of IT, staff/pupil relationships and communication including use of social media).

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A copy of part 1 of Keeping Children Safe in Education has been given to all teaching and non-teaching staff. Leaders and staff who work directly with children also receive KCSIE Annex A. This applies to both incoming and existing staff. A hard copy of a signed register to evidence that staff have received these documents is kept in school by the DSL / DSO, as are 'Quiz' answers to show that staff have read and understood the documents during induction.

An electronic version and hard copy of the Safeguarding policy is available to all members of staff.

All members of staff undertake Level 1 Basic Awareness training every 2 years. This is provided by Stockport's SCU. All staff had training in September 2016, however, staff receive regular in house updates and training, including online safety and the Prevent Duty. The Designated Safeguarding Lead in school and Designated Safeguarding Officers undertake specific training every 2 years which is provided by Stockport's SCU. This will include local inter-agency working protocols and training in the LSCB's approach to *Prevent* duties.

H.Khinda had training in February 2016, K.Conway in October 2016, J.Smith in March 2017 and E. Day November 2015.

The Designated Safeguarding Leads and Designated Safeguarding Officers attend Stockport Safeguarding Network Meetings and EYFS Leaders & Managers Meetings to ensure they are up to date with new initiatives and current issues in child protection. Further training and duties for DSLs and DSOs include inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children.

As lead safeguarding professionals in school, we attend local authorities services to support the *Prevent* strategy. The DSLs and DSOs have higher-level training in the LSCB's *Prevent* strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology. The School demonstrates our commitment to the *Prevent* strategy by ensuring that, as a minimum, the DSL and DSo have accessed *Prevent* awareness training, such as the on-line general awareness training module on Channel promoted in the non-statutory advice, and is able to provide advice and support to other members of staff on protecting children from radicalisation. Where possible, all current and newly appointed members of staff have also completed the on-line general awareness Channel module and certification on successful completion is also available to view. For further details refer to: counter-extremism@education.gsi.gov.uk.

All staff have been made aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

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Support material and the policies and procedures are available on www.safeguardingchildreninstockport.org.uk. Another good source of advice is provided on the NSPCC website.

These materials are also available on the Stockport website www.stockport.gov.uk and www.hulmehallschool.org

On an annual basis, staff are asked to confirm they are able to locate the School Safeguarding Policy on the internet and that they have read and understood their responsibilities with regards to safeguarding.

A record of staff training is kept within school, which identifies who has attended the training and the content of the session.

A set of the most recent training materials are available for staff in school.

The level and focus of training is responsive to the context of the school and the community.

Our Nominated Governor receives termly updates about safeguarding concerns in School at Education Committee Meetings and via e mail.

Information for Parents/Carers

It is made very clear to all parents/carers that all staff are legally obliged to follow up any concerns they may have around child protection. A statement to this effect is included on the School website and the Senior pupil homework diary. We display our commitment to safeguarding in our entrance areas and www.hulmehallschool.org

Confidentiality/Records

All Child Protection records are kept separately from other records in the School and are stored in a locked cabinet. The Designated Safeguarding Leads, Designated Safeguarding Officers and Headteacher have access to these. When necessary they may be shared with other relevant members of staff. However, they must always be read in School and then placed immediately back in the locked cabinet.

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When a child leaves our School, copies of their child protection records are sent to the receiving school separately from the child's other school records . Records are not sent unless it has been confirmed that the child has taken up their new place. If this confirmation is not received we would retain the file indefinitely. We would inform Services for Young People (SFYP), via a password protected e-mail supported either by phone or an SFYP referral form, that the child was no longer at our school.

Team Around the Child (TAC)

This is a multi-agency approach working to support the child. It is led by the Local Authority. Where it is deemed that pupils require additional support, staff at Hulme Hall Grammar School will:

- ✦ Discuss their concerns with parents/carers
- ✦ Complete or update an Early Help Assessment
- ✦ Convene or take part in the Team Around the Child Process
- ✦ Call an Engagement Meeting if parents/carers are unwilling to engage with the process
- ✦ Monitor the child's progress and raise the issue to the level of Child Protection if this is necessary

All our work at the level of Team Around the Child is conducted with the support and full knowledge of our parents/carers. When we can, we will involve the child in the process, if they cannot be present in meetings we will find ways ensure that their thoughts and views are heard.

Training and Support - Further safeguarding training and development opportunities can be found at - www.safeguardingchildreninstockport.org.uk and on Learning Leads.

Materials to support the Team Around the Child process are located on the Stockport Family page within the SMBC website (www.stockport.gov.uk/early-help-assessment). In the Senior School materials are also accessed to equivalent Local Education Authorities.

The Views of Our Children

In our school, the views of our children are very important to us. We make sure that our children know that members of staff are always prepared to listen to them and provide early help. Children are made aware that they can report any concerns verbally and/or through:

Assemblies

CPSHE Activities and circle time activities

School Council

Form Time

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Via E Mail

In addition members of our staff are mindful of the need to actively listen to children at all times during the school day. Staff members are asked to report the content of these conversations to senior leaders through established meeting structures in school, whether or not there are concerns expressed by the children. We do this to ensure that we have a constant overview about how our children are feeling in school throughout the year. We use the findings from all these sources to inform our school development plan, curriculum developments and specific interventions for individual children.

Teaching pupils about Safeguarding

The following areas are among those addressed in CPSHE, RE and in the wider curriculum:

- ✦ Bullying – including online peer on peer abuse such as cyber bullying and sexting
- ✦ Drug and alcohol awareness
- ✦ E Safety / Internet safety
- ✦ Stranger danger and personal safety
- ✦ Fire and water safety
- ✦ Road safety
- ✦ Positive relationships
- ✦ Diversity
- ✦ Informed choices
- ✦ British Values linking with P.V.E

Documents we refer to include:

- *The use of social media for on-line radicalisation*
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Support to pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence. This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention. Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or

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from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

Staff Protection

All staff and volunteers must abide by the Staff Code of Conduct. It is possible to reduce situations in which abuse can occur and help protect staff by promoting good practice. The standards of professional conduct expected of all staff are contained in the Staff Handbook. Staff should always be open and public when working with pupils. Members of staff who are also parents of pupils in the school should be very mindful of their professional obligations within the social and domestic context.

Staff should not:

- ✦ Spend excessive amounts of time alone with individual pupils, for example in one to one tuition or sports coaching.
- ✦ Take pupils alone on car journeys without the parents' knowledge and permission.
- ✦ Take pupils to their home where they will be alone.

Staff should never:

- ✦ Allow or engage in rough, physical or sexually provocative games.
- ✦ Share a bedroom with a pupil on any residential trip or other occasion.
- ✦ Allow or engage in any form of touching apart from official activities which require this and for which there are guidelines. Common sense should be exercised when dealing with injured or very young pupils in distress.
- ✦ Allow pupils to go unchallenged if they use inappropriate language.
- ✦ Make sexually suggestive or inappropriate comments to a pupil, even in jest.
- ✦ Allow allegations made by a pupil to go unchallenged, unrecorded or not acted upon.
- ✦ Humiliate pupils, including sustained shouting or unacceptable use of sarcasm.
- ✦ Staff should never use their size or presence as a threat, e.g. standing over a pupil in a threatening manner; Shouting, intimidating or ridiculing are forms of abuse.
Pupils should be called by their given or chosen name.
- ✦ Engage in inappropriate electronic communications with a pupil.
- ✦ Staff who need to contact pupils outside school hours should use a school mobile phone or their school email account.
- ✦ Staff should only use the School's rewards and sanctions. (A record of all rewards and sanctions issued should be kept and should include which pupils are selected to do what and when).

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- ✦ Any physical contact of any sort should be avoided as it can be misconstrued. The 'natural' reaction when a pupil is upset is to respond with a comforting gesture, but they may not welcome this.
- ✦ Hitting a pupil whether in the spirit of fun or any other form of physical restraint is unwise; special care should be taken in 1:1 situations with a pupil.
- ✦ Staff should make it possible for people to see into the room even if they don't come in and if possible leave the door open.
- ✦ Staff should ensure that others are aware what they are doing with pupils, when and why.
- ✦ Arrangements for supervising pupils should always be known and accepted by managers.

RESTRAINT

If a pupil or pupils are perceived to be at risk, staff may use their discretion in using reasonable restraint. Staff should be very careful here and only use physical contact as a last resort. A member of staff may use, in relation to any pupil at the School, only such force as is reasonably necessary in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- ✦ Committing any offence;
- ✦ Causing personal injury to, or damage to the property of any person (including the pupil him/herself);
- ✦ Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the School or among any of the pupils, whether that behaviour occurs during a teaching session or otherwise.

The member of staff concerned with the incident should report any use of physical intervention/restraint immediately to the Head. All incidents will be recorded and written records kept in a Physical Restraint Log.

Pre-School

- ✦ Staff in the Pre-School must never be alone with a child. Staff will inform another staff member when they are about to change a child in the bathroom/on the changing mat, respecting privacy.
- ✦ Staff in the Pre-School are not permitted to take photographs or recordings of a child on their own cameras, mobile phones, tablets or other personal devices.
- ✦ Cameras and photographic images are stored securely either in a locked filing cabinet or in a password protected file.

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Pre-School is a mobile phone free zone. Parents/carers/visitors are not permitted to use mobile phones in the Pre-School. Staff must keep their mobile phones in the lockable cupboards provided.

Children missing from school

A child going **missing from education** is a potential indicator of abuse and neglect, including Child Sexual Exploitation (CSE), Female Genital Exploitation (FGM) and Forced Marriage and radicalisation. The risks associated with going missing from education have been given more prominence since *KCSIE* 2015. The School works closely with Stockport's Education Welfare Officers. We follow their procedures and guidelines to identify and respond to children who go missing, particularly on repeat occasions.

For further guidance refer to: *Children missing education* 2016.

The School also provides information to the local authority for standard transitions if requested. Here there is overlap with *KCSIE* 2016 which recognises children missing education as a safeguarding issue particularly when a child leaves with no known destination. For this reason, even though the school will report to its 'own' local authority, Schools will also copy in the local authority where the child is normally resident.

A written record is made of any incident of a pupil **missing from school**, the action taken, and any reasons given by the pupil for being missing.

- In the event that a child is missing the Head and DSL must be informed.
- The other children will be gathered together and the register will be taken.
- Ask all of the adults and children calmly if they can tell us when they last remember seeing the child
- At least 1 adult will stay with the children whilst a search is made of the venue and immediate area outside of the building by any other available staff. Maintenance staff will be informed by phone to join the search.
- Should the child not be found within 15 minutes the Head will contact the parents and the police.
- Whilst waiting for the Police and the parent/carer to arrive, searches for the child will continue. During this period, staff will maintain as normal a routine as is possible for the rest of the children at school. The DSL will inform the Stockport Safeguarding Children Unit.
- In cases where either the police or social services have been informed, the relevant body will be informed as soon as is practical. A full report will be written immediately for the incident book.
- Once the incident is resolved, the SLT and the staff team will review relevant policies and procedures and implement any necessary changes.

ACTIONS TO BE FOLLOWED BY STAFF ONCE THE CHILD IS FOUND

- Talk to, take care of and comfort the child and other children in the group

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- The Head will speak to the parents and other agencies, as appropriate, to discuss events and give an account of the incident
- Media queries should be referred to the Head
- There must be a full written incident report and procedures must be adjusted where necessary.

Managing Allegations against Staff

All school staff must take care not to place themselves in a vulnerable position with a child. All members of staff at Hulme Hall Grammar School are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headteacher. This also extends to other professionals / volunteers who are invited by the school to work with our children. If the concerns are about the Headteacher they are aware that they report the matter to the Chair of Governors. When an allegation has been made the Headteacher will consider whether the allegation suggests that the individual has:

- ✦ Behaved in a way that has harmed, 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 he or she would pose a risk of harm if they work regularly or closely with children

If an allegation is made against anyone working with children in a school, all unnecessary delays should be eradicated. Schools must not undertake their own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations.

If any of the above has happened the Headteacher must record the concerns, and contact the Local Area Designated Officer to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to proceed in writing via a formal referral route, or treat the matter internally via other policies (e.g.: disciplinary/capability).

For additional information about the process we refer to the flowchart written by the SSCU-
www.safeguardingchildreninstockport.org.uk

Any allegation against a member of staff will be recorded. The report will be held securely in the Head's office.

If the allegation was made against the Headteacher it should be reported to the Chair of Governors. He should contact the Local Area Designated Officer immediately to ask for advice about how to proceed.

From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers, and so schools must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the

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accused person is charged with an offence, or the DfE/National College for Teaching and Leadership (NCTL) publish information about an investigation or decision in a disciplinary case.

The Headteacher must not be informed.

All members of staff in our school are made aware of this policy at least annually.

As a school we recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) in accordance with the Protection of Freedoms Act (2012) for their consideration about whether a colleague should be barred from the children's workforce. We would make a referral when both conditions set out in the Referral Guidance provided by the DBS on www.homeoffice.gov.uk/dbs are met.

The DBS address for referrals is PO Box 181, Darlington DL1 9FA – tel 01325953795.

A referral will be made to the National College for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons for such an order are:

Unacceptable professional conduct

Conduct that may bring the profession into disrepute

A conviction, at any time, for a relevant offence

Managing Allegations against Pupils

All staff are aware that they have a duty to report any allegations of suspected abuse by one or more pupils against another pupil to the DSL. If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, then a referral will be made to Children's Social Services. The School will follow the reporting concerns procedures outlined above.

It would be an expectation that in the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, are treated as being 'at risk'; thus the information is recorded on a Note of Concern. If physical abuse is suspected, a Skin Map can be used to record the site and extent of any injury that has been noticed. These are passed on to the DSL as soon as possible who will decide whether to make a referral or not based on advice received from the LSCB. **Any member of staff may make a referral to external agencies.**

Safer Recruitment

At our school we are committed to the safer recruitment practices.

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We ensure that all appointments in our school are made by a panel which comprises of at least one person who has completed safer recruitment training. A copy of the certificates of everyone who has been trained is retained by school. Further details are within our Safer Recruitment Policy.

In addition we:

- ✦ Maintain our single central record in compliance with guidance laid out in Keeping Children Safe in Education (September 2016).
- ✦ Ensure that volunteers (including governors) are subject to DBS checks against the Barred List for children in accordance with the Protection of Freedoms Act (2012).
- ✦ Ensure that, where appropriate, we are clear about the pre-appointment checks that have been undertaken by any member of staff supplied to us by another organisation and we have checked their identity.
- ✦ Cleanse our single central record annually to remove the staff that have left our organisation. All the details of these staff are kept for six years.
- ✦ Have a clear process of risk assessing any individuals who come onto our premises. This would include a record of the levels of supervision that will be applicable while colleagues are in our school.
- ✦ Due to *Prevent*, School has clear protocols for ensuring that any visiting speakers, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised. e.g such as internet searches and appropriate checks
- ✦ Ensure that where appropriate (LA officers/contractors) visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties.
- ✦ Ensure our governing body reviews our contracts regularly to check the adequacy of the arrangements contractors put in place to ensure that their staff are 'suitable' for working in school.

Monitoring

The Designated Lead, Headteacher and the nominated Governor will scrutinise and monitor the operation of this policy and its procedures and make an annual report to the Governing Body. The Governing Body will undertake an annual review of the policy and procedures and the efficiency with which the related duties have been discharged. This will normally take place in November. Appropriate minutes will be kept to demonstrate the detail of the review.

Further Safeguarding Issues:

Arrangements for dealing with peer-to-peer abuse and allegations

The School has clear procedures for dealing with abuse by one or more pupils against another pupil, including sexting and any other relevant issues named in *KCSIE* of relevance to the school (such as passing off abusive comments and interactions as mere 'banter', sexual assaults, gender-based issues), and how victims will be supported. Refer to the Anti-bullying Policy.

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Peer on peer abuse and bullying occurs when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Our policy has a clear 'stepped' approach and can be found on the School website and an abbreviated version in the Pupil Planner. In cases such as cyber-bullying and on-line / social media abuse it may be necessary for incidents to be referred to agencies such as the police / CEOP. In the event of disclosures about pupil-on-pupil abuse, all children involved, whether perpetrator or victim, are treated as being 'at risk'. Further advice about sexting in schools can be gained from the UK Council for Child Internet Safety (UKCCIS): *Sexting in schools and colleges*.

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

A number of other expert and professional organisations are best placed to provide up-to date guidance and practical support on safeguarding issues. There is also a great deal of guidance on the following issues on the GOV.UK website:

- Bullying (including cyber bullying)
- Child Sexual Exploitation (CSE) (Further information, KCSIE Part 1 & Working Together To Safeguard Children update February 2017)
- Child missing from education (Further information, KCSIE Part 1)
- Child missing from home or care
- Domestic Violence
- Drugs
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation (FGM) (Further information, KCSIE Part 1)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/violence against women and girls (VAWG)
- Hate
- Mental Health
- Missing Children & Adults
- Private Fostering
- Preventing Radicalisation (Further information, KCSIE Part 1)
- Sexting
- Trafficking

Hulme Hall Grammar School

Useful Contacts and Resources

Designated Safeguarding Leads

Mrs H Khinda h.khinda@hhgsvle.org

Mrs J Smith j.smith@hhgsvle.org

Designated Safeguarding Officers

Mrs K Conway k.conway@hhgsvle.org

Miss E Day e.day@hhgsvle.org

NSPCC National Helpline 0808 800 5000

Childline 0800 1111

Keeping Children Safe in Education – DFE September 2016

Working Together to Safeguard Children – March 2015 (update 2017) What To Do If You're Worried a Child is Being Abused – DFE 2015

www.everychildmatters.gov.uk

SOCIAL CARE CONTACT NUMBERS

STOCKPORT

Stockport Safeguarding Children Board – 0161 217 6028 out of hours: 0161 718 2118

Children's Social Care: MASSH (Multi Agency Safeguarding Support Hub) 0161 217 6028
Emergency out of hours: 0161 718 2118

Updated by Mrs H Khinda/Mrs J Smith/Mrs K Conway: September 2017.

Further updated by Mrs J.Smith: November 2017

To Be Approved by Governors: November 2017.