



CHILD PROTECTION AND SAFEGUARDING Policy

Date approved	Lent 2021	Approved by	St Ralph Sherwin Catholic Multi Academy Trust St Mary's Catholic Voluntary Academy
Review cycle		Signature	
Due for review by	Advent 2021	Name	Fionuala Boucher

This policy operates in line with our school mission, Catholic ethos and best safeguarding practice. St Mary's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Introduction and Context

1.1 Our school/setting, its community and our vision & ethos

We live and learn by journeying with Jesus for the greater glory of God.

St. Mary's CVA, Marple Bridge is a small Catholic primary school, situated in open surroundings overlooking the village of Marple Bridge, Stockport. We explore and discuss themes, make links with our learning and explore moral messages. *Love one another as I have loved you* (John 13:34-35) encapsulates the important message to treat others as we would wish to be treated. Tolerance, forgiveness and respect are strongly promoted. At St Mary's CVA, Marple Bridge we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

Our local contextual safeguarding risks are country lines drug trafficking and radicalisation (related to white supremacy). In our school we believe that all our pupils have the right to be safe at school and in their own homes. We are an Operation Encompass School. We receive information from the Police informing us of domestic abuse incidents relating to the circumstances of children and young people on roll. Based on the information received, our trained staff will make informed decisions on how best to support children and their families. Should the police be called to the home of one of our pupils, school will be notified by 9.30 am the next working day.

1.2 The context of the St Ralph Sherwin Catholic Multi Academy Trust

The St Ralph Sherwin Catholic Multi Academy Trust of which, **St Mary's CVA, Marple Bridge** is a member of is a trust of 25 schools across 5 local authorities. The St Ralph Sherwin CMAT is fully committed to its safeguarding obligations and its current safeguarding statement is Appendix H of this policy. Many schools in the trust are on the borders of 2 or more local authorities and this policy allows for schools to have details of all the local authorities that children from their school live within. All trust schools use either MyConcern or CPOMS for the recording of safeguarding incidents.

1.3 Our Responsibilities

St Mary's CVA, Marple Bridge fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the School will deliver these responsibilities. This is an overarching policy. Child as written in this policy is a child until 18. Child as written in this policy is of statutory school age. **Staff as written in this policy means, any one with contact to a child or young person, all teaching staff, non-teaching, Governors and Volunteers, and extends to all supply/agencies been used by the school for duties in school.**



We are a provider of education for EYFS (Early Years Foundation Stage).

This policy should be read in conjunction with:

[‘Working Together to Safeguard Children’ \(updated 2019\)](#) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

[Keeping Children Safe in Education \(2020\) Update- January 2021](#)

[“What to do if worried a child is being abused” \(March 2015\)](#)

[“Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)

[“The Prevent Duty Departmental, advice for Schools and child care providers” \(June 2015\).](#)

As well as alongside the following school policies:

- Behaviour Policy
- Antbullying Policy
- Attendance Policy
- Online Safety policy – child/parent AUP
- Remote Learning Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Home/School Agreement Procedures
- Safer Recruitment Policy
- Own Device Policy
- Personal/ Intimate Care
- Missing Child
- Covid related policy addendums

In accordance with the above procedures, we carry out an annual audit of our Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Local Safeguarding Partnership.

Multi-agency partnership Arrangements

This school/setting will continue to work in partnership with the Stockport Safeguarding Children Partnership and follow relevant local arrangements under the new local safeguarding partnership arrangements.

1.4 Our Principles

Safeguarding arrangements at this school are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all Staff should play their full part in keeping children (Includes vulnerable adults when in their setting) safe;
- We will aim to protect children using national, local and school child protection procedures;
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018;

- That all Staff *have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, should feel confident that they can report all matters of Safeguarding in the School/setting where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.*
- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

1.5 Our Policy

Through implementation of this policy we will ensure that our School provides a safe environment for children (and vulnerable adults when in their setting) to learn and develop. We will cross reference to other policies relevant to our safeguarding in the school and make reference to them in this policy where relevant.

2. Types of Abuse

2.1 Children with Emerging Needs and who may require Early Help

All Staff working within the School should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of emotional/mental ill health
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- [Children who run away or go missing from home or care](#)
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring all Staff know the processes to secure advice, help and support where needed.

2.2 Child Abuse

In relation to children safeguarding and promoting their welfare is defined as:

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

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is defined in the 'Keeping Children Safe in Education Statutory Guidance, 2020'.

Details of this can be found in the Appendix A at the end of this document.

3. Signs of Abuse (Child Protection)

This school understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

A full explanation of indicators is in Appendix B.

4. Specific Safeguarding Issues

Schools will endeavour to ensure their Staff, are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- Children at risk of criminal exploitation (CCE) as defined by local safeguarding partnership procedures
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Breast Ironing
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting

- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

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

At **St Mary's CVA, Marple Bridge** we identify pupils who might need more support to be kept safe or to keep themselves safe by: understanding the signs and indicators of specific issues listed earlier in this policy, this school will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff Induction training, and ongoing development training for all Staff. The school will also access broad Government guidance, local procedures, strategies and tools through the Local Safeguarding Partnership. At **St Mary's CVA, Marple Bridge** pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. They are taught about Safeguarding through their PSHE, ICT, RSE and Science curriculum. Children are taught to recognise when they are at risk and how to get help when they need it through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. We also have a teaching assistant who can be assigned to work with vulnerable children to offer them support.

4.1 Prevent Duties

The School will ensure all staff, will adhere to their duties under Prevent, as detailed in the [Prevent Duty Guidance 2015](#), (also [Prevent Duty Guidance for schools](#)) to have due regard to the need to prevent people from becoming drawn into terrorism. The HT/Principal and Chair of Governors will:

- Establish or use existing mechanisms for assessing the risk of extremism and terrorism;
- Ensure staff understand the risk and build capabilities to deal with issues identified;
- Communicate the importance of the duty;
- Ensure all Staff (including governors and volunteers) implement the duty.

This School will respond to any concern about Prevent as a Safeguarding concern and will report using local Safeguarding Procedures. This will involve making a referral to the Police Prevent team in order to develop a support plan for the individual. This may progress into CHANNEL where the risk is identified, and the individual may need extensive support. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. The school is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when online in the school and

actions taken relevant to the activity. The school/setting will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate. (Cross reference here to forms being used). The School/setting will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The HT and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism;
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty;
- Ensure all Staff (governors and volunteers) implement the duty.

We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals into CHANNEL where the risk is identified. The school is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when online in the school and actions taken relevant to the activity. Staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

4.2 Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is any threatening behaviour, violence or abuse between adults who are, or have been in a relationship; or between family members. It can be psychological, physical, sexual, financial or emotional abuse. Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people.

Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

We are an [Operation Encompass School](#). We receive information from the Police informing us of domestic abuse incidents relating to the circumstances of children and young people on our roll who live in **Stockport**. Based on the information received our trained staff will make informed decisions on how best to support children and their families.

If we receive a notification (SDAT) from Derbyshire Police where there has been an incident in a household involving a **Derbyshire** pupil at this school, we have agreed processes on how to respond and support the pupil whilst in school and are able to escalate any Safeguarding concerns into Children's Social Care services using the local Derby and Derbyshire Safeguarding Procedures. (The Derbyshire LADO number is 01629 533190)

Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our school is aware that any information received about such a concern, we will treat this as Safeguarding concern and follow our Safeguarding processes.

4.3 Emotional/Mental Health and Wellbeing

All Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If Staff have a mental health concern about a child we will respond to the concern, inform and discuss our concerns with parents/carers and seek ways to support the child in and out of school. Our School will contact the local School Age Plus worker for advice: Deborah Knowles, 0161 474 4671. SA+ advice will also be sought prior to going to the School Nurse. If a child is presenting with a risk of serious immediate harm and at risk of taking own life, we will seek urgent advice from the urgent CAHMS services and or seek medical intervention. Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. However, this school will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.

4.4 Online Safety, Cyber Security (including remote/blended learning)

We will ensure that we have information and processes to raise awareness of online safety and cyber security. Staff and pupils will be made aware of online safety issues and concerns, through training and the curriculum. Classes also begin each year with revisiting online safety in their computing lessons; they take part in February's Safer Internet

Day. The children learn about online safety in depth through the PSHE curriculum; our 1 Decision programme has an online safety topic each year. This covers a range of online safety issues, including online fraud and scams, copycat websites, phishing e-mails, identity theft, cyberbullying/trolling, cyberstalking, online grooming, online radicalisation, offensive/illegal content, child sexual exploitation and young produced sexual imagery (sexting), social media. Cyber security is a growing safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely and follow our Remote Education Policy.

4.5 Relationship, Sex, Health Education (RSHE)

Relationship, Sex and Health Education is compulsory. As a school we have developed our approaches to meet statutory requirements and the teaching of this. This will include equality, diversity and difference. We follow the Journey in Love scheme, in line with the school's Catholic Ethos; there are also supplementary Diocesan slides which support delivery of units of work to Y5 and Y6 pupils. We acknowledge that there may be times during the teaching of RSHE, that children may need an opportunity to talk to a trusted adult in the school. Children may want to talk about experiences at home or in the community that may trigger discussions with the Designated Lead, who will then decide on any next steps around listening and responding to the child. By the end of Lent term 2021, additional material about our RSE offer will be available on the school website.

4.6 Child Sexual Exploitation & CRE- children at risk of exploitation (Child Protection)

We recognise this is relevant to both boys and girls. The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017). 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 physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college, or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicious of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work

- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional wellbeing

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues:

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

All suspected or actual cases of CSE/ CRE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School

4.7 Female Genital Mutilation (Child Protection)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin *
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK

Indications that FGM may have already taken place may include:

- difficulty walking, sitting, or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

The School recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken. All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

**parents from a country who are known to practice FGM*

4.8 Allegations of Abuse against other Children/Peer on Peer Abuse (Child Protection)

We recognise that some children abuse other children or their peers; therefore, the reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school/setting. Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This will may a referral into the Police and Social Care. The school/setting will consider and may apply the disciplinary procedure. The school will offer support to a victim. *We recognise peer on peer abuse can take some of these forms;*

- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter;
- Sexual harassment;
- Sexting
- Sexual Violence;
- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on difference.

We will pay adherence to the guidance available to schools/settings - Sexual Violence and Sexual Harassment in Schools between children (December 2017) and have a strategy in the school to identify, report and respond to any issues/incidents raised. We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to

address and tackle peer on peer abuse. [This links to our anti-bullying policy, behaviour policy and equality policy.](#) This school acknowledges the Voyeurism Act 2019, and the concerns around up skirting. This is a form of peer on peer abuse and may constitute a criminal act. Any incidents will be treated as a safeguarding concern and this school will follow their usual procedures when dealing with such an incident. This will mean reporting an incident to the police. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence. At St Mary’s CVA, Marple Bridge we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found: *The allegation:*

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

At St Mary’s CVA, Marple Bridge, we will support the victims of peer on peer abuse by giving them directed support and putting strategies in place for them to feel safe. There will be a professional dialogue and liaison with other specialist services. This will also be logged onto My Concern and followed through with the DSLs.

4.9 The Sending of Indecent Images from one person to another through Digital Media Devices

This school accepts that this is a Safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies. *We will refer to:*

Stockport [Levels of Need](#) Document

[Derby City & Derbyshire Thresholds Document](#)

[“Sexting in Schools & Colleges: Responding to incidents & safeguarding young people” UK Council for child internet safety](#)

[The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools](#)

[The Dfe guidance, June 2019 on Teaching Online Safety in Schools](#)

<https://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

4.10 The Child Criminal Exploitation (CCE) :

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The

victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional wellbeing
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The school/setting will offer support to a victim.

4.11 Serious Violence/ Carrying Knives/Offensive Weapons & Gang Culture

Bringing and carrying a knife/offensive weapon onto school/setting premises is a criminal offence and immediate action will be taken by calling the police. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school will offer support.

4.12 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. As a school we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Greater Manchester guidance we also refer [Criminal exploitation of children and vulnerable adults: County Lines](#). If a member of staff suspects a pupil/student being involved in county lines activity, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school will offer support.

4.13 Honour-based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency

4.14 Exceptional Circumstances (closures, partial closures, home learning)

At **St Mary's CVA, Marple Bridge**, if we find that there is a need to close or partially close the school and offer home learning we will ensure that any communication, information sharing, and the use of online learning platforms is in line with privacy and data protection requirements. All communication with pupils, parents and carers will take place using school communication systems; for example, school email accounts, phone systems and agreed platforms e.g. Microsoft Teams/ Google Classroom. Should exception be required this will be with permission of the Headteacher.

There is an expectation that staff and pupils will engage with home learning by adhering to the principles described in our existing staff code of conduct, pupil behaviour policy and online acceptable behavior policies. Where we have issued additional guidance in relation to online working, this will be circulated via school systems and staff will be advised accordingly. Staff and pupils will be advised how to share concerns as part of any alternative arrangements - Staff and pupils will be advised how to share concerns as part of any alternative arrangements. Staff will continue to log concerns using My Concern and pupils/parents will still be able to communicate concerns to staff during phone calls and at any time using the chat function or via email. Information on who will deliver sessions, along with lesson content and any sites children may be asked to visit as part of their studies will be shared with parents and carers. Parents/carers will be asked to ensure children are supervised in line with our home school distance learning agreement. In making our arrangements we will be consistent of [Safeguarding and remote education during coronavirus \(COVID-19\)](#)

5. Safeguarding Roles and Responsibilities

All Staff who has contact with a child or young person including Governors and volunteers *have* responsibility for the following:

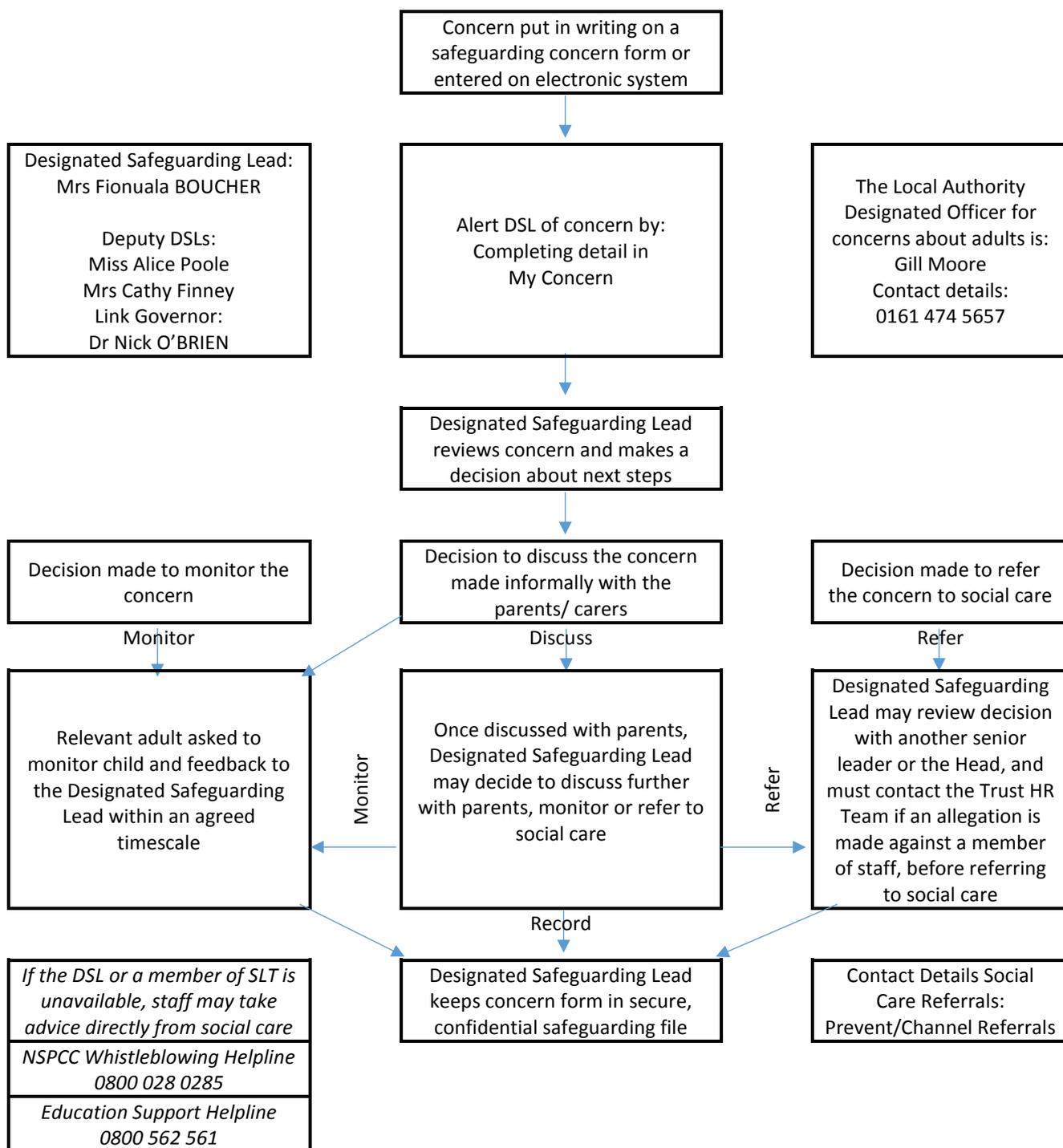
- Being aware of the local Safeguarding Partnership procedures are followed;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to;
- Knowing who the School Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care / Looked After Children), SEN/D and Anti- Bullying including who is the School link Governor for Child Protection and Safeguarding;
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School;
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in been able to use them including how to report concerns about other staff and the setting;
- That any concerns any staff have about a Headteacher, should be referred to the Chair of Governors.

- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support. (see school's Whistleblowing Policy)
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2019, relevant sections of 'KCSIE 2020' and local procedures for 'Safer Working Practices'. (Cross reference to similar policies, protocols the school has);
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If any Staff, have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide take the next step, (however, any member of Staff, Governor or Volunteer/Student, Supply) in a School can make a referral);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- All Staff are aware of the local Safeguarding Partnership's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of our schools Whistle Blowing policy;
- To recognise the new requirements on Children Missing From Education and particularly those where it is believed a child/children may be leaving the country;
- To refer & adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the school has to those who are thinking about or who are about to home educate, including those who have been removed from a school roll with a view to home educate;
- Recognising that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed;
- All Staff recognise their roles and responsibilities under SEN/D that those children/vulnerable adults in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;

- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into early help social care services for an assessment of their needs;
- All Staff are aware of the Stockport Private Fostering guidance and have an understanding of host families, and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;
- All Staff are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority which fulfils the requirements of the prevent Duty for schools;
- All Staff know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All Staff should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All Staff should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues / incidents:
- All Staff should recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues /incidents;
- When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEN/D;
- All Staff should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;
- This School/setting recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles. A summary of learning for schools is available in this policy appendices D.

All Staff *have* responsibility for the following:

- To share and report a concern, know how to do this and who to and record where appropriate in the role:



Role of Designated Lead within school:

The Designated Safeguarding Lead is responsible for safeguarding and child protection at St Mary’s CVA, Marple Bridge. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school
- work with external agencies and professionals on matter of safety and safeguarding
- undertake training
- raise awareness of safeguarding and child protection amongst the staff and parents

- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff

6. Governors and School Leadership are responsible for (and need to ask our school/setting about):

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements;
- Ensure there are robust safer recruitment procedures and a framework of checks, tracking and monitoring;
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority(s) in trying to keep children safe;
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding in their School liaising with other partners and agencies;
- Ensuring that we have a lead Safeguarding Designated Lead(s) for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school. That the DSL's are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that has updates at least annually and with certified training very two years.
- That a Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for school holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The leadership team will ensure there is cover at all times and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits;
- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date;
- That we work towards/have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in the School on these issues;
- We have an appointed teacher who is responsible for looked after children who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and the school's procedures for reporting, responding and recording Child Protection concerns;
- That there are procedures are in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) in every case;
- All Staff / anyone who has contact with a child or young person including Governors, volunteers and frequent visitors who will be working in the school is given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the school's policies and procedures;
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development;

- All Staff / anyone who has contact with a child or young person including Governors and volunteers receives the appropriate training which is regularly updated;
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- That important policy such as those for behaviour and bullying, are kept up to date;
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- That the curriculum will implement sex, relationship and healthy relationship teaching and make the best use of PSHE to cover Safeguarding issues with children in line with the statutory obligations 2020;
- We have in place an online Safety Policy equipped to deal with a widening range of issues associated with technology;
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required;
- That we understand the updated definition of child sexual exploitation and expectations around identifying, reporting and responding to any potential or actual cases of;
- That we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be privately fostered.
- That we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensures that all Staff (governors and volunteers) are made aware of the schools Whistle Blowing policy.
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That all Staff aware of the GDPR 2018 regulations are also does not use that as a reason not to share information about the welfare, health or safety of a child.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.

Where governors are needed to be informed of serious incidents in school, the Headteacher will communicate with the chair and the chair or the Headteacher will then disseminate the essential information to the wider governing body. We will also follow the Trust's serious incident procedure.

7. Creating a Safe Environment:

- We will ensure that all Staff are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development (use of a Schools counsel or similar).

- That the building; including its surroundings, are safe and one where children can feel safe.
- Where 'extended school' activities are provided by and managed by the setting, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance and staff suitability. When our children attend offsite activities, we will check that effective child protection arrangements are in place. We will use risk assessment and risk management models to assist us to do this.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Stockport Borough Council/ St Ralph Sherwin CMAT requirements regarding the Single Central Record.
- We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges.
- We recognise that where our school places a pupil/student we are responsible for the safeguarding of that pupil/student and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety & wellbeing of that pupil/student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement;

8. Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;
- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- If the person has lived or worked outside the UK, make any further checks the school consider appropriate;
- Verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS);
- Schools/settings must ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary for the post;

- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required;
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty, this includes Teaching Disciplinary Regulations, 2012;
- That we make use of the DBS Service where appropriate;
- That applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration;
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (School may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills);
- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff;
- Raise an alert with a senior member of the leadership team if there are gaps in references and / or any missing references;
- That our Volunteers/students/supply are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and have risk assessments in place for volunteers in the school undertaking activities with the children;
- That all our Governors have the enhanced DBS and other checks that may be required (Section 128);
- That we understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises;
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school, the local community and or viewed to be inflammatory e.g.- banned political groups.

Following successful recruitment, induction training must include the following:

- the Child Protection Policy
- the Behaviour Policy
- the Staff Behaviour Policy (sometimes called a Code of Conduct)
- the safeguarding response to children who go missing from education
- the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies) (see KCSIE (2020))

We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding see Appendix E.

8.1 Supply/Agency Staff

We will induct all work experience and student teachers and supply them with this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently. The allegations against professionals, volunteers and carers will apply to supply/ agency teachers. Whilst this school is not the employer of supply/ agency teachers, we will ensure allegations are dealt with properly. The Governing body will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another

part of the school, whilst they carry out their investigation. As a school we will be fully involved and co-operate in any enquiries from the LADO, police and/ or children's social services.

8.2 Students/Work Placements

We will induct all work experience and student teachers, and supply them with this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently. We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing. If the student/teacher is over 18 years of age, we will as a school apply the allegations against professionals, volunteers, and carers criteria if any concerns come to our attention. If the student on placement is under 18 years of age we will seek advice from the Designated Lead and determine any next steps which may mean using the local safeguarding procedures.

9. Safeguarding Processes and Procedures

The School will deliver its responsibilities for identifying and acting on Emerging Needs, Early Help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the local Safeguarding Partnership. **We use the Stockport Levels of Need document to inform our decision making.**

9.1 Emerging Needs/ Early Help

All Staff who has contact with a child or young person are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families. **When providing early help provision in the school, this school can demonstrate they have a framework and structures to support the work including information sharing, procedures around step up into Children's social care, robust recording & advice, and support to staff in early help activity. If support needs to be increased then, depending on the home address of the child, the school should make a referral using the appropriate details in Appendix G.**

9.2 Needs of Children with a Social Worker

We recognise that children may need a Social Worker due to Safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Virtual School.

9.3 Referring to Children's Social Care

St Mary's CVA, Marple Bridge will ensure all Staff know that if any have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and the Designated Safeguarding Lead reports that concern as soon as possible. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into Children's Social Care. Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A **telephone referral** must be made to MASSH (the Multi Agency Safeguarding and Support Hub) (or to Derbyshire's Starting Point if the child lives in Derbyshire) [Contacting the MASSH - Stockport Council](#) Further contact details are in Appendix G. If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known. Feedback should be provided following any referral. When a member of Staff has concerns for a child, and if the school are aware that the case is open to an allocated worker in locality, they should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care. Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made); the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school become aware of this**. Making a referral and referral pathways are found in Appendices F.

9.4 Records

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children at the school. We will follow the recommended GDPR guidelines of all records kept on staff and children, in relation to Safeguarding. We know that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations). We will therefore not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to the school.

9.5 Recruitment

This school/setting will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education' and any supporting DBS documentation are

followed in all cases. All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will in all cases for example check on;

- the identity of candidates;
- a check of professional qualifications;
- the right to work in the UK;
- make overseas checks where relevant;
- ask for and follow up at least two references;
- scrutinise applications for gaps in employment;
- Include at least two questions regarding safeguarding.

We will have a Single Central Record which will cover all Staff, including Governors, Volunteers, frequent Visitors, Students, Agency and Supply, and in some cases contractors providing a service to the school. We will ensure this record is regularly updated and reviewed in line with National and Local requirements. For Independent Schools, including Academies and Free Schools, this will also cover all members of the Proprietor body. We will ensure that all Staff are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed. We will ensure there is a Staff Code of Conduct, ensuring all Staff are familiar with Safer Working Practices.

This also includes advice on conduct, safe use of mobile phones, use of social media and media based platforms and guidance on personal/ professional boundaries in emailing, messaging, or participating in social networking environments and blended/ remote learning. We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

9.6 The Disclosure and Barring Service (DBS):

The Disclosure and Barring Service (DBS) helps employers make Safer Recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children. The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland
- Providing an online DBS service

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant. A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met. We will have a clear understanding of what regulated activity is and implications for volunteers in the school. This may mean undertaking risk assessments on any activity. We will follow advice on DBS checks as detailed by this guidance and this will include;

- Where relevant a separate Barred Check List has been completed;
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this;

- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants;
- A Section 28 Direction Check where relevant and on all Governors, which prohibits or restricts a person from taking part in any management of an Independent school, including Academy or Free school.

9.7 Dealing with allegations against staff and volunteers who work with children

The School will adhere to the procedures set out under 'Allegations Made Against Professionals' (Allegations of Abuse by Teachers and other Staff), this document can be found on the Local Safeguarding Childrens Partnership website. If a member of Staff has concerns about another member of Staff, Volunteer, Carer, Student, Supply and Agency Staff, then this will be referred to the Head Teacher. Where there are concerns about the Head Teacher this will be referred to the Chair of Governors. We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This may also mean a referral to the Police. A referral to the Police will also apply to:

- Regardless of whether the school is where the alleged abuse took place.
- Allegations against a Teacher who is no longer teaching
- Historical Allegations of Abuse should also be referred to the Police.

In our considerations where it is felt it meets the criteria, or we require advice, we will make a referral in every case to the Local Authority Designated Lead (LADO) via this link: [Contact the LADO - Stockport Council](#)

The school will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing and this will be undertaken in accordance with guidance's: Where there are allegations that are substantiated, the School will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in the **Keeping Children Safe in Education statutory Guidance for schools/colleges, The Local Safeguarding Partnership Procedures, and the schools HR procedures.**

10. Important Contacts

A list of important contacts are explained in Appendix G

11. Management of the Policy

The Governing Body/Trustee will;

- Ensure all governors are effective in the management of safeguarding;
- Ensure all Staff including all other governors and volunteers read and have access to the policy
- That it is displayed on the school's website

- That is overseen to ensure its implementation
- Review its content on an annual basis.

The Head Teacher will report annually on Safeguarding activity and progress within the School/Educational setting to the Governing Body. An appointed Designated Safeguarding Lead will complete the S175 Safeguarding Audit and with an Action Plan which will be used to report on Safeguarding activity and progress. We will include our safeguarding Link Governor in this activity and a copy of the Audit will be submitted to the St Ralph Sherwin CMAT. The Head Teacher should report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the School/Educational setting and using the processes with the Local Authority to report.

Signed by:

Headteacher, Mrs F Boucher		Date
Chair of Governors, Dr N O'Brien		Date
Safeguarding Governor, Dr N O'Brien		Date